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THE EFFECT OF MINDFULNESS-BASED PRACTICES ON FOSTERING THE ACADEMIC RESILIENCE OF EFL LEARNERS IN HIGH- AND LOW-ACADEMIC ACHIEVEMENT CONTEXTS

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CERTIFICATE OF COMMITTEE APPROVAL

We certify that this thesis under the title of **"The Effect of Mindfulness-based Practices on Fostering the Academic Resilience of EFL Learners in High- and Low-Academic Achievement Contexts"** prepared by **"Raziye ŞENGÜL"** is satisfactory for the award of the degree of **MASTER OF ARTS** in the Department of **FOREIGN LANGUAGES EDUCATION.**

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COMMITMENT

I declare that this thesis has been written by taking ethical rules into consideration and by giving all the references cited from the field by referring them in the thesis.

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ABSTRACT

THE EFFECT OF MINDFULNESS-BASED PRACTICES ON FOSTERING THE ACADEMIC RESILIENCE OF EFL LEARNERS IN HIGH- AND LOW-ACADEMIC ACHIEVEMENT CONTEXTS

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Previous literature recognizes the importance of mindfulness practices in education; however, few studies investigate the effect of mindfulness on academic resilience. Therefore, this study aims to explore the impact of mindfulness-based interventions on the academic resilience and mindfulness levels of high school EFL learners. The study adopted a mixed-method explanatory and a quasi-experimental research design. 60 students participated in the study, with 30 in the experimental groups and 30 in the control groups in high-academic achievement school (HAAS) and low-academic achievement school (LAAS). The experimental groups underwent mindfulness-based practices for 8 weeks with the Mindfulness-based Stress Reduction (MBSR) framework (Kabatt-Zin, 1990). The mindfulness level was evaluated using MAAS-A scale (Brown, West, Loverich, & Biegel, 2011). Academic resilience was evaluated using ARS-30 scale (Cassidy, 2016). Students' perceptions of academic resilience and mindfulness practices were obtained through focus group interviews. The pre-test scores of both schools revealed no significant difference. The post-tests of the experimental group at LAAS indicated a noteworthy improvement in *the persistence of academic resilience*. Interestingly, the findings of the control group at HAAS showed a significant increase in *the adaptive help-seeking* while the experimental group had no change in academic resilience. The experimental group at HAAS experienced a significant increase in *mindfulness*, whereas no significant change was observed in the experimental group at

LAAS. Moreover, qualitative data highlighted enhancement in the experimental groups, including *optimism,* and *emotional well-being* in both schools. Likewise, students mentioned the positive impacts of mindfulness practices in both schools, including *stress reduction, enhanced concentration,* and *improved anger management*. These findings suggest mindfulness-based practices can improve students' academic resilience and mindfulness levels, especially when customized to meet their individual preferences. However, the increase in academic resilience of experimental LAAS students suggests students might learn to become resilient, while the increase in control HAAS students might suggest students in this context already have these skills and could improve academic resilience without training. Higher mindfulness levels of experimental HAAS students may indicate they were capable of acquiring these qualities. In this instance, a longer planning period may be necessary to get desired results for the LAAS students.

Keywords: mindfulness, academic resilience, English language teaching, high academic achievement high school, low academic achievement high school

ÖZET

BİLİNÇLİ FARKINDALIK TEMELLİ UYGULAMALARIN YÜKSEK VE DÜŞÜK AKADEMİK BAŞARI BAĞLAMLARINDA İNGİLİZCE ÖĞRENENLERİN AKADEMİK YILMAZLIKLARINI GELİŞTİRMEYE ETKİSİ

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Önceki literatür bilinçli farkındalık uygulamalarının eğitimdeki önemini kabul etmektedir; ancak bilinçli farkındalığın akademik yılmazlık üzerindeki etkisini araştıran az sayıda çalışma bulunmaktadır. Bu nedenle, bu çalışma bilinçli farkındalık temelli müdahalelerin lise İngilizce öğrencilerinin akademik yılmazlık ve bilinçli farkındalık düzeyleri üzerindeki etkisini araştırmayı amaçlamaktadır. Çalışmada karma yöntemli açıklayıcı ve yarı deneysel bir araştırma tasarımı benimsenmiştir. Çalışmaya, akademik başarısı yüksek okul (ABYO) ve akademik başarısı düşük okulda (ABDO) 30 deney grubu ve 30 kontrol grubu olmak üzere 60 öğrenci katılmıştır. Deney gruplarına 8 hafta boyunca Bilinçli Farkındalık Temelli Stres Azaltma (MBSR) çerçevesinde bilinçli farkındalık temelli uygulamalar yaptırılmıştır (Kabatt-Zin, 1990). Bilinçli farkındalık düzeyi MAAS-A ölçeği kullanılarak değerlendirilmiştir (Brown, West, Loverich, & Biegel, 2011) Akademik yılmazlık ARS-30 ölçeği kullanılarak değerlendirilmiştir (Cassidy, 2016). Öğrencilerin akademik yılmazlık ve bilinçli farkındalık uygulamalarına ilişkin algıları odak grup görüşmeleri yoluyla elde edilmiştir. Her iki okulun ön test puanları arasında anlamlı bir fark bulunmamıştır. ABDO'daki deney grubunun son testleri, akademik dayanıklılığın sürekliliğinde kayda değer bir iyileşme olduğunu göstermiştir. İlginç bir şekilde, ABYO'daki kontrol grubunun bulguları uyumsal yardım aramada önemli bir artış gösterirken, deney grubunun akademik

dayanıklılığında herhangi bir değişiklik olmamıştır. ABYO'daki deney grubu bilinçli farkındalıkta önemli bir artış yaşarken, ABDO'daki deney grubunda önemli bir değişiklik gözlenmemiştir. Ayrıca, nitel veriler her iki okulda da deney gruplarında iyimserlik ve duygusal iyi olma hali de dâhil olmak üzere iyileşme olduğunu vurgulamıştır. Benzer şekilde, öğrenciler her iki okulda da bilinçli farkındalık uygulamalarının stres azaltma, konsantrasyonu artırma ve öfke yönetimini iyileştirme gibi olumlu etkilerinden bahsetmiştir. Bu bulgular, farkındalık temelli uygulamaların, özellikle bireysel tercihlerini karşılayacak şekilde özelleştirildiğinde, öğrencilerin akademik dayanıklılıklarını ve farkındalık düzeylerini artırabileceğini göstermektedir. Bununla birlikte, deneysel ABDO öğrencilerinin akademik dayanıklılıklarındaki artış, öğrencilerin dayanıklı olmayı öğrenebileceklerini düşündürürken, kontrol ABYO öğrencilerindeki artış, bu bağlamdaki öğrencilerin zaten bu becerilere sahip olduklarını ve eğitim almadan akademik dayanıklılığı geliştirebileceklerini düşündürebilir. Deneysel ABYO öğrencilerinin daha yüksek farkındalık düzeyleri, bu nitelikleri edinebileceklerini gösterebilir. Bu durumda, ABYO öğrencilerinde istenen sonuçları elde etmek için daha uzun bir planlama dönemi gerekli olabilir.

