An Analysis of the Mindfulness Impacts on the Attention of Students

Authors:
1. Chue Ming Shi

Corresponding Authors:

2. Netnapa Sutthirat*

Affiliations:
1. Dean of Graduate Institute of Religious Studies, Nanhua University, Taiwan. **Email:** chueming@nhu.edu.tw
2. Faculty of Religion and Philosophy, Mahamakut Buddhist University, Thailand. **Email:** netnapalot322@gmail.com

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An Analysis of the Mindfulness Impacts on the Attention of Students

Chue Ming Shi[1] & Netnapa Sutthirat[2]*

Abstract

This research delves into the pervasive issue of academic stress experienced by students as they progress through various educational levels. The study acknowledges that the nature and intensity of academic stressors vary, influencing the overall impact on students' well-being. Unfortunately, contemporary educational environments often contribute to, rather than alleviate, the stress burden on students, reflecting societal pressures on its future citizens. Beyond the institutional context, factors such as individual personality, family dynamics, socioeconomic status, and societal expectations further contribute to students' physical and emotional vulnerability. This investigation aims to analyze and understand the stress levels of students across diverse academic settings. The primary objective is to assess the efficacy of mindfulness training in enhancing students' attention and awareness of their surroundings as a potential strategy to alleviate academic stress. The study recognizes the detrimental consequences of unmanaged stress on students' academic performance, self-efficacy, and self-esteem, emphasizing the critical need for interventions focusing on academic stress correction and stressor resilience. By exploring the connection between stress patterns and the practice of mindfulness, this research aims to provide insights into whether mindfulness training can serve as a valuable tool in addressing academic stress. The focus lies in fostering students' self-belief and confidence, empowering them to effectively manage stress through mindfulness techniques. Considering the early onset of academic stress in childhood, the study advocates for the incorporation of classroom-based attention-focused mindfulness training into the curriculum to proactively address and alleviate stressors. Ultimately, this research contributes to the ongoing discourse on student well-being and provides practical implications for educators, policymakers, and mental health professionals seeking effective strategies to enhance students' resilience to academic stress.

Keywords: Mindfulness Training; Academic Stresses; Academic Stressors; Attention Mindfulness; Mindfulness Awareness

Introduction

Rather than offering a place for acquiring knowledge, imagination, interest, and personal development, modern schools are transforming as a source of stress and a microcosm of the obligations that an oppressive society places on its future, fully functional individuals. Pupils must contend with a heavy emphasis on academic achievement, which is mirrored in an all too narrow concentration on grades, future planning, and career-focused education, which, in turn causing academic stress affecting their attention potentiality. If we find the fundamental morals with which school system was developed, we'll ultimately know the original meaning of 'School'.

The word "school" has its roots from the ancient Greek word scholé, which meant "a mode of freedom and self-determined activity" at first. In this manner, being scholé is a state of awareness in which people feel free from all forms of pressure, most notably time constraints and performance expectations (Gouda et al., 2016). In fact, students nowadays are under higher stress levels than ever before because of the intense competition in the classroom, exams, peer pressure, teachers, and parental expectations. The figure below shows the main three factors that are commonly found as agents to cause academic stress among students of every age and stages

Researchers have discovered that students who perceive themselves to be under a lot of stress may experience severe health issues, depression, attrition, and poor academic performance (Ahmad, 2017). In progressive countries, like India, it is now a sobering fact that warrants serious worry because academic stress a sign of the rising anxiety levels related to mental health. Stress related to school can lead to mental health issues like sadness and feelings of hopelessness and inevitable failure.
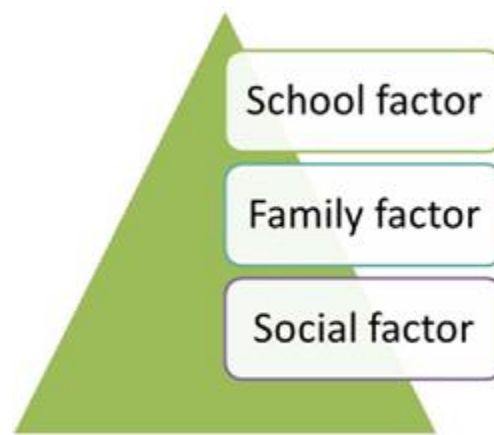

Figure 1: Main Factors to Cause Academic Stress (Source: Sarita, 2019)

Students that experience significant levels of academic stress have been found to exhibit depression, anxiety, disruptive behaviour, touchiness, etc. In addition, it causes issues like irregular sleep patterns, elevated blood pressure, weight gain or loss, and so forth. These students experience extreme performance pressure, which has led to a significant rise in efforts to commit suicide (Shukla, 2022).

