

<https://doi.org/10.34142/2709-7986.2023.28.2.09>

THE RELATIONSHIP AMONG SCHOOL MINDFULNESS, CLASSROOM ANXIETY, AND HIGH SCHOOL STUDENT LIFE SATISFACTION

Received: 17/08/2023

Accepted: 18/09/2023

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ABSTRACT

Purpose. *The study aims to improve student life throughout the school years by exploring the use of mindfulness-based instruction to reduce classroom anxiety. Many school systems in Asia do not use mindful based instruction at primary, secondary and high school education. Emphasis on academic achievement as measured in terms of grade scoring and competitive exam results is high, and leads to significant stress on students. It is believed that mindfulness coaching could help reduce overall stress levels in high school students.*

Methodology. *The study is a correlational design in which convenience sampling was used. It aims to measure school mindfulness by Hoy (2004), classroom anxiety by Richmond (2001), and high school student life*

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satisfaction by Heubener (1991) for a sample of 80 high school students drawn from the private school system of Pakistan.

Results. The study reported moderate to weak positive correlations between the three constructs. It was found that there was a significant link between school mindfulness, student life satisfaction, and classroom anxiety. The study reported that age and gender have no significant impact on school mindfulness, student life satisfaction and classroom anxiety.

Conclusions. The study indicates the development of mindfulness-based training at the school level to improve student life satisfaction. The study indicates the possibility of Western mindfulness instruction courses being implemented in the Eastern traditional school system. School mindfulness can help students to meaningfully grow in their academic careers. It further can enhance their coping and stress handling techniques as they proceed into higher education. The study will pave way for the implementation of school mindfulness programs and workshops to be delivered by mindfulness certified instructors and counselors, which is at present a rarity in traditional academic system.

KEYWORDS: Psychology, Education, Eastern, Mindfulness, Anxiety, Students.

INTRODUCTION

This research is undertaken in the hope of contributing to the field of educational psychology. The **aim** was to explore the possibility of mindful-based program implications at the school and college levels. Moreover, to assess the classroom anxiety levels and student life satisfaction to improve the overall well-being of students. The concept of school mindfulness is defined as learning to train a person's attention to the present moments without any distractions or thinking about what has happened in the past or distress about the future.

It is said that mindfulness is very helpful in education, it helps in calming body and mind and also moderates the bad influences of stress, and helps students to be focused not only mentally or physically but also academically, as well as helping to reduce behavioral problems. On the other hand, in the classroom anxiety may affect academic performance. When students are anxious in the classroom, they cannot pay attention to the classroom lessons, and worried thoughts overtake their brain. Anxiety in the classroom makes students feel on edge and uneasy, sleep problems, panic attacks, social problems, physical problems, difficulty in school performance, refusal to go to school, etc. Student life satisfaction is also important in students' lives beyond their studies.

METHODOLOGY

The quantitative correlational research method was used to explore the connection and relationship between school mindfulness, classroom anxiety, and student life satisfaction.

Valid and reliable instruments were used. A population sample of 80 university students which include young males (n=40) and young females (n=40) from schools. A convenient

sampling strategy was used in the research. The research questionnaires were filled out by students of different disciplines with a range of 8-16 years.

A convenient sampling technique was used to approach the sample. This technique has the probability to be selected on an equal basis as young males and females who were willing to be a part of this research without a problem and this technique also relies on members from the population sample who are easily available and willing to participate in the study.

To check the sample size of the research, power analysis was done through G* Power 3.0 (Kang, 2021).

Instruments

- School Mindfulness Short Scale by Hoy (2006)

This scale has 14 Items.

Cronbach Alpha Range = .84 to .90

6 -6-point Likert-type scale ranging from 1 (Strongly disagree), 2 (Disagree), 3 (Somewhat disagree), 4 (Somewhat agree) 5 (Agree) to 6 (Strongly agree).

- Classroom Anxiety Short scale by Wrench & Richmond (2001)

This scale has 20 Items.

Cronbach Alpha = .80

5-point Likert-type scale scoring from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree).

- Student Life Satisfaction Short scale by Heubener (1991)

This scale has 7 Items.

Cronbach Alpha Range = .70 to .80

Alpha of grade of 4-8 = .82

Alpha of grade 9-12 = .86

Alpha for middle school students = .75

Alpha for high school students = .81

Alpha coefficients Range = .80 to .85

6-point Likert-scale ranging from 1-6 as 1 (Strongly disagree), 2 (Moderately Disagree), 3 (Mildly disagree), 4 (Mildly agree) 5 (Agree) to 6 (Strongly agree).

