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### A Survey on Mindfulness Practices of Students At Secondary Level

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#### ABSTRACT

*This study was conducted to the mindfulness practices of students. The objectives of study were check perception of students regarding mindfulness practices at Secondary level. To find out use of mindfulness practices at Secondary level the perception of students. This study was descriptive in nature and survey method was used. The population of the study consisted of five hundred and fifty-six (556) female students at secondary level in the kotli city. The researcher selected simple random sampling technique for the selection of the sample. The researcher selected Two hundred and thirty (230) female to collect the data. The researcher constructed a five-point Likert-scale questionnaire as the sample of the study. The reliability of the instrument was 0.85. Data were collected by personal visits. The collected data were analyzed through SPSS by using mean score, frequency, standard deviation, and percentage. The finding show that students experience stress due to exam pressure, GPA expectations and hectic coursework. Social and personal stressors like difficulties in socialization, anxiety and sleep disturbances also play a role in student's stress levels. This research concluded on the Mindfulness are needed to address stress in students at the Secondary Level. Recommendations included enhancing awareness of schools provided counseling services, introducing stress management workshops, and integrating mental health support into academic life. This research contributes to the discourse on student mental health and stress management, insights that can be used to improve institutional policies and support services for students*

**Key Words:** Mindfulness Practices

#### INTRODUCTION

Mindfulness practices have gained significant attention in educational settings, particularly at the secondary school level. Mindfulness refers to the psychological process of bringing one's attention to experiences occurring in the present moment, which can be developed through meditation and other techniques. Research indicated that mindfulness practices in schools can enhance students' mental health, emotional regulation, and academic performance (Meiklejohn, 2012).

As adolescents face increasing academic pressure and personal challenges, integrating mindfulness into their daily routines has become a promising approach to fostering their overall well-being. Studies suggest that mindfulness practices help secondary school students develop skills such as focus, empathy, and resilience (Zenner, 2014).

Mindfulness programs implemented in schools had a positive effect on cognitive performance and emotional functioning. These benefits are particularly important for adolescents, who are in a critical phase of psychological and emotional development. By practicing mindfulness, students can better navigate the complexities of this stage in life. Moreover, mindfulness practices have been shown to reduce stress and anxiety among students (Kabat-Zinn, 2022),

Despite its growing popularity, there is limited research on the adoption of mindfulness practices among secondary school students, particularly in non-Western contexts. This highlights the need for further studies to understand the extent of mindfulness awareness and practice in different cultural and educational settings (Van Dam, 2018).

Mindfulness practices have gained significant attention in educational settings as a means of enhancing students' emotional well-being, focus, and academic performance. At the secondary level, students face various academic and social pressures, making mindfulness practices a valuable tool for coping with stress and improving overall mental health. Mindfulness, defined as the ability to focus on the present moment non-judgmentally, has been shown to promote self-regulation, reduce anxiety, and foster resilience among adolescents (Kabat-Zinn, 2003).

The adolescence period is particularly sensitive due to the biological, psychological, and social changes students' experience. Studies suggest that incorporating mindfulness techniques such as meditation, breathing exercises, and mindful awareness in classrooms can significantly improve concentration and emotional balance (Zenner, 2014).

Research also highlights how mindfulness practices positively influence students' behavior and interpersonal relationships, creating a conducive learning environment (Weare, 2013).

These benefits underscore the importance of understanding the current state of mindfulness practices among secondary-level students and their impact on academic and personal growth. In the context of secondary education, mindfulness initiatives are often implemented as part of broader well-being programs. However, the extent of students' participation and their perceptions of these practices vary widely. For instance, students in urban areas may have greater exposure to mindfulness programs compared to those in rural settings due to resource availability and cultural attitudes (Roeser, 2016).

Mindfulness, rooted in ancient meditation practices, has evolved into a secular tool widely adopted in modern education. At the secondary level, students are particularly vulnerable to challenges such as academic pressure, social anxieties, and identity development issues. Mindfulness practices, which emphasize awareness and acceptance of the present moment, provide students with coping strategies to navigate these challenges effectively. Research indicated that regular mindfulness practice fosters emotional regulation, cognitive flexibility, and improved academic outcomes (Roeser, 2014).

Despite the evident benefits, the integration of mindfulness into school systems faces various challenges. Factors such as lack of trained instructors, limited time in curricula, and cultural skepticism hinder the widespread adoption of mindfulness practices in schools. Moreover, students' participation often depends on their interest, understanding, and accessibility to mindfulness resources (Burke, 2010).

### **Objectives of the Study**

The objectives of this study were:

1. To check perception of students regarding mindfulness practices at Secondary level.
2. To find out use of mindfulness practices at Secondary level.

### **Literature Review**

#### **Mindfulness Practice**

Mindfulness is the act of being fully present in the moment with a non-judgmental awareness of one's thoughts, emotions, and physical sensations. Originating from Buddhist meditation, mindfulness has gained significant attention in the past few decades for its applications in health, education, and psychology (Kabat-Zinn, 1990). This review explores the conceptualization, benefits, and challenges of mindfulness practices, drawing on recent research and scholarly perspectives.

Mindfulness has its roots in ancient Buddhist teachings, specifically the concept of "sati," which emphasizes awareness and attention (Baer, 2003). Jon Kabat-Zinn introduced mindfulness into Western medicine through the Mindfulness-Based Stress Reduction (MBSR) program, designed to alleviate stress and improve well-being. Modern definitions, such as those by Bishop et al. (2004), describe mindfulness as a two-component model involving self-regulation of attention and a curious, open attitude toward experience.

Research has demonstrated that mindfulness has a profound impact on mental and physical health. For instance, studies by Grossman et al. (2004) show that mindfulness interventions significantly reduce stress, anxiety, and depression. Additionally, mindfulness has been linked to improved cognitive functions, such as attention and memory, as well as enhanced emotional regulation (Hölzel et al., 2011). In educational settings, mindfulness improves student focus and academic performance (Zenner et al., 2014).

Mindfulness-based interventions (MBIs) are widely used in clinical settings. Programs like MBSR and Mindfulness-Based Cognitive Therapy (MBCT) have proven effective in treating chronic pain, depression, and post-traumatic stress disorder (Segal et al., 2018). Furthermore, mindfulness has been integrated into treatments for cardiovascular diseases and cancer, emphasizing its holistic benefits (Carlson & Garland, 2005).

practice faces several challenges. Critics argue that the commercialized adoption of mindfulness in the West often overlooks its ethical and cultural dimensions (Purser, 2019). Moreover, sustaining mindfulness as a daily practice can be difficult for individuals due to time constraints and lack of motivation (Chiesa & Serretti, 2009). These issues highlight the need for more tailored and accessible mindfulness interventions.