The increased well-being that results from mindfulness-based practices like yoga and meditation has been acknowledged by numerous researches. In terms of academic stress, like, current researches done on college learners, have suggested that mindfulness may affect subjective self-rectifying motivations through a variety of mediating factors, including optimism, self-worth, core self-evaluation, and psychological ability (Bharti et al., 2023).

Following the trail of remedy, this research is planned and conceptualized as an exploratory analysis on the stress level among students of current days in various academic surroundings where mindfulness can be prescribed as effective remedy to enhance their level of attention and awareness. The study attempts to relate the stress patterns and the role of mindfulness to tackle those academic stress issues. The study particularly emphasizes on generating confidence and self-belief among the students to cope and implement stress management by utilizing the right mindfulness procedure. Based on the current scenario where academic stress affects students since his/her childhood, classroom based attention-focussed mindfulness training is thought to be essential to be included in the school curriculum.

Research Question

Academic stress is identified as a particular kind of situational stress that occurs in the educational setting and is associated with the expectations and demands of the academic setting, among other things. According to Barbayannis et al. (2022), emotional tiredness, depression, and anxiety are among of the manifestations of academic stress that might harm students' psychological health. Furthermore, it has been demonstrated in recent research by Espinosa et al. (2020) that academic stress can negatively impact students' motivation, performance, and self-esteem (Córdova Olivera et al., 2023).

Stress can arise in students of every stage for a variety of causes, both good and bad, and it is particularly widespread among higher secondary school pupils. Higher secondary school is a very important time because it shapes one's future profession. It is also a moment of great change that needs to be carefully managed. Academic stress can be caused by teachers' expectations that students turn in assignments on time, tutoring sessions, no weekends off, long work hours, retaking exams, worrying about grades, and taking competitive exams to get into prestigious universities (Thenmozhi & Poornima, 2020).

In addition, stress can also originate from friends, nearby residents, parenting, and other family members. The degree of anxiousness additionally relies on how they handle it, as well as on factors like age, personality traits, family dynamics, and the school in which the pupils are enrolled. Excessive levels of stress related to education lead to awkward circumstances that impair one's feeling of happiness and standard of life, as well as bad outcomes in the areas of exercise, diet, substance abuse, and self-care.

Students' ability to learn, academic performance, attainment of school and employment, amount and quality of sleep, physical and mental health, and drug use consequences are all negatively impacted by unresolved academic stress. Additionally, financially burdened students

have significant obstacles due to the anxiety of their academic workload. They are forced by their susceptibility to decide to leave school in order to pursue paid work. The condition is made worse by access to other stressors such mental, social, familial, and professional stress (Mishra, 2020).

Among higher-secondary students, learning is essential for achieving academic success and seizing life's prospects because it becomes increasingly significant in grades 11 and 12, which are the final stages of laying the groundwork for an academic career. As an instance,according to Banerjee's (2001) research, around 25,000 students between the ages of 18 and 20 kill themselves during test season, which runs from March to June. The District Central Records Bureau of Dharwad attests to the fact that at least four or five students commit suicide annually. The results of the 2001 II year PUC (preuniversity test) likewise showed this.

Once more, of the 3,94,200 learners who took an examination, only 1,54,840, or 39.28%, passed. This is 7% lower than the preceding year's results. This is a worrying tendency that could be the cause of much human resource waste (Kadapatti & Vijayalakshmi, 2015). Beyond school level, the students who pursue for college education have more complex problems as a result of pressure from school, adjusting to a new environment, fear of failing, difficulty being distinctive, inferiority complex, achieving social familiarity, etc.

A academic stress related adverse consequences findings is presented below based on a 2014-2018 data collection done from 24 higher education institutions (8 private and 16 public; subsequent to addressed to as colleges) in nine different nations (Belgium, Australia, Hong Kong, Germany, Spain, Northern Ireland, Mexico, South Africa, and the United States), WMH-ICS reports of first-year students were used to produce the results.

Table 1: DSM IV based Academic Stress Health Disorders Among College Students of 9 Nations as per WMH-ICS Survey (Source: Karyotaki et al. (2020)

	%	(SE)
(I) Mood		
Major depressive disorder	13.4	(0.3)
Bipolar disorder	3.3	(0.1)
(II) Anxiety		
Generalized anxiety disorder	13.1	(0.3)
Panic disorder	3.8	(0.2)
(III) Substance use		
Alcohol use disorder	6.4	(0.2)
Drug use disorder	1.9	(0.1)

WMH-ICS, World Mental Health Surveys International College Student Initiative; SE, MI-adjusted standard error. [1]Prevalence estimates are based on weighted data.

