

Analysis of the Relationship between Mindfulness, Personality, and Academic Performance

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Abstract. Mindfulness in education research has focused solely on its ability to assist students' academic performance. Mindfulness can be thought to have conflicting effects on academic success because of its complex link with personality and academic performance. Studies in this body of literature suggest that mindfulness has a positive impact, while others suggest that it has a negative impact. Some studies perceived the processes underlying the mindfulness effect on academic performance as enhancing self-awareness and self-regulation of student thinking, feelings, and behaviour. Nevertheless, the study points out a lack of studies on academic achievement, personality, and mindfulness. The study advises further research into the connections between mindfulness, personality, and academic achievement to determine whether, how, and under what circumstances students' mindfulness supports academic performance.

Keywords: Mindfulness; Personality; Academic Performance; Relationship.

1. Introduction

In the context of secular mindfulness-based intervention, paying attention to a particular target, such as a breathing feeling, or maintaining a non-judgmental attitude and accepting oneself in the present moments of thoughts and emotions can be considered as mindfulness (Kabat-Zinn, 2009). By consistently practising mindfulness meditation on a regular basis, people are reported to acquire higher characteristic levels of awareness (Williams & Kabat-Zinn, 2013).

It has been claimed by many researchers that mindfulness has a significant effect on motivation. It has a minor impact on daily behaviour motivation (Levesque and Brown, 2007). The study by Moblian (2013) revealed significant variations in academic motivation between the experimental and control groups. The goal of the study was to examine how mindfulness training affected the academic motivation of female high school students in Esfahan. On the other side, Sarnell (2016) study concentrated on the relationship between adolescent female athletes' performance and their motivation, awareness, and loyalty to their sport. In this study, we looked at how well self-determined motivation and mindfulness predicted commitment and performance. Mindfulness and self-determined motivation levels did not significantly differ across middle school and high school students.

The largest mindfulness randomised control trial (RCT) including college students, the Mindful Student Study (MSS), validates recent systematic reviews and meta-analyses by demonstrating that mindfulness has relatively small effects on psychological distress among college students (Breedvelt et al., 2019; Dawson et al., 2019). But while some students in the mindfulness intervention group outperformed the control group in terms of academic achievement as indicated by exam results, it declined for other kids (Galante et al., 2018).

There is a lack of literature on theories and models of how mindfulness could affect academic performance, despite the fact that current research in cognitive psychology and education only provides weakly tentative evidence that mindfulness could improve academic performance in college students and secondary school students (Mrazek et al., 2013). (Klingbeil et al., 2017; Weare & Huppert, 2019). Additionally, it appears that no studies have previously examined how mindfulness might differ for various students in terms of its impact on academic achievement. Understanding what mediates and modifies the association between mindfulness and academic achievement may be important considering the increased acceptance of mindfulness training in higher education.

The literature already mentioned has provided a clear understanding of the crucial function of mindfulness. Recently, mindfulness has attracted a lot of attention. According to studies, mindfulness

has a significant influence, particularly in the sphere of education. Having stated this goal, there is still a dearth of studies looking at the connection between students' personalities and academic achievement. Finding out the connection between mindfulness and students' personalities and academic performance is one of the main goals of the literature review. The introduction provides definitions of words and makes an argument that establishes the topic for the paper. The executive summary reflects, providing insight into what the article's argument is. The body of the essay, which consists of a literature review, observes by making distinctions between various works on the connection between mindfulness, academic achievement, and personality. The report concludes with a conclusion that takes a position on the finding of the literature review and makes suggestions for the future.

2. Literature Review

Understanding how mindfulness affects students' academic performance may be aided by cognitive theories of how it decreases psychological discomfort. There are several mindfulness models (Malinowski, 2013; Shapiro et al., 2006). Nonetheless, there seems to be an agreement in the research on two key aspects of mindfulness: the ability to control one's attention, and an attitude of acceptance and nonjudgment (Bishop et al., 2004). Researchers hypothesize that increased awareness of one's natural thought processes and greater attentional control may serve as mediators for decreases in psychological suffering. At least three potential methods wherein mindfulness training could enhance academic performance are suggested by the cognitive models of mindfulness.

First, mindfulness training improves attention management, allowing pupils to pay attention for prolonged periods of time and be less susceptible to distractions, which may improve learning and exam performance. Second, increased cognitive awareness may encourage metacognition (Hacker, Dunlosky, and Graesser, 2009), allowing students to gauge their recall and understanding and, as a result, self-regulate their learning (Winne, 2017) more accurately. Third, as theorized by Attentional Control Theory Derakshan & Eysenck (2009) mindfulness training helps students learn and perform academically by decreasing their inclination to dwell on upsetting ideas and ruminate (Deyo, Wilson, Ong, & Koopman, 2009). These theoretically based suggestions have some empirical evidence backing them up. For instance, mindfulness training can improve measures of attention in both natural settings and naturalistic lab scenarios (MacLean et al., 2010; Ostafin, Robinson & Meir, 2015). (Jain et al., 2007; Jensen et al., 2012). Weyandt et al. (2013) found that college students with distractibility perform academically worse than their classmates. This finding suggests that attention is important for academic achievement and that mindfulness practises may be beneficial for people with the disease.