#### **Components of Mindfulness Practices for Students Include**

Mindfulness practices for students involve various structured activities and techniques designed to enhance awareness, focus, and emotional regulation. These components are tailored to meet the developmental and cognitive needs of students, fostering a supportive learning environment. The primary components include:

##### **Focused Breathing Exercises**

Breathing exercises are foundational in mindfulness practice. Students are taught to concentrate on their breath, observing its rhythm and flow. This helps them develop attention control and calmness, especially during stressful situations (Meiklejohn et al., 2012).

### Body Scans

Body scan exercises involve guiding students to focus on different parts of their bodies sequentially. This practice fosters awareness of physical sensations and promotes relaxation, which is particularly beneficial in managing tension and anxiety (Kabat-Zinn, 1990).

### Mindful Observation

Students are encouraged to observe their surroundings or a specific object with full attention, noting details they might usually overlook. This practice cultivates curiosity and a sense of presence, helping them stay engaged in the moment (Zenner et al., 2014).

### Journaling and Reflection

Mindfulness practices often include reflective journaling, where students write about their thoughts, emotions, or experiences. This helps in self-expression and developing a deeper understanding of their mental states (Schonert-Reichl & Lawlor, 2010).

### Mindful Movement

Incorporating activities such as yoga or walking meditation allows students to connect mindfulness with physical activity. This helps in building awareness of bodily movements and reducing restlessness (Felver et al., 2016).

### Gratitude Practices

Gratitude exercises encourage students to reflect on positive aspects of their lives and express appreciation. This practice enhances emotional well-being and fosters a positive outlook (Emmons & Stern, 2013).

### Emotional Regulation Exercises

Techniques such as RAIN (Recognize, Allow, Investigate, and Nurture) help students process emotions constructively. These practices build resilience and improve interpersonal relationships (Bishop et al., 2004). By integrating these components into their routines, students can experience improved focus, emotional balance, and overall well-being, contributing to both academic and personal growth.

### Qualities of Mindfulness Practices

Non-judging: Be a fair viewer to your own practice (Adair, 2013).

Patience: A form of wisdom, tolerance shows that we accept the fact that (Ghorbani & Khormaie, 2019).

Beginner's Mind: Remaining open and interrogative allows us to be accessible to new.

Trust: Develop a basic belief with yourself and your feelings.

Non-Striving.

Acceptance.

Letting Go.

### Mindfulness Training / Practices

Mindfulness practices are characterized by distinct qualities that enhance awareness, promote self-regulation, and foster overall well-being. These qualities shape the effectiveness of mindfulness in various settings, including education, health, and therapy.

### Non-judgmental Awareness

Mindfulness emphasizes observing thoughts, emotions, and sensations without labeling them as good or bad. This non-judgmental attitude fosters acceptance and reduces emotional reactivity (Kabat-Zinn, 1990).

#### Present-moment Focus

Mindfulness practices encourage a strong focus on the here and now. This quality helps individuals disengage from ruminative thoughts about the past or future, enhancing their mental clarity (Bishop et al., 2004).

#### Curiosity and Openness

Mindfulness involves a curious and open attitude toward experiences. Practitioners are encouraged to explore their thoughts and feelings with interest rather than avoidance, promoting self-awareness (Shapiro et al., 2006).

#### Compassion and Kindness

Cultivating compassion for oneself and others is a core aspect of mindfulness. This quality improves interpersonal relationships and reduces negative self-talk (Neff & Germer, 2013).

#### Acceptance and Patience

Mindfulness teaches individuals to accept situations as they are and practice patience. This reduces frustration and enhances resilience in challenging circumstances (Hölzel et al., 2011). By embodying these qualities, mindfulness practitioners can experience greater emotional balance, improved focus, and enhanced interpersonal relationships.

### **Benefits of Mindfulness Practices**

Mindfulness practices have been extensively studied for their transformative effects on mental, emotional, and physical well-being. Below are six significant benefits:

#### Stress Reduction

Mindfulness reduces stress by helping individuals focus on the present moment rather than worrying about past or future events. Studies, such as those by Kabat-Zinn (1990), show that mindfulness-based interventions like MBSR significantly lower cortisol levels, the hormone associated with stress.

#### Improved Emotional Regulation

Practicing mindfulness enhances the ability to manage emotions effectively. By fostering self-awareness, mindfulness helps individuals recognize their emotional triggers and respond thoughtfully rather than impulsively (Hölzel et al., 2011).

#### Enhanced Focus and Concentration

Mindfulness strengthens cognitive abilities such as attention and focus. Regular practice improves the brain's prefrontal cortex functioning, which is responsible for executive control and sustained attention (Zeidan et al., 2010).

#### Better Mental Health

Mindfulness has proven effective in reducing symptoms of anxiety, depression, and post-traumatic stress disorder (PTSD). Programs like MBCT are particularly beneficial in preventing the relapse of depression (Segal et al., 2018).

#### Physical Health Benefits

Mindfulness contributes to improved physical health by lowering blood pressure, reducing chronic pain, and enhancing sleep quality. It is also associated with better immune system functioning (Grossman et al., 2004).

### Improved Interpersonal Relationships

By promoting empathy, compassion, and active listening, mindfulness enhances communication and reduces conflicts in relationships. Mindfulness practices encourage individuals to respond to others with kindness and understanding (Neff & Germer, 2013). These benefits make mindfulness an invaluable tool for fostering holistic well-being in personal and professional settings.

### Perception of Students

Teachers must select the most effective tools for learning and use them both inside and outside the classroom to improve learning outcomes. However, as Corbeil and Corbeil (2007) argue, using mobile devices often does not mean that students or teachers are fully prepared for mobile learning (m-learning). Technology by itself does not improve education; it is essential for both teachers and students to learn how to use mobile devices effectively. Similarly, Karamustafaoğlu (2006) emphasizes that in today's rapidly changing world, knowledge should come from multiple sources. The goal is to train teachers and students to find information easily and use it effectively to solve problems. For this to happen, teachers need proper training on how to use these tools, not just access to them (Georgina & Hosford, 2009).

The perception of mindfulness practices among students varies depending on factors such as age, cultural background, and prior exposure to such practices. Generally, mindfulness is increasingly recognized by students as a beneficial tool for managing stress, improving focus, and enhancing emotional well-being.