Anahtar Kelimeler: bilinçli farkındalık, akademik yılmazlık, İngiliz dili öğretimi, yüksek akademik başarılı lise, düşük akademik başarılı lise

To my lovely son, Oğuz Burak

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LIST OF ABBREVIATIONS

EBD	Emotional and Behavioural Difficulties
EBPs	Emotional and Behavioural Problems
EFs	Executive Functions
EFL	English as a Foreign Language
FLCA	Foreign Language Classroom Anxiety
FLE	Foreign Language Enjoyment
HAAS	High Academic Achievement School
LAAS	Low Academic Achievement School
MBCT	Mindfulness-Based Cognitive Therapy
MBIs	Mindfulness-Based Interventions
MBSEL	Mindfulness-Based Social and Emotional Learning
MBSR	Mindfulness-Based Stress Reduction
MBP	Mindfulness-Based Programs
MBp	Mindfulness-Based Practices
MoNE	Ministry of National Education
MTP	Mindfulness-Based Thriving Program
OCB	Organizational Citizenship Behaviour
PERMA	Positive emotions, Engagement, Relationships, Meaning, Achievement
PP	Positive Psychology
PPIs	Positive Psychology Interventions
RBP	Resilience Builder Program
RCT	Randomized Controlled Trial
SBMT	School-based Mindfulness Training
SLA	Second Language Acquisition
TAU	Teaching-as-Usual
TEI	Trait Emotional Intelligence

OPERATIONAL DEFINITIONS

Positive Psychology: The scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life (Seligman & Csikszentmihalyi, 2000).

Mindfulness: The awareness that emerges through paying attention on purpose, in the present moment, and non- judgmentally to the unfolding of experience moment by moment (Kabat-Zinn, 2003).

Academic Resilience: Successful adaption to situations despite risks that put someone at a disadvantage or adversity (Ungar, 2008).

Academic Achievement: Academic achievement is a measure of performance outcomes that show how well a person performed about objectives that were the main focus of activities in educational settings, such as schools, colleges, and universities (Steinmayr, Meißner, Weidinger, & Wirthwein, 2014).

1. INTRODUCTION

The study explores the effect of mindfulness-based practices on fostering the academic resilience of high school EFL students in two schools with varying achievement levels. The study considers how students' academic resilience in schools with different achievement levels changes after mindfulness-based interventions. Therefore, this chapter consists of a statement of the problem, the purpose of the study, the significance of the study, assumptions, and limitations sections.

1.1. Statement of the Problem

The acquisition of foreign languages, particularly for students studying English as a second language, is one of the fundamental aspects of modern pedagogical practice. The need for students to develop resilience in the face of language learning challenges, combined with a stringent academic environment, is underlined by the fact that they are dealing with linguistic acquisition complexity. Language acquisition is significant for students studying English as a Foreign Language (EFL) in the contemporary educational environment. This group of learners needs to be encouraged to take an innovative approach to meet the diverse challenges they face in learning a language. The combination of language acquisition and general academic program requirements challenges the EFL learner's learning journey. These challenges are inherent in language education, which emphasize the importance of resilience in coping with linguistic and educational barriers, significantly affecting a student's educational achievement (Dörnyei, 2009).

As described by Dörnyei (2009), resilience has gained considerable attention in education as a determining factor for academic performance (Bullock & Zolkoski, 2012; Masten, 2001). The factors contributing to students' resilience in their struggle with linguistic and educational barriers must be examined to understand the complexity of language development, psychological health, and learning outcomes. The challenge of language acquisition, a crucial factor determining a student's ability to cope with and succeed in the educational context, requires monitoring resilience (Masten, 2001).

On the other hand, mindfulness is derived from meditation traditions and has evolved into a secular practice, which offers an opportunity to act in this respect. Rooted in the meditation tradition, mindfulness is the cultivation of current-moment awareness and non-judgemental attention that enables individuals to cope with stress while enhancing their well-being (Kabat-Zinn, 2003; Shapiro, Carlson, Astin, & Freedman, 2005). The significance of studying the impact of mindfulness on EFL learners' educational performance is multidisciplinary and has implications for both learning theory and practice. Although there is considerable research into the benefits of mindfulness (Brito, Joseph, & Sellman, 2021; Carsley, Khoury, & Heath, 2017; D'Alessandro, Butterfield, Hanceroglu, & Roberts, 2022; Ding et al., 2019; Dunning et al., 2018; Güldal & Satan, 2020; Hofmann, Sawyer, Witt, & Oh, 2010; Khoury et al., 2013; Modi, Joshi, and Narayanakurupa 2018; Odgers, Dargue, Creswell, Jones, & Hudson, 2020; Sibinga et al., 2011; Sünbül & Güneri, 2019; Williams & Kabat-Zinn, 2011) in various contexts, its impact on EFL students' academic resilience has not been adequately examined.

1.2. Purpose of the Study

This research aims to provide teachers and institutions with practical information on informing emotion regulation strategies, enhancing students' well-being, and understanding cognitive and emotional interactions in the language learning process. Furthermore, this study systematically examines the interaction between mindfulness and academic resilience in EFL learners in two different schools with varying academic achievement levels to fill the existing literature gap. The primary purpose of this significant and imperative study is to comprehensively analyze and explore mindfulness' fundamental and extraordinary role in developing and nurturing the unyielding academic resilience of high school students who engage in the challenging journey of English language learning. These encompass an in-depth exploration of the complex and intricate correlation and interplay between mindfulness and academic resilience, which sheds light on the multidimensional factors that significantly influence this genuinely complex and remarkable relationship. The results of this study will undoubtedly lead to a paradigm shift in educational practices and policies, giving teachers and interested stakeholders the necessary knowledge, insights, and methodologies for promoting and supporting resilient and thriving English language learning environments. This study, which reveals the intricate and complex relationship

between mindfulness and academic resilience, will not just serve as a basis for current research but also give helpful strategies and approaches that could be implemented in different settings of education.

Furthermore, the findings will catalyze further research. They will allow future researchers and scholars to explore the complex and multidimensional nature of this fascinating area even deeper. Finally, this study is a significant step forward in understanding and using the power of mindfulness in ESL/EFL training; its contribution could potentially positively impact countless students' lives and learning experiences.

Research questions for this study were thoughtfully and carefully drawn up to guide and direct an investigation into the profound and transformative effect of mindfulness on student academic resilience in the high school English language learning context. The study is of high significance, presenting and detailing the research questions which will be carefully dealt with to enable a thorough investigation, examination, and scrutiny of a highly complex and diverse topic. The core of the research carefully examined and evaluated in this study includes the following:

- What is the relationship between *academic resilience* -students' capacity to adapt, persevere, and overcome academic challenges- and *mindfulness* -the nonjudgmental awareness of the present moment-?