Note that as per DSM IV academic stress disorder, there are 6 or more inattention based difficulties that are recognized and diagnosed among infants, growing kids and teenaged students. For example, careless mistakes, mood swings (frequent shift of attention), speaking and hearing difficulties, absent-mindedness, lack of involvements with the academic environment (apathy), unorganized attitude, etc. (Substance Abuse and Mental Health Services Administration, 2016)

The table given below shows the consequence of academic stress on a student's individuality and social involvement.

Table 2: Consequences of Academic Stress on a Student's Social Involvement (Source: Karyotaki, et al., 2020)

	None		Mild		Moderate		Severe		Very	
	%	(SE)	%	(SE)	%	(SE)	%	(SE)	%	(SE)
Financial situation	31.4	(0.4)	29.0	(0.4)	24.6	(0.4)	10.6	(0.3)	4.5	(0.2)
Own health	35.7	(0.4)	32.4	(0.4)	22.1	(0.3)	7.6	(0.2)	2.3	(0.1)
Love life	33.2	(0.4)	27.5	(0.4)	22.8	(0.3)	11.3	(0.3)	5.2	(0.2)
Relationships with family	43.3	(0.4)	25.5	(0.3)	18.5	(0.3)	8.4	(0.2)	4.2	(0.2)
Relationships at school/work	47.1	(0.4)	28.3	(0.4)	16.9	(0.3)	5.9	(0.2)	1.9	(0.1)
Problems of loved ones[2]	25.2	(0.3)	27.4	(0.4)	25.9	(0.3)	14.6	(0.3)	6.9	(0.2)

WMH-ICS, World Mental Health Surveys International College Student Initiative; SE, MI-adjusted standard error. [1] Distributions are based on weighted data.

College students may suffer inappropriateness and adaptability in addition to rapid changes in their physical, social, and mental well-being. Academic pressure, adjusting to a new environment, fear of failing, the need to stand out from the crowd, feelings of inadequacy, achieving social familiarity, and other factors all contribute to the ongoing multifarious inconvenience that college students encounter.

Due to their increased susceptibility to a variety of stressful conditions, college students tend to be constantly inventive in their approaches to coping with stress. College students may experience stress due to environmental or subject-related issues. These stresses are associated with success in the classroom, in the socioeconomic sphere, and in one's personal life; stress results from an inability to overcome them (Yikealo et al., 2018).

At university level, the students have more complex problems as a result of being pressured from the institute, adjusting to a new setting, fear of failing, difficulty being distinctive, inferiority, and achieving social standards. Additional reasons that are unique to each individual include issues with money management, adjustments to living conditions, challenges juggling personal and academic obligations, etc.

Additionally, the educational system facilitates student stress, which raises student anxiety levels. A few of the causes are overcrowded lecture spaces, the semester grading scheme, a lack of facilities and resources, an extensive syllabus, lengthy workdays, and rote learning requirements. Their confidence and self-esteem are negatively impacted by the dread of failure that parents and institutions ingrain in them. Studies have noted that elevated stress levels can

be attributed to a variety of variables, including elevated expectations. family's acquaintance, etc. (Jayasankara Reddy et al., 2018)

Learning experiences based on university curricula are more stressful than elementary schooling. One possible explanation could be that throughout their time in college, students are passing through a stage of transitioning from youth to adulthood. They make a concerted effort to overcome obstacles and adjust to university life during these educational years. They are also attempting to become psychologically and economically standalone, meaning they are not reliant on their families for anything (Shetty et al., 2021).

Overall, academic stress are varied, personality dependent as well as environment dependent issues that significantly affects a student as he/she grows and moves towards higher education. From mere targetting for good marks, as the student proceeds ahead for higher education, the academic stress alters in its form and becomes more associated with the student's response to the society, socio-economic status, individuality, professional aspiration and academic goals. We can see that, age-wise, as the student is maturing and become adult as a person, the academic pressure impacts more on his/her psychological and personal attitudes.

Based on the performance and interaction with the academic field, it is evident that academic stress can alter a student's mindset and can affect on his interests, lifestyle, behaviour and social manners. These factors, if not monitored and evaluated constantly can in turn lead to socio-economic imbalance and can also pose legal issues. Health and mental aspects are already noted and are under consideration in scholarly analyses.