Many researchers agree that if future teachers are trained to use technology in their specific subject areas, they will integrate it successfully into their teaching careers (Archambault & Crippen, 2009; Bibi, Iqbal & Majid, 2011; Koehler & Mishra, 2008). Today's students, often referred to as "digital natives" (Prensky, 2001), have grown up with technology and are familiar with its use. However, Corbeil and Corbeil (2007) highlight that instructors need to understand the digital world of their students to improve teaching and learning. This has created a growing demand for qualified teachers in the field of mobile learning.

To effectively integrate mobile technologies in education, it is essential to understand teachers' and students' views, abilities, and readiness to use these tools. Perceptions are crucial because they shape behavior. According to Leibniz (2007), perception happens outside conscious awareness and involves receiving data from the external world. Research also shows that perceptions can change over time and vary across different generations (Sharples et al., 2007; Wang et al., 2012). For example, Al-Fahad (2009) found that students generally have positive views about m-learning and believe it enhances knowledge retention.

In education, much research focuses on designing mobile devices that capture students' attention and improve their learning experiences (Hsi, 2007; Maag, 2006). The Technology Acceptance Model proposed by Davis suggests that people accept technology based on its perceived usefulness and ease of use. Perceived usefulness is the belief that technology improves performance, while ease of use refers to how much effort is needed to learn and use the technology (Cheung et al., 2004).

This study aims to assess how teachers and students perceive and use mobile technologies, as well as their readiness to adopt m-learning. Understanding their perceptions and usage levels will help determine whether these tools can be effectively integrated into education.

**Types of Mindfulness Practices:**

Mindfulness practices encompass a wide range of techniques designed to promote awareness, focus, and emotional regulation. These practices can be adapted for different age groups, lifestyles, and cultural contexts. Below are some common types of mindfulness practices:

**Meditation**

Mindfulness meditation is the practice of developing a nonjudgmental awareness of the present moment, focusing on either specific or broader experiences (Kristelle, 2007). The purpose is to create a steady, nonreactive awareness of both internal experiences (like thoughts, emotions, and sensations) and external surroundings. This approach helps promote physical relaxation, emotional stability, self-regulation, and a healthier sense of self and relationships. By improving attention and reducing reactive patterns, meditation fosters a more mindful response to life. It also supports self-regulation, leading to long-lasting changes in emotional and cognitive processes (Davidson et al., 2003; Lazar et al., 2000; Lutz et al., 2004).

**Body Scan**

The body scan is a mindfulness exercise that focuses attention on different parts of the body, one at a time. This gentle practice can ease stress, encourage relaxation, and boost self-awareness (Care, 2006). To perform a body scan, find a comfortable position and close your eyes. Gradually focus on each part of your body, starting from your toes and moving upward. Notice any sensations without judgment or the need to change anything. Regularly practicing this technique can enhance your sense of presence, reduce stress, and improve overall well-being.

**Mindful Writing**

Mindful writing is a reflective journaling practice where you explore your thoughts and feelings in a nonjudgmental way. It can help reduce stress, improve emotional well-being, and encourage personal growth. Setting aside time daily to write freely—whether through journaling, poetry, or storytelling—can deepen your self-understanding and spark creativity. By approaching writing with openness, you can use it as a tool for self-expression and healing (Moses, 2019).

**Mindful Listening**

Mindful listening means giving your full attention to a speaker without interrupting or judging. This skill improves communication, builds empathy, and strengthens relationships (Kisfalvi & Oliver, 2015). It involves understanding the speaker's words, emotions, and intentions, as well as asking clarifying questions and offering supportive responses. Being fully present in conversations fosters trust and connection, making others feel heard and valued.

**Mindfulness in Nature**

Practicing mindfulness in nature involves immersing yourself in natural surroundings and focusing on your senses and the moment (Nisbet, Zelenski, & Grandpierre, 2019). Activities like walking in a park, sitting by a river, or observing wildlife can help reduce stress, enhance self-connection, and promote tranquility. This practice fosters a sense of harmony with nature and appreciation for the interconnectedness of life, offering peace and balance.

**Mindfulness in Daily Activities**

Mindfulness in daily activities involves paying full attention to everyday tasks, such as eating, walking, or working (Siegel et al., 2009). For example, when eating, you can focus on the taste, texture, and smell of your food. When walking, you can notice the rhythm of your steps and the sensation of your

feet touching the ground. Bringing mindfulness to these activities helps reduce stress, improve focus, and cultivate gratitude for life's simple moments.

### Mindfulness and Creativity

Mindfulness is a helpful tool for enhancing creativity. By focusing on the present moment and letting go of judgment, you create space for imaginative thinking (Somov, 2010). Whether you're painting, writing, or playing music, incorporating mindfulness into your creative process can reduce stress, increase focus, and open the door to fresh ideas. Embracing creativity without worrying about perfection can lead to innovative and meaningful expressions.

### Difference Between Mindfulness and Meditation

Mindfulness and Meditation Are Related Practices, but they are not the same.

#### Mindfulness

Mindfulness is being present in the moment without judgment. That means you're not dwelling on a past problem at work or projecting into the future about a family vacation you still need to buy plane tickets for. When you're mindful, you can acknowledge your emotions, but you're not being critical or stressing yourself out. Being mindful also means paying attention to your breathing and the sensations in your body (Grossman, 2010).

#### Meditation

Meditation is a tool or practice employed to cultivate mindfulness. Meditation is an intentional practice that calms you down, helps you concentrate on being aware, and helps you achieve emotional balance. It often begins with a dedicated focus on deep breath. Deep breathing activates the vagus nerve which regulates digestion, heart rate as well as respiratory rate (Deadman, 2018).

### Mindfulness-Based Stress Reduction (MBSR)

Mindfulness-Based Stress Reduction (MBSR) is a structured, evidence-based program designed to help individuals manage stress, improve well-being, and enhance overall quality of life. Developed by Dr. Jon Kabat-Zinn in 1979, MBSR integrates mindfulness meditation and yoga into an eight-week course to foster greater awareness of the present moment and develop healthier responses to stress.

#### Core Components of MBSR

**Mindfulness Meditation:** Participants practice focused attention on the breath, thoughts, and sensations to cultivate awareness and reduce mind-wandering (Kabat-Zinn, 1990).

**Body Scanning:** A guided exercise where participants focus on various parts of the body, observing sensations without judgment, to promote relaxation and awareness (Hölzel et al., 2011).

**Yoga and Mindful Movement:** Gentle yoga poses are incorporated to enhance mind-body connection and reduce physical tension.