Furthermore, with an unwavering commitment to gaining a deep and comprehensive understanding of the profoundly transformative power of mindfulness practices, the research will diligently investigate the precise mechanisms and ways in which mindfulness practices profoundly impact academic performance, subjective well-being, and social-emotional development, and students' overall development in all its dimensions and aspects. This study will closely examine mindfulness's effects on cognitive processes, attention regulation, emotional intelligence, self-compassion, stress reduction, problem-solving skills, empathy, and motivation. It is essential to thoroughly investigate and analyze the various individuals, interrelations, or contextual factors that may moderate the potentially devastating impact of mindfulness on academic resilience. This emphasizes its undeniable significance for obtaining a deeper understanding of the

highly complex, interrelated, and diverse dynamics at play within this complicated framework.

To better understand the differences in effects and possible boundary conditions for mindfulness on academic resilience, it is appropriate to consider student characteristics such as age, gender, ethnicity, and prior experience with mindful-based interventions. The research aims to create a comprehensive and robust conceptual framework through rigorous examination and scrutiny of such exciting, thought-provoking, or profound questions with unwavering dedication, commitment, and intellectual rigor. This will efficiently facilitate the intense analysis and meticulous interpretation of the rich findings generated throughout this transformative study, thereby ensuring an all-encompassing investigation of this captivating subject matter that has the potential to significantly impact and enhance the well-being and educational outcomes of students.

The study seeks answers to the following questions:

1. Are there any significant differences in *the academic resilience levels* of EFL learners who attend mindfulness-based practices from high and low academic achievement schools?
2. Are there any significant differences in *the mindfulness levels* of EFL learners attending mindfulness-based practices compared to those who do not?
3. How do the EFL learners at high schools *perceive the effect of mindfulness-based practices* on their academic resilience?
4. *What challenges and facilitators* do EFL learners *experience* while implementing mindfulness-based practices to enhance academic resilience?

1.3. Significance of the Study

The study illuminates how mindfulness activities can be integrated into English lessons, whether they can increase the academic resilience of challenging students, whether there is a difference between schools with high academic achievement and low academic achievement, and whether a new educational syllabus can be developed through a comprehensive and insightful review of current theories and empirical studies. It delves into the multifaceted nature of mindfulness, examining its various forms and applications within educational settings. The research attempts to address a critical gap

in the scientific literature by exploring the complex relationship between mindfulness practices, positive psychology principles, and academic resilience, particularly in English as a Foreign Language (EFL) education. The study highlights innovative approaches to fostering resilience and well-being among EFL learners by integrating mindfulness and positive psychology insights. The study also indicates that this combination may contribute to strengthening the ability of EFL learners to cope with language difficulties and help them achieve their education goals.

Furthermore, the research underscores the practical implications of its findings for educators and policymakers. It highlights the potential for mindfulness-based interventions to improve language learners' academic performance, emotional regulation, and overall mental health. Through an in-depth analysis of various case studies and experimental findings, the study offers actionable recommendations for those aiming to implement mindfulness practices effectively in EFL curricula. Ultimately, the study aspires to contribute to the broader discourse on educational psychology by demonstrating how mindfulness and positive psychology can be harmonized to support student success in challenging academic environments.

Moreover, this pioneering work has been meticulously and specifically tailored, customized, and designed mindfulness practices for English language learners' exceptional and extraordinary needs, requirements, and demands. Moreover, the most significant and profound importance and relevance of this scientific and insightful research lies in how the truly invaluable and indispensable set of mindfulness tools can undeniably support, strengthen, and enhance academic achievement in a broader, more comprehensive way.

1.4. Assumptions

The study assumes that, as supported by existing literature, mindfulness practices, characterized by a nonjudgmental awareness of the present moment, positively affect individuals' cognitive and emotional well-being and happiness (Kabat-Zinn, 2003; Shapiro et al., 2005). Given the complexity of language acquisition and the demands of the educational environment, it is also assumed that academic resilience, defined as the ability of students to adapt, persist, and overcome challenges in the field of education, is

essential for EFL learners (Dörnyei, 2009; Masten, 2001). The study suggests a significant relationship between mindfulness practices and the academic resilience of EFL students. The ability of students to adapt to language and educational barriers is expected to be enhanced by mindfulness, which contributes to their achievement in the classroom (Bullock & Zolkoski, 2012). Mindfulness practices are expected to affect EFL learners' learning processes, attention management, emotion regulation, self-compassion, stress reduction, problem-resolution skills, empathy, and motivation. These conclusions are based on a broader literature on mindfulness and its effects on psychological well-being and academic performance (Kabat-Zinn, 2003; Shapiro et al., 2005). The study presumes that various individual, interpersonal, or contextual factors can affect the relationship between mindfulness and academic resilience. Age, gender, ethnic background, and previous experience with mindfulness interventions are some of these factors. Understanding such moderate variables is expected to reveal the subtle influence of mindfulness on educational outcomes (Dörnyei, 2009; Masten, 2001). Lastly, this study's findings are expected to impact teachers, policymakers, and stakeholders involved in EFL learning. To support EFL learners during their language education journey, the study assumes that a specific educational strategy can be developed regarding mindfulness's role in building school resilience (Bullock & Zolkoski, 2012).

1.5. Limitations

Due to the small sample size and the specific geographic location of the selected schools, this study's results may be limited in scope. The results may not represent a broader population of EFL learners in Türkiye, as the two schools covered by this study are in Isparta. The results may be influenced by factors such as local differences in education practices, cultural aspects, and social background, which might lead to a restriction on outside validity.

A further limitation is the homogeneity of the sample about the schools chosen and the participants in each school. It also limits the diversity of experience and perspectives represented in this study, while establishing schools close to each other can facilitate logistical arrangements and minimize confounding variables. In addition, the study can

only capture a partial range of variability in EFL learners' responses to mindfulness interventions with just 15 participants from each control group and trial.

The study acknowledges the importance of the student's perceptions in the context of language learning and academic resilience. However, assessing the student's perceptions may be partially due to budgetary constraints and the scope of the research project. The outcome of mindfulness interventions may be affected by differences in mood, such as stress, anxiety, or motivation levels, which should be considered when examining the results. Although there is a desire to introduce control measures in the study design, they may be limited to external factors that can affect outcomes. The results may be distorted or biased by factors such as the student's experience with mindfulness practices, interscholastic activities, family support, and other elements of the environment.

This study aims to assess the short-term impact of mindfulness interventions on EFL learners' academic resilience. However, the long-term effect of mindfulness practices on students' language learning outcomes and overall well-being may need to be adequately captured by the transient nature of interventions and the relatively short duration of studies. A more complete understanding of the sustained effects of mindfulness interventions in education settings could be achieved using linear models.

Recognizing those limitations is necessary to interpret these findings and accurately inform the following research directions. This will address the complexity of mindfulness interventions to promote learning resilience among English language learners because there may be variables such as teacher attitude, students' attitudes towards the lesson, and their momentary moods.