Remedies should not be overlooked because academic stress is certainly affecting a complete age-group and to be more specific, it is distinctly different in nature depending on an individual's financial, merit, family and social climate and gender. Its severity is also variant and can cause differing problems based on a region's policies, legal and administrative structure. Based on such an expansive impacts, awareness and robust training system on mindfulness is considered and implemented. Conventional medicinal and psychological rectifications are costly and often found to generate apathy, confusion, fear, objection and distrust in the society.

Mindfulness, on the other hand, is much relieving, affordable, non-imposing and flexible in its methods. Although, mindfulness is sometimes doubtful as a standard improvement process due to its outcome and time constraints, still the system is receiving importance in terms of the results it generates on brain and attitudes of an individual. Thus, in this research, the mechanism of mindfulness training, its awareness and influence on a student's life is explored and analysed to build up a systematic approach to control the adverse impacts of stressors, such as, individual, society, family or education environment that cause academic stresses and damage a student's physical and mental wellbeing.

Literature Review

The section contains chronologically arranged review of literature on academic stresses patterns, students attitudes on academic systems, stressors to cause academic stresses on students and mindfulness as an effective model of rectification.

Böke et al. (2019) observed in his field survey that when students experienced high levels of stress and lack effective coping mechanisms, they might resort to other options like addictive behaviours (narcotics and alcohol) as a means of relieving themselves. A survey of undergraduate students was conducted in this work to investigate the connection between the use of drugs as a coping mechanism and perceived stress. Findings showed a correlation between students' claims of unhealthy coping and higher levels of stress. Remarkably, reports of stress and coping mechanisms with substance usage increased as one progressed through university. These results point to the necessity of stepping up efforts to incorporate programming on healthy coping across university courses.

Blackburn (2020), in his quantitative research investigated the relationship between college students' perceptual attention, perceptive and auditory abilities, and mindfulness and academic stress. Participants filled out a number of attention-related self-report and standardised performance tests. The results showed no significant linkage between mindfulness and attention, while higher levels of mindfulness were linked to reduced levels of academic stress. There is discussion about how mindfulness training may affect college students' stress levels and ability to pay attention.

Kolodge (2021) examined the beginning, development, uses, and ongoing evolution of mindfulness as it gained popularity in Western educational frameworks, inspiring practitioners to engage with its implications both deliberately and lightly. The study looked for the primitive function and applications of mindfulness that might be utilised in the current academic stress-reduction techniques.

Deng et al. (2022), based on Lazarus' cognitive appraisal theory of pressure, investigated the effects of household and educational tension on students' depression levels and the ensuing effects on how they perform in school. This study investigated the relationship between anxiety, depressive disorders, and academic performance using the SEM approach. It has been established that family and school-related stress cause anxiety in students, which has a detrimental impact on their educational experiences and academic performance. Parents, teachers, and other stakeholders who are worried about their children's education and performance can benefit greatly from the knowledge this research offers.

Jin Kim (2022) provided a summary of the research on mindfulness in the educational process, utilising a description of the phrase, a glossary of related terminology, and the techniques and ideology that surround it. A summary of Buddhism and the Eastern and Western mindfulness traditions is included in this factual survey. The opinions of academics regarding the value of mindfulness and its positive applications, especially in Western contexts, such as

mindfulness-based stress reduction (MBSR) and related medications, are compiled in this survey of the research.

The study serves as another catalyst for the application of mindfulness since it highlights the practice's demonstrated benefits for career professionals as well as students, who benefit from it by experiencing less physical and psychological discomfort related to their academic or personal lives or their place of employment.

Alomari (2023) determined the extent of mindfulness within college students according to their sexual orientation and degree of academic success. There were no discernible gender variations in the findings, which showed a modest degree of mindfulness spanning all five areas. Additionally, the study found that kids who performed better academically also showed higher levels of mindfulness. Less than 1% of the variation in learning results was explained by the tenuous link between academic success and mindfulness.

Conceptual Framework

The study is planned as evidence-based exploration and analysis on the student's academic stress patterns and impacts to recommend the best-fit mindfulness mechanisms that should be included as a part of formal awareness and training system.