**Group Discussions:** Weekly sessions include discussions where participants share experiences and learn practical applications of mindfulness.

### Research Methodology

The study was quantitative in nature and descriptive method was used for this study. In this study survey technique was used for collection of data. All the Female Students of Secondary Level in Kotli AJ&K was the population of the study. Simple random sampling technique was used for selection of sample. Sample was selected according to Kerjcie and Morgan (1970) table. The researcher developed self-formulated questionnaire for the teachers to collect data from the sample of study. The questionnaire was designed on five-point Likert scale. The questionnaire was validated from two experts

of the department of Education University of Kotli Azad Jammu and Kashmir. The reliability of instrument was measured through Cronbach's alpha statistic technique with the help of SPSS software. The researcher distributed questionnaire among 20 students which were the part of population but not the part of sample. The researcher was personally visited to the Secondary School in Kotli to gather data from students. The data collection process was involved interacting with Secondary level students.

### Results

The collected data were analyzed by using a software program called SPSS. Basic statistical measures such as mean, frequency, percentage, and standard deviation was used to summarize and describe the data. The results of the analysis were presented in a clear and organized manner using tables.

#### Perception of Students

**Table 3 I am familiar with mindfulness practices**

| Responses  | N   | SA   | A    | UN | DA  | SDA | Mean | Std. |
|------------|-----|------|------|----|-----|-----|------|------|
| Frequency  | 230 | 128  | 93   | 2  | 5   | 2   | 4.48 | .710 |
| Percentage |     | 55.7 | 40.4 | .9 | 2.2 | .9  |      |      |

Table 3 indicated that 96.1% (55.7%SA+40.4A) of respondents were agreed with the statement "I am familiar with mindfulness practices". Furthermore, Mean score (4.48) of respondents also reflect the opinion in favor of the statement.

**Table 4 I understand how mindfulness improves mental health**

| Responses  | N   | SA   | A    | UN | DA  | SDA | Mean | Std. |
|------------|-----|------|------|----|-----|-----|------|------|
| Frequency  | 230 | 100  | 121  | 2  | 4   | 3   | 4.35 | .713 |
| Percentage |     | 43.5 | 52.6 | .9 | 1.7 | 1.3 |      |      |

Table 4 indicated that 96.1% (43.5%SA+ 52.6A) of respondents were agreed with the statement "I understand how mindfulness improves mental health". Furthermore, Mean score (4.35) of respondents also reflect the opinion in favor of the statement.

**Table 5 Mindfulness increases empathy towards others.**

| Responses  | N   | SA   | A    | UN | DA  | SDA | Mean | Std. |
|------------|-----|------|------|----|-----|-----|------|------|
| Frequency  | 230 | 107  | 111  | 0  | 5   | 7   | 4.33 | .849 |
| Percentage |     | 46.5 | 48.3 | 0  | 2.2 | 3.0 |      |      |

Table 5 indicated that 94.8% (46.5%SA+ 48.3A) of respondents were agreed with the statement "Mindfulness increases empathy towards others". Furthermore, Mean score (4.33) of respondents also reflect the opinion in favor of the statement.

**Table 6 Mindfulness improves my relationships with peers and teachers**

| Responses  | N   | SA   | A    | UN  | DA  | SDA | Mean | Std. |
|------------|-----|------|------|-----|-----|-----|------|------|
| Frequency  | 230 | 112  | 108  | 3   | 6   | 1   | 4.41 | .692 |
| Percentage |     | 48.7 | 47.0 | 1.3 | 2.6 | .4  |      |      |

Table 6 indicated that 96.1% (55.7%SA+40.4%A) of respondents were agreed with the statement "Mindfulness improves my relationships with peers and teachers". Furthermore, Mean score (4.41) of respondents also reflect the opinion in favor of the statement.

**Table 7 Mindfulness increases my self-awareness in class**

| Responses  | N   | SA   | A    | UN | DA  | SDA | Mean | Std. |
|------------|-----|------|------|----|-----|-----|------|------|
| Frequency  | 230 | 101  | 114  | 2  | 8   | 4   | 4.32 | .814 |
| Percentage |     | 43.9 | 49.6 | .9 | 3.5 | 1.7 |      |      |

Table 7 indicated that 93.5% (43.9%SA+ 49.6%A) of respondents were agreed with the statement "Mindfulness increases my self-awareness in class". Furthermore, Mean score (4.32) of respondents also reflect the opinion in favor of the statement.

**Table 8 Mindfulness reduces stress and anxiety**

| Responses  | N   | SA  | A   | UN  | DA   | SDA  | Mean | Std. |
|------------|-----|-----|-----|-----|------|------|------|------|
| Frequency  | 230 | 2   | 2   | 5   | 158  | 63   | 1.79 | .606 |
| Percentage |     | 0.9 | 0.9 | 2.2 | 68.7 | 27.4 |      |      |

Table 8 indicated that 1.8% (0.9%SA+ 0.9%A) of respondents were agreed with the statement "Mindfulness reduces stress and anxiety". Furthermore, Mean score (1.79) of respondents also reflect the opinion in favor of the statement.

**Table 9 Mindfulness helps to recognize my strength and weakness**

Table 9 indicated that 92.2% (39.6%SA+ 52.6 %A) of respondents were agreed with the statement

| Responses  | N   | SA   | A    | UN  | DA  | SDA | Mean | Std. |
|------------|-----|------|------|-----|-----|-----|------|------|
| Frequency  | 230 | 91   | 121  | 3   | 9   | 6   | 4.23 | .867 |
| Percentage |     | 39.6 | 52.6 | 1.3 | 3.9 | 2.9 |      |      |

"Mindfulness helps to recognize my strength and weakness". Furthermore, Mean score (4.23) of respondents also reflect the opinion in favor of the statement.

**Table 10 Mindfulness reduces emotional reactivity**

| Responses         | N   | SA   | A   | UN | DA  | SDA | Mean | Std.  |
|-------------------|-----|------|-----|----|-----|-----|------|-------|
| <b>Frequency</b>  | 230 | 81   | 119 | 3  | 15  | 12  | 4.05 | 1.048 |
| <b>Percentage</b> |     | 35.2 | 1.3 | .9 | 6.5 | 5.2 |      |       |

Table 10 indicated that 36.5% (35.2%SA+ 1.3%A) of respondents were agreed with the statement "Mindfulness reduces emotional reactivity". Furthermore, Mean score (4.05) of respondents also reflect the opinion in favor of the statement.