Procedure and Statistical Analysis

The following objectives will be processed using IBM SPSS V.25

1. Pearson moment product correlation is used to measure the relationship between school mindfulness, classroom anxiety, and student life satisfaction.
2. Multiple linear regression is used to explore the effect of school mindfulness and classroom anxiety on student life satisfaction.

3. Simple linear regression is used to explore the effect of classroom anxiety on student life satisfaction.
4. Multiple univariate analysis of variance is used to measure the impact of age and gender on school mindfulness, classroom anxiety, and student life satisfaction.

RESULTS

School Mindfulness

In psychology, the theory of mind is defined as the capability to understand other people by ascribing mental states to them which means by surmising what is happening in their mind. The mental state of one person is different from others for example their beliefs, desires, intentions, emotions, and thoughts. Originally, the development of the theory of mind came from the studies done on infants and animals. Some factors can affect a person's capacity to display theory of mind such as drug and alcohol consumption, age, language development, cognitive delay, and culture, etc. The theory of mind develops throughout childhood as the prefrontal cortex develops. (Premack & Woodruff, 1978).

The theory of cognitive function, P3a/P3b brain potentials, and cortical thickness in aging is integral to include. The original study was to assess the relationship between the P3a/P3b brain potentials, cortical thickness, and cognitive function in aging. The study is conducted on young and older participants who completed the visual three stimulus oddball ERP (event-related potential) paradigm, a battery of neuropsychological tests, and MRI scans. They made groups with short vs. long latency, and low vs. high amplitude that were compared on a point-by-point basis across the entire cortical mantle. In the young participants, the thickness was weakly related to P3.

On the other hand, in elderly participants, P3a amplitude effects were found in parietal areas, the temporoparietal junction, and parts of the posterior cingulate cortex. Lastly, the result shows that thickness in specific cortical areas correlates with scalp recorded P3a/P3b in the elderly and that these relationships differentially mediate higher cognitive function (Fjell et al., 2007).

Langer's mindfulness theory is defined as the process of paying attention to the purpose of the present moment, so as that be aware of novelty in experiences or situations and perceive differences in contexts and events. Langer's mindfulness is characterized by a continuous creative of new categories, openness to new information and possibilities, awareness of more than one perspective, and flexibility in perspective-taking. In Langer's conceptualization, mindfulness is the opposite of mindlessness. (Langer, 1989).

The scientific theory about mindfulness was originally formed from an in-depth analysis of cases in which theories do not attempt to be scientific or social sciences, and it can also be described from a phenomenological perspective (Cordon & Brown, 2009), and there are also its application are studying within a constructivist paradigm necessitates making connection between a set of techniques designed to help the researchers collect data to build or test theories (Creswell & Lindsay, 2014).

It is also believed that mindfulness is before the development of mental concepts (Ryan & Brown, 2003). The viewpoint of first-person about mindfulness is defined as "begin to think sensibly or correctly after being foolish or wrong"(Kabat-Zinn, 2005). In other

people, mindfulness is not an outward phenomenon that can be immediately sensed or examined, according to the researchers that is the third-person perspective.

The idea of mindfulness can vary across cultures, and it also makes reasonable sense according to the scientific understanding that the world is above our senses and determined by how people organize and process information about events and objects in their cultural environment (Kikas, 2004). The idea of mindfulness is popular and secular, which sometimes connects it with relaxation and the reduction of stress and simplifies it.

The recent mindfulness-based interventions (MBIs) and their practice have gained popularity. Hence mindfulness is defined as the psychological ability to remain fully present with one's experiences while maintaining a non-judgmental attitude. This ability fosters a warm and welcoming curiosity and openness (Kabat-Zinn, 2005).

Mindfulness is practiced in many ways such as in Eastern cultural traditions and central aspects of a manifold philosophical, psychological, and spiritual tradition of thought and practice (Wallace and Shapiro, 2006). Originally this was cultivated by several exercises for example yoga, tai chi, or meditation techniques like sitting meditation. These exercises help in calming the mind, improving the ability to concentrate, and widening the range of focus.

For centuries, the idea of mindfulness has been woven into American popular culture, formally and informally, in the names of several contexts, with the mindset of reshaping people and organizations in private and public settings. CBS aired an edition of 60 Minutes with Anderson Cooper in 2014 that tells the American people how to practice mindfulness because of its trending movement as a part of public wellness (Aldahadha, 2023).