Here, firstly we've built up a conceptual diagram showing the interconnectivity between stressors (the factors that cause stresses) and the channel that they follow to impact on a student's mental health. The flow diagram is given below:
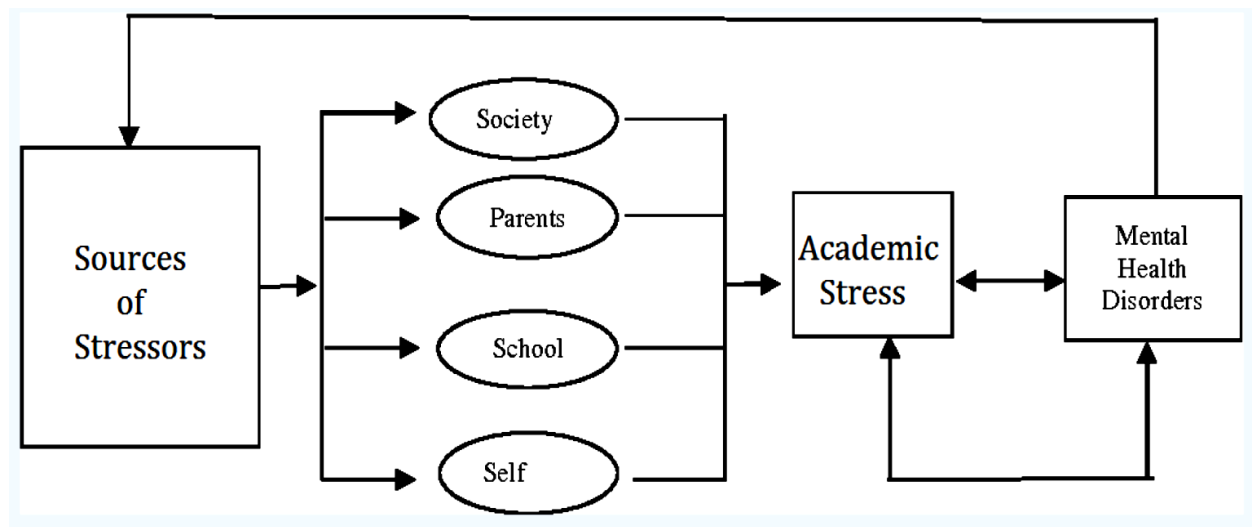

Figure 2: Conceptual Diagram of the Connectivity between Sources Causing Academic Stress and Mental Health Status of Student (Chen & Glaude, 2017)

That is identified four main sources of academic stress. These sources and their features that cause academic stress are:

1. Individual: Gender, Age, Self-efficacy, Emotional Quotient, Intelligence Quotient

2. Family: Closeness to family, Interactions with parents, Family's cultural and socio-economic conditions, Perceived parental expectations and pressure;

3. School: Teaching pattern, Study loads, School Decorum, Learning environment (this includes the class, peers, attitudes of teachers, facilities, etc.)

4. Society: Geographic environment,Social policies, Laws and Regulations, Culture

Materials and Methods

The study is developed to explore, locate and analyse the impacts of these four main stressors on a student's well-being and conducts. Hence, the study objective includes:

1. To assess the varied patterns of academic stresses and their impacts on a student's learning phases, that is, at school, college, university level (professional learning, if applicable)

2. To identify and analyse the academic stressors and their variations that cause academic stresses in students of various age groups

3. To validate the importance and role of mindfulness awareness and practices as a self-healing procedure to improve a student's well-being during his/her academic stages and afterwards

The analysis is done in this research in three parts: (a) Identification of Academic Stresses; (b) Analysis on the Personal/Family/Education/Societal Stressors; and (c) Mindfulness Model to rectify the studied Academic Stress.

Each part is worked on the basis of data as available in currently done authentic scholarly researches as well as official reviews, surveys, reviews, etc. in the time period 2018-2023. This study is entirely based on open source secondary data resources as available in the Content based and statistical analysis is done to validate the severity of academic stress-affected adverse consequences in terms of a student's individual, socio-economic, lifestyle, ethical and environmental conducts. Lastly, the role and importance of mindfulness awareness and mechanisms are integrated in this research as a correction and improvements over the said adverse consequences.

In the next section, we present a nationwide case study on academic stresses among school, college and university students of India-This is the first part of analysis. Data is collected from secondary source that is relied to the best of our knowledge of authenticity. Statistical analysis is done to assess the severity of academic stresses in this survey. The survey is done by using SPSS (Statistical Package for the Social Sciences) version 25. A parametric significance threshold of $p < 0.05$ is used.

Three categories for perceived stress levels are considered: low, medium, and severe.

Relative Importance Index (RII) is used for the variables related to responses (Chhetri et al.. 2021).