2. CONCEPTUAL FRAMEWORK AND RELATED STUDIES

2.1. Positive Psychology

Positive psychology (PP) is a language learning and teaching approach focusing on positive human experience and well-being. It emphasizes positive emotions' role in overcoming personal difficulties and improving interactions in the language learning process (Diener, Suh, Lucas, & Smith, 1999; Duckworth, Peterson, Matthews, & Kelly, 2007; Dweck, 2006; Fredrickson, 2001; Lyubomirsky, Sheldon, & Schkade, 2005; Seligman & Csikszentmihalyi, 2000).

Positive psychology is generally known as a branch of psychology that focuses on happiness, personal success, and positive interventions. However, critics question the basic epistemological assumptions of this approach and criticize positive psychology for being based on American individualistic philosophy and ignoring the cultural-social context. Positive psychology has been accused of moving away from the social context through a scientific paradigm drawn from the natural sciences. Critics also raise concerns that negative emotions are neglected, that there is too much reliance on research traditions associated with scientism, and that positive psychology may lead to adverse outcomes in education and the workplace. As a result, they offer an alternative perspective to positive psychology, calling for a more balanced approach to understanding the complexity of human emotions. Considering these criticisms, positive psychology could evolve from focusing on individual achievement and happiness to a perspective that encompasses the broader human experience (Seligman & Csikszentmihalyi, 2000).

Positive psychology is a branch of psychology that aims to understand human development, strengths, and virtues, complementing traditional psychological approaches. This approach generally recognizes that clinical psychology's focus on mental illness creates an imbalance and ignores the positive aspects of the human experience. After World War II, organizations that funded positive psychology strengthened clinical approaches, which were often concerned with diagnosing and treating illnesses by prioritizing research. However, this emphasis could have hindered advances in understanding the positive effects of personal strengths and social

connections. Therefore, positive psychology must deal with the assumptions of its critics. Critics think that positive psychology means that general psychology is negative, but positive psychology aims to complement existing knowledge and understand human experience holistically. Against critics, positive psychology is accused of Pollyanna's view or cult-like qualities, while mainstream engagement is addressed by focusing on traditional psychology departments and effective research practices. Despite the difficulties in defining it, positive psychology aims to identify positivity and acknowledge its complexity. This approach seeks to understand the complexity inherent in the term "positive" while promoting positive behaviours and mental practices. By recognizing the complex nature of psychological phenomena, positive psychology aims to go beyond identifying the main effects and explore these complex interactions. As a result, positive psychology aims to understand all aspects of the human experience and help individuals discover and develop their strengths and live a meaningful life based on these strengths (Gable & Haidt, 2005).

By examining how integrating the principles of positive psychology into language education influences language learners' resilience, enjoyment, and achievement, researchers seek to identify future directions for research in this area (Wang, Derakhshan, & Zhang, 2021). This approach believes that language learning and teaching processes are evaluated positively, focusing on difficulties and helping individuals understand and develop their problems. Positive psychology aims to discover people's strengths, enhance their positive emotions, and lead meaningful lives by focusing on the positive aspects of human experience and well-being. Positive psychology seeks to positively impact the language learning process, strengthening resilience, motivation among learners, and general well-being when used in the field of English language teaching. This approach seeks to enrich language education by emphasizing the contribution of positive emotions to the language learning experience and helping learners to unlock their potential (Wang et al., 2021).

2.1.1. Historical foundations of positive psychology

Martin Seligman's important speech as president of the American Psychological Association in 1999 began a branch of psychology called positive psychology. It has become the alternative to a medical model that traditional psychology focuses on.

Positive psychology examines individuals' strengths, positive attributes, and life experiences. The principles of PP were described by Seligman and Csikszentmihalyi (2000) in a special issue of *American Psychologist*. The roots of the PP are presented in Figure 1.

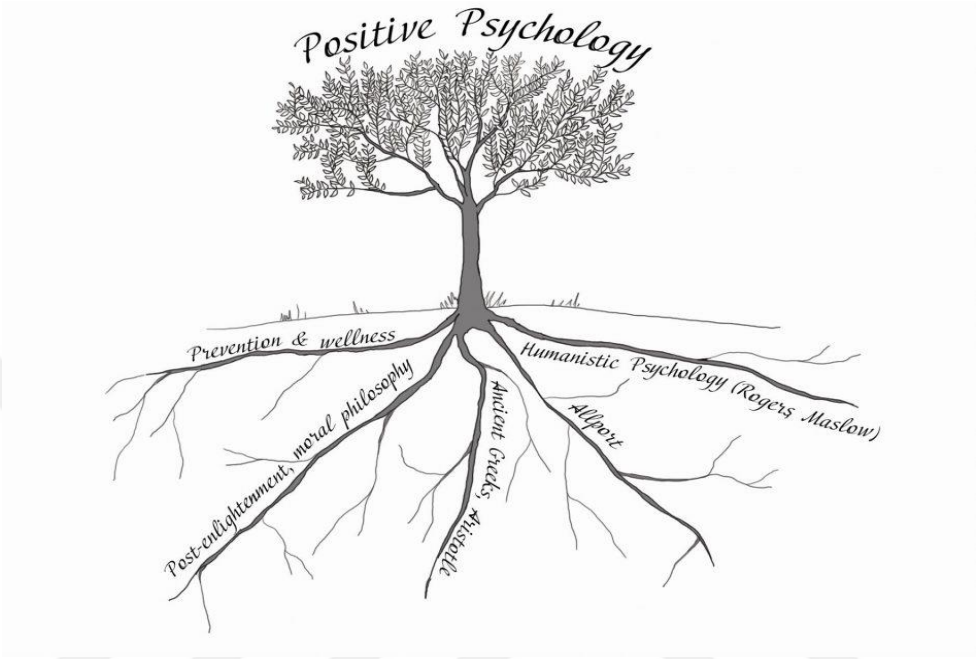

Figure 1. The roots of Positive Psychology (2020). (Retrieved from Abroadship.org)

Compared to the existing approach, which focuses on the negative aspects of psychology, this document sets out a scientific framework for understanding the positive aspects of human experience. *The American Psychologist* special issue covers a wide range of aspects related to PP and discusses the scientific method for examining the good life, man's strengths, and negative psychology phenomena. The basis of positive psychology is these documents, which underline the need for a balanced approach to both negative and positive aspects of human experience. Positive psychology is a branch of science that seeks to understand, assess, and develop positive elements to improve individuals' quality of life and increase their human potential (Pawelski, 2016).

The inauguration of Martin Seligman as the president of the American Psychological Association in 1999 marked a pivotal moment in the evolution of positive psychology. It led to significant advancements and a multidisciplinary approach to understanding the

benefits of human experience. Seligman challenged an old model of psychology that focused only on illness by inviting psychologists, researchers, and practitioners from all over the world to interact with each other in various areas like well-being and positive psychology. The meeting with the National Institute of Mental Health to provide $40 million for research into positive psychology has been a critical step forward in developing positive psychology. The funds inspired research laying the scientific basis for positive psychology. Positive psychology has impacted not only the field of psychology, but also several other areas, including healthcare, psychiatry, theology, and humanities. The information above suggests that to understand the benefits of human experience, a multidisciplinary approach is used in positive psychology (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009).