Opposite to that, the mainstream media criticize and whitewash the appropriation, secular, and cultural ideas of mindfulness that serve as the foundation for mindful practice. Mindfulness has undergone many definitions, praise, and criticism according to the beliefs used to contextualize it.

Classroom Anxiety

Classroom anxiety theory relates to self-determination. Self-determination theory (SDT) is a macro theory of human motivation and personality that concerns people's innate growth tendencies and innate psychological needs. It is said that the motivation behind people's choices is the absence of external influences and distractions. SDT focuses on the degree to which human behavior is self-motivated and self-determined (Deci & Ryan 2022).

Social constructivism theory focuses on the collaborative nature of learning. Knowledge develops from how people interact with each other, their culture, and their perspective of society. For example, people rely on others to help build their building blocks, and learning from others helps them construct their knowledge and reality. (McKinley, 2015).

The study reports how much foreign language (the language that is not the official language of, nor typically spoken in a given country) anxiety (FLA) especially English report feeling and for which learning the language. Among 67 first-year students who enrolled in two academic degree programs at the University of the Balearic Islands were

the participants of this study. The data was collected using the Foreign Anxiety Scale of Classroom (Horwitz, & Cope, 1986).

The results indicate that the majority of students undergo the medium to highest position of anxiety. The biggest reason for Foreign Language Anxiety in students was communication anxiety. The data proved significant statistically and variations in test anxiety and fear of failing among participants of degree programs.

However, there were no significant gender variations in Foreign Anxiety about Language Levels. The proportionality analysis shows a strong inverse relationship between self-reported English language competence and Foreign Anxiety about Language scores for speaking and listening. (Horwitz, & Cope, 1986)

This research is conducted on the issue of the effect of gathering anxiety on students' study wellness and welfare in education. Fitness issues that are frequent and can range from mild distress to severe disability are social anxiety. The mild kind of anxiety may manifest as passing social anxiety that is brought on by frequent social evaluation circumstances, but the more serious form of anxiety may cause crippling, chronic panic and prevention (Crozier, 2001; Masie-Warner, 2003; Veale, 2003).

It is reported that gathering anxiety develops when an individual wishes to show the best descriptions of themselves to others but also has fear about whether they can do it or not (Narimany et al., 2023). Such unexpected situations could be fueled by internalized shame and low self-esteem (Ali et al., 2022)). These factors add up and have the potential to negatively affect a person's identity, mental health, academic performance, and interactions with others due to accumulating anxiety (Lau et al., 2002).

Student Life Satisfaction

Goal theory is a motivational approach that emphasizes the need to establish goals as intrinsic motivation. It is said that there is a relationship between goal difficulty, level of performance, and efforts involved (Fong, 2022). This relationship is positive so as long as the person is committed to the goal has the preexisting ability to attain it, and does not have conflicting goals. Goal theory states that some conditions are important in achievement such as goal acceptance and commitment, goal specificity, goal difficulty, and feedback.

A phenomenon called subjective well-being that is also a multifaceted category includes perception response, positive and uncertain affect, throughout the measurement of life satisfaction, and estate satisfaction (Proctor et al., 2008). So, it can be inferred that life satisfaction or bliss is a component of contentment and overturned tacit assumptions approaches to life satisfaction also say that overall life satisfaction is a mixture of satisfaction in specific estates.

This proves that a person's level of satisfaction with many life domains, including family, leisure, and health, among others can determine their level of satisfaction (Melton et al., 2022). Also, to add up many domains frequently intersect. According to the spillover model, the happiness of one area of life can also influence or impact the happiness of the other area of life (Zhou et al., 2023).

Currently, positive psychology boosts interest in subjective well-being. Now psychologists research positive emotions and psychological well-being more than

unpleasant emotional issues like despair and anxiety (Deng et al., 2022). Seligman and Csikszentmihalyi (2000) describe this general shift and outline the purpose and benefits of this approach in their inspiring studies. Life satisfaction can also be described as the judgment process that assesses individuals' satisfaction with activity to their standard. It also has an impact on a person's well-being. People with higher levels of life satisfaction can be seen to be more successful in their interactions with others, at work, and as well their bodily processes.

The basic data results are demonstrated in table 1, 2, 3, 4, 5, 6.