Afterwards, the educational environment and students attitude of region from where maximum respondents are interacted is explored, that is state of Sikkim. In this part, data from official records are extracted and analysed focussed on the identification of specific stressors and patterns of academic stress types prevalent in the region. Lastly, a mindfulness based learning model is recommended as a remedial option based on the real life conditions of academic stress pattern as observed among students of the said region.

Results and Discussion

1. Identification of Academic Stress

Based on the latest post-COVID-19 scenario in the year 2021, we present the types of academic stresses most prevalent among school, college and university students of India. From the factual findings of Chhetri et al. (2021), the details of the sample explored and analysed in this study is given below:

Table 3: Data Sample Details as Studied to locate the Stressors (Chhetri, et al., 2021)

Socio-demographic variables	Sample Studied	Percentage
Sex		
Male	262	63.7
Female	149	36.3
Sample Size	411	
Age Category		
15–18 years	35	8.5
19–25 years	362	88.1
26–33 years	14	3.4
Economic Condition		
Rich	48	11.7
Middle-Income	206	50.1
Under-privileged	157	38.2
Where are they studying?		
College	296	72
University	104	25.3
School	11	2.7
State of residence		
Sikkim	170	41
Delhi	122	29
Haryana	52	12
Rural Regions	67	16.3
Online class activities		
Yes	358	87.1
No	17	4.1
No response	36	8.8
Attempts to take licit/illicit drugs?		
Never	372	90.5
Not often	21	5.1
Regularly	18	4.4
Policy violation		
No	384	93.4
Yes	27	6.6

As we can see that most of the students are from middle-income economic group (50.1%) as analysed in this study. Most students are from age group 19-25 years (88.1%). Maximum students studied are residents of Sikkim (41%). Overall, 99% of learners said they would abide by government-provided health recommendations.

The self-reported survey responses are examined here to determine the degree of anxiety and worries brought on by COVID-19 and internet-based learning, as demonstrated. Regarding the academic stress measure, the survey has used RII where the primary cause elevating learners' stress levels is said to be found. A comparable method is used to determine the responses of academic stresses that arose among students out of online classes.

The deciding variables as used to determine the academic stress level are given as: Online classes as are found as primary obstacle by the respondents (RII = 0.67); next self-management (RII = 0.65)] during pandemic time; the third factor as considered is other necessities like food and medication. A few other frequently ranked factors that are considered in the discussed survey are: Greater vulnerability to stressful life-event induced depressive symptoms] and Failure to accept E-learning.

Based on these variables, students who have experienced mild to severe academic stress are categorised in the 18–25 year age range. Unimportant variables are eliminated. The graph of academic stress as found in this survey is given below:
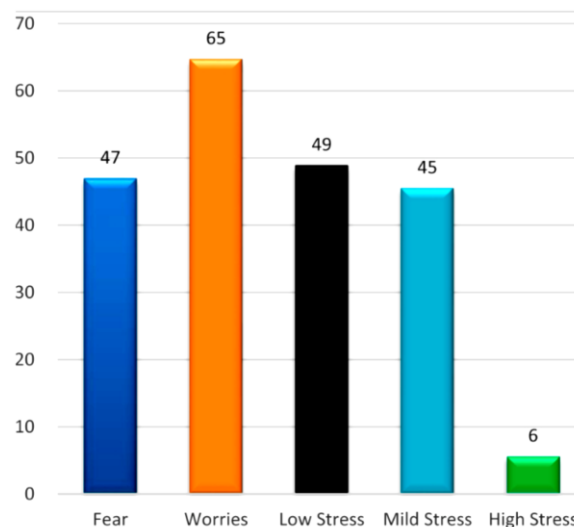

Figure 3: Variation of Academic Stresses as Identified among Students of India in COVID-19 Pandemic time (Chhetri et al., 2021)

2. Study on Personal/Societal /Family/Educational Stressors of Academic Stresses

Now, if we consider the geographical location of the zone from where maximum respondents are surveyed as discussed above, it is Sikkin. This state of India is geographically vulnerable and has overall literacy rate of 82.20 % (Census of India, 2011). Males (87.30%) are more literate than females (76.43%) (Sikkim.Gov.In, 2022).

Regarding educational infrastructure, Overall, both villages' educational facilities are deficient and require immediate repair. Long commutes are required of students, who also help support their families financially because dropout rates are high. Additionally, there are fewer programmes given by the closest high schools and universities, so students who want to pursue higher education are limited to the courses that are available because studying abroad is too expensive. This results in a lack of interest in postsecondary education and renders the students unable of gaining admission to district-level universities (Barua et al., 2012).