**Table 11 Mindfulness enhances communication skills**

| Responses         | N   | SA   | A    | UN  | DA   | SDA | Mean | Std.  |
|-------------------|-----|------|------|-----|------|-----|------|-------|
| <b>Frequency</b>  | 230 | 89   | 102  | 3   | 23   | 13  | 4.00 | 1.146 |
| <b>Percentage</b> |     | 35.2 | 51.7 | 1.3 | 10.0 | 5.7 |      |       |

Table 11 indicated that 86.9% (35.2%SA+ 51.7%A) of respondents were agreed with the statement "Mindfulness enhances communication skills". Furthermore, Mean score (4.00) of respondents also reflect the opinion in favor of the statement.

**Table 12 Mindfulness helps me to stay focused in class.**

| Responses         | N   | SA   | A    | UN  | DA  | SDA | Mean | Std.  |
|-------------------|-----|------|------|-----|-----|-----|------|-------|
| <b>Frequency</b>  | 230 | 96   | 99   | 8   | 15  | 12  | 4.17 | 1.086 |
| <b>Percentage</b> |     | 41.7 | 43.0 | 3.5 | 6.5 | 5.2 |      |       |

Table 12 indicated that 84.7% (41.7%SA+ 43.0%A) of respondents were agreed with the statement "Mindfulness helps me to stay focused in class.". Furthermore, Mean score (4.17) of respondents also reflect the opinion in favor of the statement.

**Table 13 Mindfulness helps me to manage exam stress.**

| Responses         | N   | SA   | A    | UN | DA  | SDA | Mean | Std.  |
|-------------------|-----|------|------|----|-----|-----|------|-------|
| <b>Frequency</b>  | 230 | 99   | 106  | 2  | 12  | 11  | 4.17 | 1.026 |
| <b>Percentage</b> |     | 43.0 | 46.1 | .9 | 5.2 | 4.8 |      |       |

Table 13 indicated that 89.1% (43.0%SA+ 46.1%A) of respondents were agreed with the statement "Mindfulness helps me to manage exam stress". Furthermore, Mean score (4.17) of respondents also reflect the opinion in favor of the statement.

**Table 14 Mindfulness practices are easy to incorporate into daily life.**

| Responses | N | SA | A | UN | DA | SDA | Mean | Std. |
|-----------|---|----|---|----|----|-----|------|------|
|-----------|---|----|---|----|----|-----|------|------|

Table 14 indicated that 86.9% (42.6%SA+44.3 %A) of respondents were agreed with the statement "Mindfulness practices are easy to incorporate into daily life". Furthermore, Mean score (4.14) of

|                   |     |      |      |    |    |     |      |       |
|-------------------|-----|------|------|----|----|-----|------|-------|
| <b>Frequency</b>  | 230 | 99   | 106  | 5  | 14 | 11  | 4.14 | 1.052 |
| <b>Percentage</b> |     | 42.6 | 44.3 | .9 |    | 5.2 | 4.8  |       |

respondents also reflect the opinion in favor of the statement.

**Table 15 Mindfulness practices help in managing academic Performance.**

| Responses         | N   | SA   | A    | UN  | DA  | SDA | Mean | Std.  |
|-------------------|-----|------|------|-----|-----|-----|------|-------|
| <b>Frequency</b>  | 230 | 97   | 94   | 8   | 16  | 15  | 4.05 | 1.153 |
| <b>Percentage</b> |     | 42.2 | 40.9 | 3.5 | 7.0 | 6.5 |      |       |

Table 15 indicated that 83.1 % (40.9%SA+42.2 %A) of respondents were agreed with the statement “Mindfulness practices help in managing academic Performance”. Furthermore, Mean score (4.05) of respondents also reflect the opinion in favor of the statement.

**Table 16 Mindfulness practices promote positive school and college.**

| Responses         | N   | SA   | A    | UN  | DA  | SDA | Mean | Std.  |
|-------------------|-----|------|------|-----|-----|-----|------|-------|
| <b>Frequency</b>  | 230 | 96   | 97   | 3   | 20  | 14  | 4.05 | 1.153 |
| <b>Percentage</b> |     | 41.7 | 42.2 | 1.3 | 8.7 | 6.1 |      |       |

Table 16 indicated that 83.9% (41.7%SA+ 42.2%A) of respondents were agreed with the statement “Mindfulness practices promote positive school and college”. Furthermore, Mean score (4.05) of respondents also reflect the opinion in favor of the statement.

**Mindfulness Practices**

Meditation

**Table 17 Meditation helps me to feel deeply relaxed and calm**

| Responses         | N   | SA   | A    | UN  | DA  | SDA | Mean | Std.  |
|-------------------|-----|------|------|-----|-----|-----|------|-------|
| <b>Frequency</b>  | 230 | 105  | 95   | 3   | 11  | 16  | 4.14 | 1.128 |
| <b>Percentage</b> |     | 45.7 | 41.3 | 1.3 | 4.8 | 7.0 |      |       |

Table 17 indicated that 87% (41.3%SA+45.7%A) of respondents were agreed with the statement “Meditation helps me to feel deeply relaxed and calm. Mindfulness reduces emotional reactivity”. Furthermore, Mean score (4.14) of respondents also reflect the opinion in favor of the statement.

**Table 18 I pay more attention towards my studies after meditation.**

| Responses         | N   | SA   | A    | UN  | DA  | SDA | Mean | Std.  |
|-------------------|-----|------|------|-----|-----|-----|------|-------|
| <b>Frequency</b>  | 230 | 91   | 108  | 4   | 18  | 9   | 4.10 | 1.035 |
| <b>Percentage</b> |     | 39.6 | 47.0 | 1.7 | 7.8 | 3.9 |      |       |

Table 18 indicated that 86.6% (39.6%SA+ 47.0%A) of respondents were agreed with the statement “I pay more attention towards my studies after meditation”. Furthermore, Mean score (4.10) of respondents also reflect the opinion in favor of the statement.

**Table 19 I feel more energized and refreshed.**

| Responses  | N   | SA   | A    | UN  | DA | SDA | Mean | Std. |
|------------|-----|------|------|-----|----|-----|------|------|
| Frequency  | 230 | 88   | 135  | 6   | 0  | 1   | 1.66 | .576 |
| Percentage |     | 38.3 | 58.7 | 2.6 | 0  | .4  |      |      |

Table 19 indicated that

97%(38.3%SA+58.7%A) of respondents were agreed with the statement “I feel more energized and refreshed”. Furthermore, Mean score (1.66) of respondents also reflect the opinion in favor of the statement.