Table 1

Demographics

Variable	Frequency	Percentage
Male	40	100
Female	40	100
Age 8-12	24	60
12-16	10	25
16-18	06	15
Education - primary school	14	35
Middle school	15	37.5
High school	11	27.5

Table 2

Psychometric Properties

Scales	K	M(SD)	α	Skewness	Kurtosis
School Mindfulness	4	22.13(2.528)	.75	-.378	-.322
Classroom anxiety	20	34.28(2.894)	.79	.256	-.734
Student life satisfaction	7	63.02(10.173)	.82	-2.002	3.554

Note: K= no. of items, M=mean, SD= standard deviation, α =Cronbach Alpha

Table 3

Correlation among school mindfulness, classroom anxiety, and student life satisfaction (N=80)

Variables	1	2	3
1. School Mindfulness	-	.318***	.67**
2. Classroom Anxiety	-	-	.289**
3. Student Life Satisfaction	-	-	-

Note: * $p < .05$, ** $p < .01$ & *** $p < .001$

Table 3 shows the results of the Pearson correlation that indicates that school mindfulness has a significant positive correlation with classroom anxiety ($R=.318, p<0.01$). School mindfulness has a significant positive correlation with student life satisfaction ($R=0.67, p<0.01$). Classroom anxiety has a weak significant positive correlation with student life satisfaction ($R=.289, p<0.01$).

Table 4

Simple Linear Regression Analysis (N=80)

Predictors	B	95% CI		p
		UL	LL	
Constant	17.475	29.181	5.769	.004
Classroom anxiety	.227	.403	.050	.012
R²	.084			
F	6.568			

Note: B= coefficient of regression, LL=lower limit, UL= upper limit .95% confidence interval ** $p<.01$.

Table 4 shows simple linear regression analysis was carried out for the significant predictors of student life satisfaction. The results indicated that classroom anxiety is a strong predictor of student life satisfaction. The B value shows that there is a 29% relative influence of classroom anxiety on student life satisfaction in schools. R^2 indicates that there is an 8.4% variance in student life satisfaction in schools that can be accounted for classroom anxiety.

Table 5

Multiple Linear Regression Analysis (N=80)

Predictors	B	95% CI		P
		UL	LL	
Constant	17.297	30.561	4.033	.011
Classroom anxiety	.226	.407	.044	.016
School mindfulness	.005	.179	-.169	.954
R²	.084			
F	3.240			

Note: B=coefficient of regression, LL=lower limit, UL=upper limit, 95% confidence interval ** $p<.01$.

Table 5 shows that multiple linear regression analysis was carried out to determine the significant predictors of classroom anxiety in students. Results indicate that classroom anxiety is $B=.016, p<.05$. And school mindfulness is $B=.954, P<.05$. The R^2 indicates there is an 8.4% variance in classroom anxiety in schools that can be accounted for school mindfulness and student life satisfaction.

Table 6*Multivariate Analysis (N=80)*

Source	Dependant variable	Type all sum of square	DF	Mean Square	F	Sig
Age	School mindfulness	64.401	2	32.201	32.201	.614
	Classroom anxiety	253.346	2	126.673	126.673	.021
	Student life satisfaction	136.285	2	68.142	68.142	.320
Gender	School mindfulness	75.636	1	75.636	1.157	.286
	Classroom anxiety	23.231	1	23.231	.752	.389
	Student life satisfaction	61.249	1	61.249	1.045	.311

There is no impact of age and gender on school mindfulness, classroom anxiety, and student life satisfaction.

DISCUSSION

According to the theory of self-determination, there is a significant relationship between classroom anxiety and student life satisfaction. There is a degree of motivation within the class that may indicate competition that leads to classroom anxiety and ultimately to student life satisfaction. There can be a potential role of parent training that may lead to classroom anxiety. According to the theory of social constructivism, there is more importance and respect for education rather than skills hence anxiety is interpreted as cultural norms. According to the theory of anxiety conditions, there can be an underlying anxiety disorder in students, especially in type a personality.

According to the theory of mind, everyone has a different frame of reference due to a variety of beliefs, values, and customs. According to the theory, the prefrontal cortex develops throughout the young year hence having mindfulness may take time there is an insignificant relation between school mindfulness, classroom anxiety, and student life satisfaction because school mindfulness is practiced less in schools. There should be mindfulness-trained teachers widely present in schools so that it can be learned at primary and secondary levels of education.