As per Planning and Development Department 2011 Report, Government of Sikkim (LahirI et al., 2011), poverty, parental lack of education, pressures from the workplace, inadequate teaching and learning materials, and inadequate facilities in schools are the main stressors that cause academic stress among the students. In addition, this hill state's physical characteristics make going to school difficult.

A latest instance can justify this fact. It is in consequence of October 2023 flood in the area, every educational institutions in the flood-affected parts of Sikkim have been ordered by the governing body to offer classes online to pupils in Class Nine and higher. The choice was taken to make up for the hours of instruction lost as a result of schools closing after the flash floods. The four days that the shutdown was scheduled to last has been postponed to October 15. A total of 87,300 people are impacted (PTI, 2023).

A quantitative study on youth of Sikkim done by Tamang (2021) confirms that drug misuse and suicides, particularly among young people, are prevalent in Sikkim. The significance consequence as the researcher found in this study is social exclusion on the state's youngsters, including students. Thus, a lack of social interaction among young people in Sikkim contributes to the development of worries that have limited their physical and mental well-being.

3. Recommendation of Mindfulness Model

In the above sections, we can clearly see that the academic stresses identified are worries and anxiety where low and mild stress are found to be most significance. Again, on exploring the respondent's societal/family/educational environment, we find the region from which maximum students are studied, that is, Sikkim has stressors of academic stress present in each type of stressor areas as considered in the conceptual model for academic stress identification. That is,

1) Personal: Students are suffering from low-esteem, anxiety, lack of confidence, lack of coping capacity and distraction that is justified by the high percentage of drug abuse and suicide rate among young students of Sikkim.

2) Family: Socio-economic status of families are found poor and as per records, young pre-teeaged students are found to be working to compensate the financial burden of their family. Also, there is lack of support possible from parent's end to help the growing kids because of their low academic background.

3) School: It is found that school environment lacks in infrastructural features to support diverse student groups, both in village and urban areas. Also, as the region is geographically vulnerable the educational facilities are found inaccessible

4) Society: Young students are found isolated out of their depression, addiction and mental stress. There is lack of social support and needed attention available to improve their mental as well as physical health.

Based on these stressor patterns, mindfulness model particularly emphasizing on self-esteem, attention generation and resilience to negative thoughts is considered to be the best-fit model. Accordingly, a classroom workshop based mindfulness training program is proposed to tackle the condition. The model is built the conceptualization of the mindfulness model recommended by Langer et al. (2020)

The proposed mindfulness model is planned in workshop format consisting of eight weeks 45-minute courses. All of the activities to be conducted should be compatible for young students (teenaged preferred). The workshop can be arranged in regular classes during daily school hours. The program should consist of introduction to mindfulness and its advantages during the first session. Students should have encouraged to join and share their experience of the day.

They should be allowed to interact with one another openly. In case, students do not get family's permission, they should be supported and assisted accordingly to get their family's consent. The workshop should be a guided program under supervision of a learned trainer. Teachers specifically designed the programme to impart to adolescents in educational settings, ages 11 to 18, secular mindfulness.
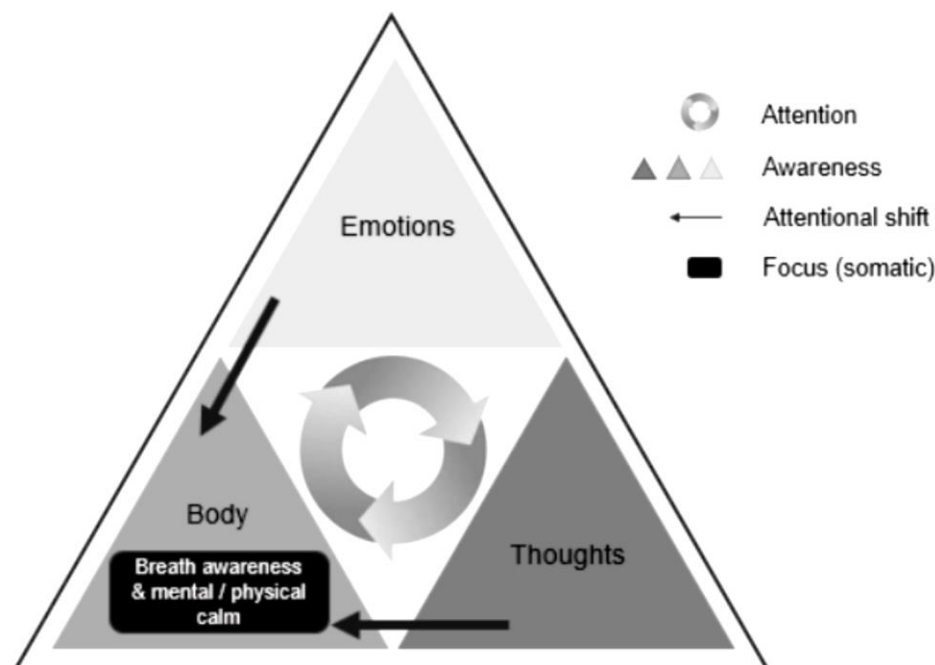