**Table 20 I feel more patient and compassionate towards myself and others.”**

| Responses  | N   | SA   | A    | UN  | DA  | SDA | Mean | Std.  |
|------------|-----|------|------|-----|-----|-----|------|-------|
| Frequency  | 230 | 90   | 107  | 9   | 12  | 12  | 4.09 | .1051 |
| Percentage |     | 39.1 | 46.5 | 3.9 | 5.2 | 5.2 |      |       |

Table 20 indicated that % (46].5%SA+ 39.1%A) of respondents were agreed with the statement “I feel more patient and compassionate towards myself and others”. Furthermore, Mean score (4.09) of respondents also reflect the opinion in favor of the statement.

Body Scan

**Table 21 I find a quiet and comfortable space for body scan**

| Responses  | N   | SA   | A    | UN  | DA  | SDA | Mean | Std. |
|------------|-----|------|------|-----|-----|-----|------|------|
| Frequency  | 230 | 117  | 90   | 7   | 8   | 8   | 4.30 | .950 |
| Percentage |     | 50.9 | 39.1 | 3.0 | 3.5 | 3.5 |      |      |

Table 21 indicated that 90% (50.9 %SA+ 39.1%A) of respondents were agreed with the statement “I find a quiet and comfortable space for body scan”. Furthermore, Mean score (4.30) of respondents also reflect the opinion in favor of the statement.

**Table 22 I set aside distraction during body scan.**

| Responses  | N   | SA   | A    | UN  | DA  | SDA | Mean | Std. |
|------------|-----|------|------|-----|-----|-----|------|------|
| Frequency  | 230 | 90   | 120  | 3   | 6   | 11  | 4.18 | .954 |
| Percentage |     | 39.1 | 52.2 | 1.3 | 2.6 | 4.8 |      |      |

Table 22 indicated that 91.4% (39.1%SA+52.3%A) of respondents were agreed with the statement I set aside distraction during body scan”. Furthermore, Mean score (418) of respondents also reflect the

opinion in favor of the statement.

**Table 23 I recognize areas of tension or relaxation.**

| Responses  | N   | SA   | A    | UN  | DA  | SDA | Mean | Std. |
|------------|-----|------|------|-----|-----|-----|------|------|
| Frequency  | 230 | 113  | 94   | 3   | 16  | 4   | 4.29 | .954 |
| Percentage |     | 49.1 | 40.9 | 1.3 | 7.0 | 1.7 |      |      |

Table 23 indicated that 90% (49.1%SA+ 40.9%A) of respondents were agreed with the statement “I recognize areas of tension or relaxation”. Furthermore, Mean score (4.29) of respondents also reflect the opinion in favor of the statement.

Mindful Writing

**Table 24 I find mindful writing to be an enjoyable experience.**

| Responses  | N   | SA   | A    | UN  | DA  | SDA | Mean | Std. |
|------------|-----|------|------|-----|-----|-----|------|------|
| Frequency  | 230 | 110  | 103  | 3   | 10  | 4   | 4.33 | .848 |
| Percentage |     | 47.8 | 44.8 | 1.3 | 4.3 | 1.7 |      |      |

Table 24 indicated that 92.6% (47.8%SA+ 44.8%A) of respondents were agreed with the statement “I find mindful writing to be an enjoyable experience”. Furthermore, Mean score (4.33) of respondents also reflect the opinion in favor of the statement.

**Table 25 I intend to continue practicing mindful writing**

| Responses  | N   | SA   | A    | UN  | DA  | SDA | Mean | Std. |
|------------|-----|------|------|-----|-----|-----|------|------|
| Frequency  | 230 | 109  | 103  | 3   | 9   | 6   | 4.30 | .888 |
| Percentage |     | 47.4 | 44.8 | 1.3 | 3.9 | 2.6 |      |      |

Table 25 indicated that 92.2% (47.4%SA+ 44.8%A) of respondents were agreed with the statement “I intend to continue practicing mindful writing”. Furthermore, Mean score (4.30) of respondents also reflect the opinion in favor of the statement.

**Table 26 I feel more expressive and authentic through mindful writing.**

| Responses  | N   | SA   | A    | UN  | DA | SDA | Mean | Std. |
|------------|-----|------|------|-----|----|-----|------|------|
| Frequency  | 230 | 72   | 149  | 7   | 1  | 1   | 1.74 | .577 |
| Percentage |     | 31.3 | 64.8 | 3.0 | .4 | .4  |      |      |

Table 26 indicated that 96.1%

(31.3%SA+ 64.8%A) of respondents were agreed with the statement “I feel more expressive and authentic through mindful writing”. Furthermore, Mean score (1.74) of respondents also reflect the opinion in favor of the statement.

Mindful listening

**Table 27 I focus on the speaker's words and tone during conversations.**

| Responses  | N   | SA   | A  | UN  | DA  | SDA | Mean | Std.  |
|------------|-----|------|----|-----|-----|-----|------|-------|
| Frequency  | 230 | 106  | 82 | 3   | 15  | 24  | 4.00 | 1.297 |
| Percentage |     | 46.1 |    | 6.5 | 1.3 | 6.5 | 10.4 |       |

Table 27 indicated that 81.8 % (46.1%SA+ 35.7%A) of respondents were agreed with the statement "I focus on the speaker's words and tone during conversations". Furthermore, Mean score (4.00) of respondents also reflect the opinion in favor of the statement.

**Table 28 I avoid interrupting others when they speak.**

| Responses  | N   | SA   | A    | UN  | DA  | SDA | Mean | Std.  |
|------------|-----|------|------|-----|-----|-----|------|-------|
| Frequency  | 230 | 88   | 110  | 6   | 16  | 10  | 4.09 | 1.037 |
| Percentage |     | 38.3 | 47.8 | 2.6 | 7.0 | 4.3 |      |       |

Table 28 indicated that 86.1% (38.3%SA+ 47.8%A) of respondents were agreed with the statement "I avoid interrupting other when they speak". Furthermore, Mean score (4.09) of respondents also reflect the opinion in favor of the statement.

**Table 29 I make eye contact with the speaker during conversation.**

| Responses  | N   | SA   | A    | UN  | DA  | SDA | Mean | Std.  |
|------------|-----|------|------|-----|-----|-----|------|-------|
| Frequency  | 230 | 93   | 99   | 9   | 20  | 9   | 4.07 | 1.069 |
| Percentage |     | 40.4 | 43.0 | 8.7 | 3.9 | 3.9 |      |       |

Table 29 indicated that 83.8 % (40.4%SA+43.0%A) of respondents were agreed with the statement "I make eye contact with the speaker during conversation". Furthermore, Mean score (4.07) of respondents also reflect the opinion in favor of the statement.