For a long time, psychology has been shaped by efforts to understand and treat mental illness, often focused on pathology. However, the positive psychology movement seeks to change this traditional perspective and focus on the positive aspects of human nature, making a connection with Aristotle's virtue-oriented philosophy. Positive psychology is notable for discussing the historical roots of psychology, especially criticizing the prevalent medical model. It emphasizes the need to focus on human potential and positive qualities rather than understanding and treating mental illness. Aristotle's philosophy has left a marked influence, especially in its focus on virtues and character development. Aristotle's ethical theory argues that one must develop a virtuous character to lead a good life. Positive psychology adopts this virtue-oriented perspective and focuses on developing individuals' strengths and positive character traits. Positive psychology, led by Seligman (2000), aims to maintain the tradition of humanistic psychology while changing the traditional psychological paradigm. Seligman's approach aims to shape human potential positively, emphasizing the development of strengths and virtues for a good life.

Positive psychology offers a perspective that recognizes cultural diversity and seeks to understand positive human qualities in a cross-cultural context. While emphasizing the paradigm shift positive psychology brings, the text also suggests that this approach maintains some continuity with mainstream psychology. The positive psychology tradition is aligned with the broader humanistic psychology tradition by emphasizing recognizing human virtues, personal goals, and positive expressions. This shift in

perspective sees the history of positive psychology as a transition from a pathology-orientated to a virtue-oriented view of psychology. Aristotle's ethical philosophy plays a significant role in this shift, and positive psychology brings a new perspective to psychology by aiming to reveal the inner potential of human beings. In this context, positive psychology represents a significant evolution by focusing on discovering individuals' strengths and living a positive life (Jørgensen & Nafstad, 2005). Positive psychology emerged as a movement that questions the traditional focuses of psychology and centres on individual development.

However, some researchers evaluate positive psychology from a critical perspective, arguing that this movement is less revolutionary than claimed. Firstly, PP has been criticized for its Western-centric focus. Many concepts and interventions are rooted in Western individualistic cultures and may not be applicable or practical in collectivist societies. This cultural bias can limit the universality and applicability of positive psychology findings (Christopher & Hickinbottom, 2008).

In addition, the fact that positive psychology emphasizes positive emotions and traits, potentially neglecting the importance of negative emotions and experiences has led some researchers to a simplistic view of human psychology, ignoring the complexity of the human emotional spectrum and the value of negative experiences in personal growth and resilience within PP (Held, 2004). Therefore, positive psychology has sometimes been criticized for not integrating sufficiently with established psychological theories and practices. This can result in a fragmented understanding of human behaviour and well-being, limiting the field's overall impact and applicability (Lazarus, 2003).

Moreover, measuring happiness, well-being, and life satisfaction can be challenging due to their subjective nature. There is often a lack of standardized and reliable measurement tools, which can affect the validity and reliability of research findings in positive psychology (Waterman, 2013).

Furthermore, PP often focuses on individual traits and interventions, potentially overlooking broader socio-political and economic factors influencing well-being. This narrow focus can limit the field's ability to address systemic issues that affect mental health and well-being (Becker & Marecek, 2008).

Lastly, some interventions in positive psychology, such as gratitude exercises or positive affirmations, may only temporarily affect well-being. The long-term sustainability of these interventions is often questioned, and more research is needed to maintain positive outcomes over time (Lyubomirsky et al., 2005).

2.1.2. Positive psychology and well-being

A key aspect of fostering a positive and conducive learning environment is the promotion of healthy lifestyles in schools. Research has shown that focusing on well-being benefits students' school achievement, state of mind, and school experience. The concept of well-being is an area evaluated from different perspectives. The study by Mossman and Lindsay (2022) highlights the existence of various definitions of well-being among professionals and individuals. It is stated that philosophers have been discussing the issue of welfare for centuries. It shows that the concept of well-being is multifaceted and subjective. By examining contemporary constructs in positive psychology and well-being science, the study highlights the importance of hedonic and eudemonic assumptions in defining well-being. These two concepts illustrate that well-being is about happiness and fulfilling oneself. It notes that the field examines different characteristics, such as character strengths, talent, and professional capacity, which have been added over time using new definitions and subfields. The study speaks to the tension between positive psychology's deep research and real-world application. Adherence to rigorous scientific standards is something researchers need help with. Mossman and Lindsay (2022) briefly touch on critical well-being theories and positive psychology. Positive effects on well-being can be seen in interventions such as mindfulness-based practices and positive psychotherapy. In PP, several interventions are considered, particularly enjoyment and gratitude exercises. Positive psychotherapy increases positive emotions, commitment, and meaning (Mossman & Lindsay, 2022).

Moreover, implementing positive psychology principles into school curricula has shown promising results. Strategies such as gratitude exercises, strengths-based education, and optimistic character development contribute to a positive school culture and enhance students' well-being (Seligman, 2011). Additionally, creating a supportive school setting is essential for student well-being. Research has shown that a positive school environment, characterized by good personal relationships, a sense of community, and

efficient communication, is associated with better student psychological health outcome (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; National Center for School Mental Health, 2019). A holistic approach to education that prioritizes well-being integrates mindfulness practices, incorporates positive psychology principles, and fosters a positive school climate can contribute significantly to students' overall success and happiness. Mindfulness-Based Interventions (MBIs) have gained recognition as practical tools for enhancing well-being in educational settings. Programs like Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT) have demonstrated success in reducing stress, improving attention, and enhancing emotional regulation among students (Kabat-Zinn, 1990; Segal, Williams, & Teasdale, 2002).

2.1.3. Positive psychology in second language acquisition

Positive Psychology Interventions (PPIs) are emerging as effective methods to increase well-being and improve mental health. Considering that language learning is dynamic and complex, factors such as learner motivation, self-efficacy, and positive emotional aspects have vital significance. PP incorporates positive emotions and attitudes to facilitate language learning (Larsen-Freeman, 2018). A systematic review and meta-analysis (Carr et al., 2020) discussed the effects of PPIs on foreign language acquisition in detail. This research shows that PPIs are implemented in sessions over six weeks, which aligns with positive psychology theory. Delivered in various formats and contexts, the interventions aimed to assess participants' well-being, strengths, quality of life, levels of depression, anxiety, and stress. Findings from the meta-analysis reveal that PPIs show positive effects on the foreign language acquisition process. Effect sizes on well-being, strengths, quality of life, depression, anxiety, and stress were small to medium and statistically significant. This reveals comprehensive evidence showing that PPIs positively contribute to language learning. The broad definition of PPIs allows it to include evidence-based interventions not specific to positive psychology, such as memory therapy. This paves the way for using different methods in the language learning process and responding more specifically to individuals' needs. Carr et al. (2020) show positive psychology interventions positively affect language learning. PPIs can improve language learners' well-being, build on their strengths, and improve their mental health. Therefore, more widespread use of PPIs in language education programs

and adaptation to individuals' characteristics may provide more effective language learning experiences (Carr et al., 2020).