According to the cognitive function theory, the cortical areas of the brain predict the relationship in brain function which may impact mindfulness activity.

According to Langer's theory of mindfulness, there is a process of being attentive and being present in the moment but in the current generation, due to lifestyle technology use cognitive overload, the students seem to have short attention span with higher distractions.

According to the goal theory, the students accept a goal and commit to it and link their success with goal difficulty so a higher goal difficulty (And being successful in achieving) leads to greater life satisfaction by taking classroom anxiety.

CONCLUSIONS

The results showed that there is a significant relation with a positive correlation between classroom anxiety and student life satisfaction. It is found that there should be more school mindfulness programs to be conducted in schools. Such as mindful-based stress reduction techniques. Different methods for data collection and sampling procedures may be required to prevent sample bias, which influences the study's results, and randomized sampling with multiple stages is proposed for future research to minimize bias in sampling.

As a result, the number of samples for future research needs to be adequately standardized. A variety of ages should be investigated as well. The study solely included students from Lahore; however, students from other parts of Pakistan might have been included.

This study's sample size can be increased for future research by including additional institutes, not only in Pakistan, but also in foreign samples, to examine the relationship and effect of school mindfulness, classroom anxiety, and student life satisfaction on each other. It would be truly amazing to witness identical research with a different sample set besides students.

More research is needed to analyze the influence of school mindfulness, classroom anxiety, and student life satisfaction among students, and it will aid in exploring findings that were discovered to address the issue.

Demographics covered in this research as well as others should be investigated further as a contributing cause to the emergence of problems. That is how these variables interact with one another.

LIMITATIONS

According to different psychological approaches school students can belong to different age groups: 8-12 years old, 13-16 years old. The age should be taken into account when choosing diagnostic procedures. So, the level of anxiety and life satisfaction may be different due to the age as well as the cultural traditions and stereotypes of the educational system in Pakistan.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

FUNDING

The authors declare that this study received no specific financial support.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ЗВ'ЯЗОК МІЖ ШКІЛЬНОЮ УВАГОЮ, ТРИВОГОЮ В КЛАСІ ТА ЗАДОВОЛЕННЯМ СТАРШОКЛАСНИКАМИ ЖИТТЯМ

Мета. Дослідження спрямоване на покращення життя старшокласників протягом шкільних років шляхом впровадження вправ, заснованих на уважності, щоб зменшити тривогу в класі. В даний час шкільна система в Азії менше пристосована для уважного навчання в початковій, середній і старшій школі. Навантаження на академічні досягнення з погляду оцінок і конкурсних іспитів є вищим порівняно з навчанням усвідомленості, що призводить до збільшення стресу та тривоги старшокласників.

Методологія. Дослідження є кореляційним, в ньому використовувалася зручна вибірка. Його метою є вимірювання шкільної усвідомленості за Хоєм (2004), тривоги в класі за Річмондом (2001) і задоволеності життям старшокласниками за Хьюбенером (1991) для вибірки з 80 учнів із системи приватних шкіл Пакистану.

Результати. Дослідження показало помірну або слабку позитивну кореляцію між трьома конструктами. Було встановлено, що існує значний зв'язок між усвідомленістю в школі, задоволеністю життям і тривогою в класі. Дослідження показало, що вік і стать не мають суттєвого впливу на уважність у школі, задоволеність життям учнів і тривогу в класі.

Висновки. Дослідження вказує на розвиток навчання на основі усвідомленості на рівні школи для підвищення задоволеності учнів життям. Дослідження вказує на можливість запровадження західних курсів навчання уважності в східній традиційній шкільній системі. Шкільна уважність може допомогти учням розвиватися усвідомлено в академічній кар'єрі. Це також може покращити методи подолання та боротьби зі стресом, коли продовжується навчання у закладах вищої освіти. Дослідження прокладе шлях до реалізації шкільних програм з усвідомленості та семінарів, які проводитимуть сертифіковані інструктори та консультанти, що зараз є рідкістю в традиційній академічній системі.

КЛЮЧОВІ СЛОВА: психологія, освіта, схід, уважність, тривожність, старшокласники

CITE THIS ARTICLE AS (APA style):

Riaz, H., & Ali, Y. (2023). The Relationship among School Mindfulness, Classroom Anxiety, and High School Student Life Satisfaction. *Educational Challenges*, 28(2), 128-140. <https://doi.org/10.34142/2709-7986.2023.28.2.09>