**Table 30 I can maintain focus on a single conversation topic.**

| Responses  | N   | SA   | A    | UN | DA  | SDA | Mean | Std. |
|------------|-----|------|------|----|-----|-----|------|------|
| Frequency  | 230 | 72   | 150  | 7  | 0   | 1   | 1.73 | .558 |
| Percentage |     | 31.3 | 65.2 | 0  | 3.0 | .4  |      |      |

Table 30 indicated that 96.5% (31.3%SA+ 65.2%A) of respondents were agreed with the statement "I can maintain focus on a single conversation topic". Furthermore, Mean score (1.73) of respondents also reflect the opinion in favor of the statement.

Mindful in Nature

**Table 31 Nature helps me to connect with my inner self.**

| Responses  | N   | SA  | A   | UN | DA   | SDA  | Mean | Std. |
|------------|-----|-----|-----|----|------|------|------|------|
| Frequency  | 230 | 5   | 7   | 2  | 101  | 115  | 4.37 | .834 |
| Percentage |     | 2.2 | 3.0 | .9 | 43.9 | 50.0 |      |      |

Table 31 indicated that 5.2% (2.2%SA+ 3.0%A) of respondents were agreed with the statement “Nature helps me to connect with my inner self”. Furthermore, Mean score (1.98) of respondents also reflect the opinion in favor of the statement.

**Table 32 I notice the sights, sound, and smells of nature.**

| Responses  | N   | SA   | A    | UN  | DA  | SDA | Mean | Std. |
|------------|-----|------|------|-----|-----|-----|------|------|
| Frequency  | 230 | 104  | 113  | 3   | 8   | 2   | 4.34 | .753 |
| Percentage |     | 45.2 | 49.1 | 1.3 | 3.5 | .9  |      |      |

Table 32 indicated that 94.3% (45.2%SA+ 49.1%A) of respondents were agreed with the statement “I notice the sights, sound, and smells of nature”. Furthermore, Mean score (4.34) of respondents also reflect the opinion in favor of the statement.

**Table 33 Nature inspires my creativity.**

| Responses  | N   | SA  | A   | UN  | DA   | SDA  | Mean | Std. |
|------------|-----|-----|-----|-----|------|------|------|------|
| Frequency  | 230 | 4   | 6   | 6   | 103  | 111  | 4.35 | .805 |
| Percentage |     | 1.7 | 2.6 | 2.6 | 44.8 | 48.3 |      |      |

Table 33 indicated that 4.3% (1.7%SA+ 2.6%A) of respondents were agreed with the statement “Nature inspires my creativity”. Furthermore, Mean score (4.35) of respondents also reflect the opinion in favor of the statement.

**Table 34 I practice deep breathing exercises in nature.**

| Responses  | N   | SA | A   | UN  | DA   | SDA  | Mean | Std. |
|------------|-----|----|-----|-----|------|------|------|------|
| Frequency  | 230 | 1  | 5   | 11  | 150  | 63   | 1.83 | .649 |
| Percentage |     | .4 | 2.2 | 4.8 | 65.2 | 27.4 |      |      |

Table 34 indicated that 2.6% (.4%SA+2.2%A) of respondents were agreed with the statement “I practice deep breathing exercises in nature”. Furthermore, Mean score (1.83) of respondents also reflect the opinion in favor of the statement.

Mindful in Daily Life

**Table 35 I focus on the present moment while engaging in daily activity.**

| Responses         | N   | SA  | A   | UN | DA   | SDA  | Mean | Std. |
|-------------------|-----|-----|-----|----|------|------|------|------|
| <b>Frequency</b>  | 230 | 4   | 6   | 0  | 99   | 121  | 4.42 | .782 |
| <b>Percentage</b> |     | 1.7 | 2.6 | 0  | 43.0 | 52.6 |      |      |

Table 35 indicated that 4.3% (1.7%SA+2.6%A) of respondents were agreed with the statement “I focus on the present moment while engaging in daily activity”. Furthermore, Mean score (4.42) of respondents also reflect the opinion in favor of the statement.

**Table 36 I practice self-compassion when making mistakes.**

| Responses         | N   | SA   | A    | UN  | DA  | SDA | Mean | Std. |
|-------------------|-----|------|------|-----|-----|-----|------|------|
| <b>Frequency</b>  | 230 | 78   | 138  | 3   | 10  | 1   | 4.23 | .719 |
| <b>Percentage</b> |     | 33.9 | 60.0 | 1.3 | 4.3 | .4  |      |      |

Table 36 indicated that93.9%(33.9%SA+ 60.0%A) of respondents were agreed with the statement “I practice self-compassion when making mistakes”. Furthermore, Mean score (4.23) of respondents also reflect the opinion in favor of the statement.

**Table 37 I pay attention to my thoughts and feelings while performing daily tasks.**

Table 37 indicated that 94.4% (50.9%SA+ 43.5%A) of respondents were agreed with the statement “I pay attention to my thoughts and feelings while performing daily tasks.” Furthermore, Mean score

| Responses         | N   | SDA  | DA   | UN | A   | SA  | Mean | Std. |
|-------------------|-----|------|------|----|-----|-----|------|------|
| <b>Frequency</b>  | 230 | 117  | 100  | 2  | 5   | 6   | 4.38 | .836 |
| <b>Percentage</b> |     | 50.9 | 43.5 | .9 | 2.2 | 2.6 |      |      |

(4.38) of respondents also reflect the opinion in favor of the

statement.

Mindful Creativity

**Table 38 I use mindfulness practices to overcome creative blocks.**

| Responses         | N   | SA   | A    | UN  | DA  | SDA | Mean | Std. |
|-------------------|-----|------|------|-----|-----|-----|------|------|
| <b>Frequency</b>  | 230 | 100  | 107  | 5   | 9   | 9   | 4.22 | .960 |
| <b>Percentage</b> |     | 43.5 | 46.5 | 2.2 | 3.9 | 3.9 |      |      |

Table 38 indicated that 90% (43.5%SA+ 46.5%A) of respondents were agreed with the statement “I use mindfulness practices to overcome creative blocks”. Furthermore, Mean score (4.22) of respondents also reflect the opinion in favor of the statement.