PPIs play a vital role in language learning and teaching and bring a new perspective to the developments in this field. Integrating positive psychology principles into second language (L2) learning and teaching processes can improve students' and teachers' well-being, increase motivation, and provide positive academic experiences. Learner psychology is closely concerned with positive psychology. PP highlights the importance of learner self-concept, well-being, and the role of positive emotions in enhancing language acquisition (Mercer & MacIntyre, 2014). The dual role of anxiety and enjoyment in language learning has a significant effect, and positive emotions can enhance the learning experience (Dewaele & MacIntyre, 2014; MacIntyre & Gregersen, 2012). Swan (2017) discusses how emotions, including those emphasized in positive psychology, impact language learning and proposes methods for integrating positive emotional experiences into learning. In conclusion, emphasizing the transition from damaging to positive emotions enriches emotional experiences during the language learning process. Positive emotions can make learning more meaningful and enjoyable, encouraging students to improve their language skills. Surely, it should not be forgotten that coping with negative emotions is also essential in learning.

Several frameworks have been recently presented for enhancing positive emotions. For example, the Character Strengths Model (Seligman & Peterson, 2004) is a framework that can be used to support the personal development of language learners. Emphasizing strengths such as justice, transcendence, humanity, moderation, courage, and wisdom can contribute to students' more significant success in the context of language learning. The PERMA (positive emotions, engagement, relationships, meaning, achievement) model (Seligman, 2011) comprehensively evaluates the language learning process, including engagement, relationships, meaning in life, achievement, and positive emotions. This model aims to increase language learners' well-being and motivate them more.

One of the traits, flow refers to the fluency experienced by learners during the second language acquisition process (Albert, 2021). Despite limited research, flow is believed to impact language learning achievements positively. Positive psychology's evolution

begins with studying the concept of PERMA and extends to empathy and compassion. This evolution can positively impact student motivation and engagement in language learning by emphasizing non-linear and holistic thinking. The study briefly touches upon the concept of flow, which has been studied extensively in positive psychology in SLA. It discusses how flow in language learning can affect student performance, referencing a study on flow in Spanish language learning. It highlights the need for future research to integrate PP concepts into SLA. It suggests understanding the impact of positive and negative emotions on language learning. In particular, he suggests the potential benefits of interventions based on character strengths such as courage but acknowledges that these suggestions need to be subjected to empirical testing. He also addresses oversimplified views, methodological problems, and exaggerated claims. Against these criticisms, he emphasizes the importance of considering individual diversity and using different research methods in SLA research. The study emphasizes the importance of developing and testing language activities based on learnings from previous PP research, carefully applying SLA's PP concepts and methods. It offers suggestions to enrich language learning experiences, focusing on definitions, measurements, and cultural dimensions. Finally, the study suggests that the present time may be most appropriate for a comprehensive research program into the role of PP in SLA, considering both individual and group perspectives. This may contribute to our understanding of the impact of positive psychology-based interventions in language learning and help students have a more positive language learning experience (MacIntyre, 2016; Shanmugam & Hidayat, 2022).

Considering that teacher-related factors, especially elements such as emotional support, humour, sincerity, and respect, play an essential role in enhancing language learners' enjoyment of a foreign language, integrating positive psychology principles into teacher education becomes inevitable. Finally, integrating positive psychology principles into teacher education can help adopt an emotionally charged approach to language teaching and help students learn more effectively. Teachers are essential in providing students with both language knowledge and a positive learning experience. By focusing on emotional pedagogy and teacher training, it is possible to make the language learning process more effective and satisfying. A positive language learning experience encourages students to improve their language skills and supports long-term success (Wang et al., 2021).

Second language acquisition (SLA) offers various perspectives for understanding and improving the language learning process. The study by MacIntyre (2016) suggests that a strengths-based approach to language learning, particularly emphasizing the virtue of courage, can be effective in dealing with anxiety. PP contributes value to language learning and teaching by offering a new perspective on the SLA process. Considering that the SLA process requires a gradual and long-term effort, the importance of perseverance, optimism, and resilience, which are the basic principles of positive psychology, emerges. PP is the field that scientifically examines what goes well in life. This understanding recognizes that language learning is not just about grammar rules and vocabulary but is also associated with positive development and emotional experiences. Positive psychology attracted attention by focusing on the positive aspects of life, such as love, happiness, and character strengths. It provides a more comprehensive understanding of the psychological processes in the language learning process by emphasizing the importance of considering positive and negative processes in a balanced manner. This can strengthen language learners' ability to cope with challenges and provide a more effective learning experience.

Moreover, demographic factors such as age, gender, or levels of success have been shown to moderate the effects of PPIs. The impact of PPIs varies with age. Younger individuals might respond differently than older adults due to variations in cognitive and emotional development. For instance, interventions aimed at enhancing gratitude or kindness may have more pronounced effects on younger participants, as they are in the formative stages of developing social and emotional skills (Vella-Brodrick, 2012). Gender differences also play a role in the efficacy of PPIs. Women and men may experience and process positive psychological interventions differently. For example, women may benefit more from interventions focused on social relationships and emotional expression, while men might respond better to goal-oriented or achievement-focused interventions (Ng & Ong, 2021). Learners' levels of success or achievement can moderate the effects of PPIs. Those with higher initial levels of success might experience smaller gains from specific interventions than those with lower success. This can be attributed to a ceiling effect, where individuals already experiencing high levels of well-being have less room for improvement than those starting from a lower baseline (Sin & Lyubomirsky, 2009). These moderating effects highlight the importance of

tailoring PPIs to fit the specific demographic characteristics of the target population to maximize their effectiveness.

The SLA literature reflects a growing positive psychology field and includes qualitative and quantitative research methods. This literature enriches knowledge of language learning and teaching by reflecting a broader perspective, considering cultural contexts. PPIs involve conscious efforts to enhance positive emotions, behaviours, or cognitions. These interventions include expressing gratitude, focusing on positive events, and identifying personal strengths. Developing PPIs based on positive psychology principles in SLA can increase language learning motivation, learner well-being and enable students to learn more effectively. Emphasizing features such as courage, perseverance, hope, optimism, and courage among the positive psychology features in language learning shows that they have potent psychological effects in the long term. These features strengthen students' abilities to cope with difficulties and positively affect their success in the language learning process.

The integration of the concept of positive education into language teaching combines well-being-oriented goals along with traditional academic goals. It emphasizes that the language learning process should focus not only on language skills but also on the well-being of students. The strengths-based approach encourages language learners and teachers to optimize existing strengths rather than focusing on shortcomings. This approach aims to ensure individuals have a positive learning experience and maximize their potential. Finally, focusing on the positive psychology research agenda in SLA is essential for understanding the effects of PPIs in different cultural contexts. These studies may enable better application of positive psychology approaches in language learning and teaching and more effective support of students. Practical suggestions for language teachers include increasing students' motivation by using positive psychology strategies, strengthening relationships between students, and positively affecting the classroom atmosphere. Integrating positive psychology principles into SLA may offer a more positive, motivating, and effective language learning and teaching approach. This can make language learners more successful, making learning more enjoyable and allowing them to gain long-term language skills (Macintyre, Gregersen, & Mercer, 2019).