Figure 4: Schematic diagram of the Proposed Mindfulness Model to be Implemented as Classroom Workshop to improve Young Student's Mental Well-being (Langer et al., 2020)

The term "secular" refers to applications of mindfulness that are grounded in knowledge and are typically guided by neuroscience and behavioral psychology rather than by faith communities like Buddhism. The mindfulness program's strategic objectives are shown in the figure above. As you can see that the mindfulness training is a model that interconnects bodily responses with human emotions. Again, conscious thoughts are also connected with bodily expressions. Focus, Attention and Awareness are the three key areas where the mindfulness program triggers and impacts for the purpose of stimulating improvements in the student's EQ (emotional quotient) as well as IQ (intelligence quotient).

The proposed program is meant to help build skills by using activities and components that are similar to various mindfulness based intervention (MBIs) but tailored specifically for this group. Specifically, every training lesson (which adopted the Mindfulness-based Stress Reduction Programmed methodology) is created around a main subject and should be demonstrated by using visual learning aids (slides) to ensure learner's attention and focus stimulation. In certain sessions, movie clips can be utilized to demonstrate the underlying theoretical ideas. Sign language can also be employed (as required). Both structured and unstructured mindfulness practices should be taught in every session. The formal exercises should be designed to raise awareness of ideas, feelings, and sensations that are physical. They have a time constraint of roughly ten minutes. (for instance, mindful actions, body scans, and seated contemplation).

Informally, one can cultivate a state of present understanding in daily life through engaging in actions such as cleansing one's teeth, eating mindfully, and doing the dishes. A notebook with the tasks to be completed at home and a synopsis of each session was also provided to each individual. There were also audio recordings of important meditation techniques available. Every session was led by a licensed psychologist.

Conclusion

Academic stresses are alarming and this type of mental and physical disordered can become severe and may cause fatal damage to individuals, particularly, the teenaged students, if not controlled on time. The research presented here is a three-part analysis, where we've identified the academic stress patterns of the students of school, college and universities. from age group 18-25 years. Since most of the academic stress suffering students are collected from Sikkim, we've focussed to gather the four types of stressors, personal, family, school and society from this region. The trend of these stressors of academic stress that we analysed in this study, in our last part, we proposed a mindfulness training model that is intended to improve the affected student's attention, self-esteem and resilience level. These three target areas of improvement are chosen based on academic stress severity and the patterns of stressors that are found in the chosen zone. The proposed model is specifically designed for young students and can be included as a mindfulness curricula in school or any academic institute that are training students of age-group 11-18 yeats. Reason of proposing this correctional procedure for the teenaged students is that teenage students belong to the age group that shows rapid transformation of psychological traits and accordingly susceptible to adverse affects of academic

stresses. If these adverse impacts are not controlled, the impact can grow and become uncontrolled in later ages that may ultimately be fatal for the student.

Declaration of Interests

The researchers affirm their commitment to unbiased investigation and disclose any affiliations, financial interests, or personal relationships that could impact the integrity of the research process or its outcomes. Transparency in declaring interests is essential to uphold the credibility and reliability of the findings.

Ethical Considerations

This research places a paramount emphasis on ethical considerations to ensure the well-being and rights of participants. Ethical guidelines, including informed consent, confidentiality, and voluntary participation, are rigorously adhered to throughout the study. The research team is committed to maintaining the highest ethical standards, protecting participants' privacy, and minimizing any potential harm. The study's ethical framework serves as a cornerstone in promoting responsible and respectful research practices.

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Definition of Conflicts of Interest

No conflicts of interest, the research team provides a comprehensive definition, outlining the criteria and circumstances under which conflicts of interest may occur. This proactive approach enhances the research's integrity and serves to build trust in the findings among stakeholders, researchers, and the broader academic community.

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