**Table 39 I practice meditation to enhance creativity.**

| Responses  | N   | SA   | A    | UN  | DA | SDA | Mean | Std. |
|------------|-----|------|------|-----|----|-----|------|------|
| Frequency  | 230 | 31   | 187  | 10  | 1  | 1   | 1.93 | .481 |
| Percentage |     | 13.5 | 81.3 | 4.3 | .4 | .4  |      |      |

Table 39 indicated that 94.8%(13.5%SA+ 81.3%A) of respondents were mostly agreed with the statement “I practice meditation to enhance creativity”. Furthermore, Mean score (1.93) of respondents also reflect the opinion in favor of the statement.

**Table 40 I notice my surrounding and sensations while brain storming in class.**

| Responses  | N | SA   | A    | UN | DA  | SDA | Mean | Std. |
|------------|---|------|------|----|-----|-----|------|------|
| Frequency  |   | 114  | 95   | 1  | 14  | 6   | 4.29 | .947 |
| Percentage |   | 49.6 | 41.3 | .4 | 6.1 | 2.6 |      |      |

Table 40 indicated that 90.9%(49.6%SA+ 41.3%A) of respondents were agreed with the statement “I notice my surrounding and sensations while brain storming in class”. Furthermore, Mean score (4.29) of respondents also reflect the opinion in favor of the statement.

### Conclusion

#### Perception of Students

1. Mindfulness fosters better awareness of the present instant, helping individuals decrease stress, manage emotions, and promote a sense of balance. By practicing mindfulness regularly, people can improve their emotional flexibility, improve their mental comfort, and grow a healthier connection with their thoughts and moods. With its proven welfares for mental health, mindfulness helps as a powerful tool for supporting overall well-being and emotional strength. (Finding #1&2).
2. By fostering understanding towards others, mindfulness improves relationships with peers and teachers, creating a more pleasant environment. It also promotes self-awareness, allowing individuals to better understand their feelings and manners, especially in class settings. Furthermore, mindfulness plays a critical role in reducing stress and anxiety, providing a sense of peaceful and clearness. Through mindful practices, individuals gain a deeper understanding of their strengths and weaknesses, leading to individual growth. Additionally, mindfulness helps in handling emotional reactivity, fostering emotional regulation and flexibility in challenging situations. Overall, mindfulness helps as a valuable tool for improving both emotional and social features of life. (Finding#3,4,5,6,7&8).
3. Improving communication skills, it allows individuals to express themselves more visibly and listen kindly. Mindfulness also helps students stay focused in class, confirming they are fully involved in their learning. Additionally, it plays an essential role in managing exam stress, develop a calm and clear mindset during high-pressure conditions. The simplicity of mindfulness practices allows them to be easily included into daily routines, making them nearby to everyone. Furthermore, these practices contribute to better academic act by

promoting awareness and emotional regulation. Overall, mindfulness supports the cultivation of a positive and balanced environment in schools and colleges, enhancing both academic success and well-being. (Finding 9,10,11,12,13&14).

### **Mindfulness Practices**

#### **Meditation**

1. Meditation provides numerous benefits that positively influence both mental and emotional well-being. It helps individuals feel deeply stress-free and peaceful, reducing stress and anxiety. The practice of meditation also enhances effort, allowing for better helpfulness on studies and improved academic performance. Additionally, meditation leaves individuals feeling more energized and refreshed, promoting a sense of energy throughout the day. It fosters greater patience and concern, both towards oneself and others, promoting a more positive and assumed mindset. Overall, meditation is a valued tool for enhancing individual growth, well-being, and success in many features of life. (Finding 15,16,17&18).

#### **Body Scan**

2. Body scan practice allows for a profounder linking with one's physical and mental state. By finding a silent and relaxed space, disruptions are minimized, creating an environment favorable to relaxation and mindfulness. Setting aside interruptions during the body scan further improves the focus and awareness necessary to tune into the body's sensations. Through this practice, persons are able to recognize areas of tension or relaxation, promoting self-awareness and boosting the release of stress. (Finding 19,20&21).

#### **Mindful Writing**

3. Mindful writing offers a fulfilling and rewarding experience that encourages self-expression and authenticity. By engaging in mindful writing, individuals not only enjoy the process but also develop a deeper connection to their thoughts and emotions. This practice allows for greater clarity and honesty in expression, fostering a sense of openness and personal insight. With the intention to continue practicing mindful writing, individuals can further enhance their ability to communicate more genuinely and creatively. (Finding 22,23&24).

#### **Mindful Listening**

4. Communication skills that pay to effective listening and appointment during conversations. By focusing on the speaker's words and tone, avoiding distractions, maintaining eye contact, and remaining on topic, you determine active listening, respect for others' views, and the ability to contribute selflessly to discussions. These habits promote telling exchanges and stand-in better understanding in conversations. (Finding 25,26,27&28)

#### **Mindful in Nature**

5. By connecting with nature, you engage your senses, allowing the sights, sounds, and smells to extend your mindfulness and inspire creativeness. Practicing deep breathing in such an environment further improves relaxation and mindfulness, raising a stronger connection to your internal personality. Nature, in this sense, serves as a source of transformation, inspiration, and mental simplicity. (Finding 29,30,31&32).

**Mindful in Daily Life**

6. I enhance my mindfulness and connection to the task at hand. I practice self-compassion when errors rise, accepting that limitation is a part of growth and learning. Paying attention to my opinions and moods while performing everyday tasks agrees me to continue aware of my emotional and mental state, development a deeper sense of self-awareness and stability. Together, these practices donate to a more mindful, sympathetic, and conscious method to life. (Finding33,34&35)

**Mindfulness Creativity**

7. I create a space for fresh thoughts and solutions to emerge. Meditation helps me tap into my creativeness, comforting my attention and encouragement a deeper sense of focus and stimulus. Moreover, by noticing my surrounds and feelings while brainstorming in class, I remain grounded in the present moment, agreeing my creativeness to flow more easily. (Finding 36,37&38).

**Recommendations of the Study:**

1. It is recommended that teachers may make mindfulness as a part of lesson, School may create mindfulness corner providing a calm and peaceful environment for students to reduce the stress and anxiety of students.
2. Mindfulness practice may be integrated into the curriculum and teachers may be trained in mindfulness so that they may incorporate them with their daily teaching.
3. Teachers and school administration may encourage students to write freely without stopping or worrying and encourage students for reflection, students work may be celebrated to foster a sense of pride and accomplishment.
4. Teachers may use visual aids like images, diagrams, or videos to introduce the topic and capture student's attention.
5. Nature-based mindfulness resources, such as book or websites, that provide nature based mindfulness activities and exercises may be provided by school administration.
6. Meditation is powerful tool for boosting creativity. It clarifies thoughts and unlocks innovative potential. Regular meditation can transform approach to problem-solving and creative thinking.

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