The impact of attention on university students' academic achievement has not been investigated. There do not appear to be any studies on how mindfulness impacts metacognition in college students, although promising outcomes have been found with children and teenagers (Vickery & Dorjee, 2016; Sanger & Dorge, 2016). A qualitative study found that university students believe mindfulness increases their awareness of their thought processes, which some belief improves their ability to focus and boosts their academic production (Kerrigan et al., 2017). Research demonstrating decreased ruminative and anxious thoughts as well as improved operating memory function when mindfulness training is considered (Gu et al., 2015; Jha et al., 2015; Jensen et al., 2012; Zeiden et al., 2010) supports the idea that mindfulness improves memory performance by reducing attention to external stimuli.

A potential mechanism by which mindfulness improves academic performance is suggested by Mrazek et al (2013) 's research on university students, which found that mindfulness training reduced thought and enhanced working memory and reading comprehension. In students who had high thought scores before mindfulness training, increases in reading comprehension and working memory were mediated by a decrease in thought (Mrazek et al., 2013).

Prior qualitative studies centred on university students' experiences with mindfulness (Hjeltnes et al., 2015; Kerrigan et al., 2017). Although it was suggested that practising mindfulness was advantageous, these studies did not accurately reflect students' perceptions of how practising mindfulness affected their academic performance. By encouraging students to wait for less and have more self-efficacy in managing stress, mindfulness, according to Kerrigan et al. (2017), increased students' productivity and promoted a positive connection with learning. Additionally, it reduced stress and anxiety and enhanced coping mechanisms. Participants who self-identified as experiencing academic evaluation anxiety in a study by Hjeltnes et al. (2015) indicated that mindfulness decreased anxiety-related distractions, stopped them from engaging in avoidance methods and made studying more enjoyable. But neither study discovered any evidence for mindfulness.

It has been shown that practising mindfulness has a beneficial effect on academic achievement and that the link between the two is mediated by engagement and compassion (Miralles-Armenteros et al., 2021). Researchers have hypothesized that mindfulness can play an essential part in academic success in recent years, and they have begun incorporating the concept of mindfulness into academic study and practice as a result. A person is said to be in a state of mindfulness when they can maintain their attention on the here and now while also maintaining an openness to new experiences, a sensitivity to their surroundings, an awareness of many points of view, and attentiveness to distinctions. Authors contend that practicing mindfulness either lowers stress and anxiety levels or raises levels of attention and memory, which contribute to improved academic achievement (Miralles-Armenteros et al., 2021). However, mindfulness may also affect academic performance by improving abilities like openness, attention, or curiosity, which may increase a student's capacity to do well in school. This is one way in which mindfulness may affect academic performance. Based on these abilities, particularly attention, mindfulness has also been related to other ideas such as compassion. The presence of compassion acts as a moderating factor in the connection between engagement and mindfulness, which in turn contributes to improved academic achievement.

Researchers have observed that practising mindfulness may have a beneficial effect on the academic performance of children and adolescents in recent years. The processes and effects of mindfulness on academic performance for youngsters in undeveloped nations have not been touched on adequately in prior research because this is a new topic still in its infancy (Lu et al., 2017). There is a correlation between practicing mindfulness, improving executive function, and achieving higher academic success in Chinese, mathematics, and English subjects. In addition, there is empirical proof of the roles that mindfulness plays in the development of children, which elucidates the route by which mindfulness makes a strong academic achievement and provides light on the responsibilities that mindfulness plays in the growth of children.

3. Discussion

The goal of the current study was to review existing research on the relationship between mindfulness and students' personality traits and academic performance. Previous studies have shown that mindfulness has a significant impact on student's motivation to pursue academic goals. Still, other studies discuss the responses to the research question of whether there is a meaningful connection between mindfulness and academic performance and personality showing conflicting results. The observations, together with other studies, shed insight into the issue of how mindfulness affects academic performance and enable the proposal of some speculative research possibilities. The research evaluation suggests that the positive effects of mindfulness on academic performance may be due to students' increased awareness of their mental processes during intellectual engagement and their ability to control their thoughts.

On the other hand, several research showed a negligible connection between students' academic motivation and mindfulness. The rationale is that there are numerous elements at play that minimize the impact of personality traits like mindfulness on academic motivation and worsen the situation when these factors are unrelated. Even yet, the report observes a dearth of studies on academic

achievement, personality, and mindfulness. The study recommends more research into the connections between mindfulness, personality, and academic achievement to determine whether, how, and for which students' mindfulness might improve academic success.

4. Conclusion

In attempting to ascertain the influence of the relationship between mindfulness, personality, and academic achievement, the study discovered a mixed effect. The literature review for this study revealed that different studies have diverse perspectives on how mindfulness affects academic achievement. The results of the study by Galante et al. (2018), which showed inconsistent effects of mindfulness on academic achievement, are in line with what was found in the literature review. It is suggested that these patterns of literature variation in how mindfulness is believed to affect academic performance exist given the correspondence between the study's mixed findings on the effects of mindfulness and the various explanations in some of the literature reviewed regarding how mindfulness was perceived to affect academic performance.

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