Emotions are essential in language learning, although they are often neglected from a cognitive perspective. Positive emotions, such as joy and contentment can increase attention, strengthen focus, and improve language learning by promoting endurance. PP exercises focus on positive experiences in language arts classes, leading to greater student engagement in fun and a more positive learning atmosphere. PP principles are integrated into language education to improve well-being, promote positive emotions, and reduce negative emotions among students and teachers. As PP has become helpful for language teachers and students, it has become more possible to benefit from positive effects and manage negative emotions in language learning. Studies (e.g., Chen, Ma &Lian, 2024; MacIntyre et al., 2019) focusing on PP have investigated its effects on language teachers' emotional intelligence and their ability to cope with stress. PP-inspired research adopts dynamic systems theory to understand the complex interplay of variables in language learning. Classroom factors, such as teacher behaviours, have been investigated for their contribution to a positive learning atmosphere. Research examining geographic and contextual differences in Foreign Language Enjoyment (FLE) and Foreign Language Classroom Anxiety (FLCA) has shown that studies in Asian countries (Liu & Han, 2022) and Türkiye (Yeşilçınar & Erdemir, 2023) highlight unique experiences. Factors on teachers' emotional well-being and characteristics have been investigated, and issues such as emotional regulation and emotional labour have become central to understanding teachers' use of dynamic empathy and emotional intelligence. PP interventions aim to strengthen teachers' emotional resilience and increase their emotional awareness with students.

Furthermore, teachers' love for their profession has been identified as a sustainable factor, and studies have investigated the relationships between teachers' well-being and perceptions of stress. However, challenges, such as oversimplifying emotional processes and more robust research designs, still need to be addressed. Positive psychology in foreign language teaching can increase student and teacher well-being by focusing on emotional experiences, improving the learning atmosphere, and making language learning a more positive experience (Dewaele, Chen, Padilla, & Lake, 2019).

2.2. Mindfulness

A comprehensive and exhaustive definition of mindfulness needs to be done to establish a clear and comprehensive understanding of the concept. Studies (e.g., Becker & Marecek, 2008; Jørgensen & Nafstad, 2005; Lazarus, 2003; Lyubomirsky et al., 2005; Seligman et al., 2009) on positive psychology and well-being have led researchers to explore new practices. Thus, the concept of mindfulness emerged. Mindfulness is elegantly conceptualized as a profound and transformative state of present-moment awareness that radiates a mesmerizing ability to effortlessly and gracefully. It encompasses one's thoughts, feelings and sensations and encompasses one's thoughts, feelings and sensations without the slightest hint of judgment. It involves ceaseless cultivation of a supreme, open attitude toward all the experiences that life throws at us, instilling a steady commitment to maintaining a nonreactive, accepting, and nonjudgmental attitude. In turn, the noble attitude allows us to see life is a complicated dance with a graceful sense of calm and balance. Mindfulness is now widely recognized as a useful proper relaxation technique for anxiety relief and emotional regulation. Its impact on academic, professional, and popular psychology has been great, leading to an increase in publications, training programs, and commercialization (Lee & Young, 2018).

From the ancient wisdom of Buddhist teachings to the mindfulness practices of various indigenous cultures, the historical tapestry of mindfulness unveils, revealing its profound wisdom and transformative power. The historical origins of mindfulness include its secularisation by academics during the turbulent times it emerged, offering alternatives to established medical theories. Mindfulness gained legitimacy as a behavioural medicine program, highlighted by the Mindfulness-Based Stress Reduction (MBSR) clinic at the University of Massachusetts Medical Center, founded by Kabat-Zinn (1979). MBSR has been applied in various medical contexts, such as oncology and addiction prevention (Lee & Young, 2018).

2.2.1. Theoretical frameworks of mindfulness

A detailed examination of the field's current developments in mindfulness research indicates a notable increase in publications, disciplinary diversification, and a shift in

emphasis toward mechanistic investigations and new directions like mindfulness studies linked to long-term meditation. The number of publications on mindfulness has exponentially increased since the 2000s, with two-thirds published in the last five years (up to 2023) (Figure 2).

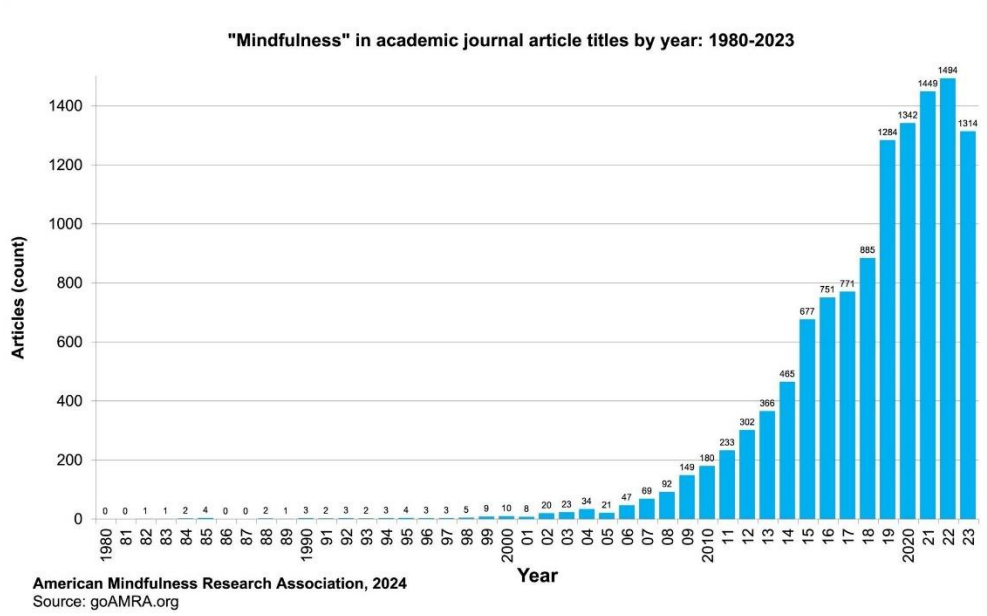

Figure 2. Mindfulness journal articles published by year (American Mindfulness Research Association, 2024)

Psychology contributed to almost half of the publications, but its proportion decreased in recent years, while disciplines like public health and internal medicine increased (Baminiwatta & Solangaarachchi, 2021). Mindfulness literature has shifted away from its religious origins and has become more disembedded from Buddhism. Initially dominated by Western countries, there is a recent trend of increased contributions from Asian countries like China, Iran, and India. Early research clusters focused on transcendental meditation, reflective practices, and Kabat-Zinn's work. Like Kabat-Zinn's in 1992, key publications marked pivotal points in developing mindfulness research. Recent co-citation clusters indicate a rise in interest in mechanisms and moderators of mindfulness interventions (Bunjak, Černe, & Schölly, 2022). Recent research areas include the moderating role of mindfulness, the neuroscience of mindfulness meditation, and the added benefits of long-term meditation. Top-cited publications include works by Segal et al. (2002), Brown and Ryan (2003), and others (e.g. Baer et al., 2006; Bishop et al., 2004; Kabat-Zinn, 2003), emphasizing the impact

of specific studies on the field. Mindfulness theoretical frameworks are presented below:

Acceptance and Commitment Therapy (ACT)

ACT, developed by Hayes, Strosahl, and Wilson (2011), incorporates mindfulness and acceptance strategies into a behavioural framework. It emphasizes the role of psychological flexibility, which involves accepting negative experiences and committing to values-based action. The theoretical framework posits that mindfulness helps individuals increase their psychological flexibility and engage in meaningful activities despite discomfort.

Mindfulness-Based Cognitive Therapy (MBCT)

MBCT (Segal et al., 2002) integrates mindfulness and cognitive therapy techniques. It aims to prevent relapse in individuals with recurrent depression by combining mindfulness with cognitive restructuring strategies. The framework is based on the idea that mindfulness can help individuals observe their thoughts and feelings without becoming entangled.

Mindfulness and Self-Compassion

The exploration of Neff (2011) for integrating mindfulness with self-compassion highlights how self-compassion can enhance mindfulness's benefits. This framework posits that mindfulness, combined with self-kindness and common humanity, can improve emotional resilience and well-being.

Mindfulness-Based Stress Reduction (MBSR)

Developed by Kabat-Zinn (1990), MBSR is grounded in the principles of mindfulness, which are derived from Buddhist meditation practices. It emphasizes using mindfulness meditation to reduce stress and improve mental well-being. The theoretical framework includes the concept of mindfulness, which refers to paying attention in a particular way: on purpose, in the present moment, and non-judgmentally.

The Broadening and Building Theory

Fredrickson (2001) proposed that positive emotions and mindfulness broaden an individual's moment-to-moment experience and build long-term personal resources, including resilience and well-being.

The Interpersonal Neurobiology Framework

This framework, associated with Siegel (2012), integrates neuroscience, psychology, and mindfulness insights. It examines how mindfulness practices can influence brain function and interpersonal relationships, emphasizing the impact of mindfulness on emotional regulation and social connectivity.

2.2.2. Mindfulness Meditation (MM) Practices

The benefits of mindfulness meditation practices in the context of mental health and well-being have drawn more attention and empirical backing, demonstrating its capacity to improve a wide range of human experiences.

Firstly, these practices have a vital effect on personal traits. Mindfulness-based interventions have proved to be efficient for stress reduction. The study by Williams and Kabat-Zinn (2011) examines the various perspectives of mindfulness, studying its meaning, origins, and applications. It discusses the intersection between scientific research and traditional meditation practice, providing a more nuanced understanding of mindfulness. Hofmann et al. (2010) examine the effect of mindfulness-based therapy on anxiety and depression. The findings suggest that mindfulness-based interventions have a positive effect on reducing symptoms of anxiety and depression. Khoury et al. (2013) provide a comprehensive overview of mindfulness-based therapy, supporting its effectiveness across various outcomes. The study highlights the broad applicability of mindfulness interventions. Mindfulness-based exercises also concentrate on the mental well-being of individuals. They focus on the moment without judgment and accept every sense.

Furthermore, these practices affect social aspects. A comprehensive review of recent studies (e.g., Carsley, Khoury, & Heath, 2017; Dunning et al., 2018; Ding et al., 2019) on mindfulness-based interventions (MBIs) highlights their varying effects on mental well-being, academic burnout, and perceptions among different age groups, genders, and contexts. In a meta-analysis by Carsley, Khoury, and Heath (2017), the effect of mindfulness-based interventions was evaluated in terms of developmental periods, gender, intervention types, and the identity of the facilitator. The effect size of interventions on mental well-being was more significant in the late adolescent group and female participants. The type of interventions also demonstrated a significant effect on participants. In addition, interventions delivered by trained teachers had more remarkable effects than the programs delivered by outside facilitators. A review article by Ding et al. (2019) stated that mindful interventions ranging from 2 to 10 weeks significantly affected students' academic burnout. However, the studies need more elaborate randomized controlled trial (RCT) design and longitudinal research. The study by Dunning et al. (2018) explored RCTs that examine the effects of mindfulness-based interventions on the mental health of children and adolescents. They have found that MBIs had more remarkable effects on adolescents. However, there were no significant differences based on gender or socioeconomic background. The study by D'Alessandro, Butterfield, Hanceroglu, and Roberts (2022) aimed to explore elementary school students' perceptions of a classroom-based mindfulness program. The findings indicated no significant differences in age, gender, or previous exposure. Participants showed positive perceptions of the mindfulness program with increased relaxation, focus, and calmness. They found the activities helpful in managing emotions and stress. Limitations such as time constraints for teachers and initial student resistance, which later diminished, were also noted.

Moreover, recent studies on mindfulness-based interventions (MBIs) reveal varied impacts on academic and social outcomes, emphasizing the need for a holistic approach that integrates compassion and empathy while highlighting the effectiveness of MBPs depending on program design, facilitator experience, and participant age. The study by Brito, Joseph, and Sellman (2021) emphasize the differences between instrumental and integral mindfulness intervention programs. The study suggests a more holistic approach to promote compassion, empathy, and student collaboration. The standardized implementations of mindfulness mainly focus on academic achievement, cognitive

development, and concentration but ignore compassion and altruism, putting mindfulness at the service of productivity and alienating its core value. Therefore, the study argues that it can be necessary to achieve full awareness about the potential of mindfulness at school, to embrace a more comprehensive and ethical approach that recognizes the interconnections between individuals and their environment as well as emphasizes compassion, respect for other people's emotional states and societal justice. Schonert-Reichl et al. (2015) conducted research in a school district in Vancouver, Canada, comparing two children's groups. For four months, a group of children participated in the MindUP program, an emotional and social learning curriculum with mindfulness training. In the study, children participating in MindUP showed significant improvements in executive functions, self-reporting measures of well-being, and peer reports on prosocial behaviour compared to those receiving regular social responsibility at district schools. Mettler, Khoury, Zito, Sadowski, and Heath (2023) focus on the effectiveness of Mindfulness-based Programs (MBPs), prediction intervals, social and behavioural outcomes, types of comparison groups, and impacts of education level, type of MBP, and facilitator. According to the results, the MBP had little overall effect on school adjustment outcomes, with only a slight to moderate impact on results such as achievement, impulsivity, or attention skills. In terms of mindfulness, moderate effect sizes were observed. It is argued that the mean effect size in the meta-analysis was in the expected direction, but the actual effect size might be significantly different for the whole population. Regarding social and behavioural outcomes, MBPs have not been found to have any significant effects. MBPs showed no significant differences from the active control conditions regarding education or mindfulness outcomes. However, significant differences have been observed when comparing MBPs with typical comparison groups. In addition, in elementary, middle, high school, and university students, MBPs have effectively achieved mindfulness, school adjustment, and educational outcomes. Factors such as compliance with the program design and the learning capacities of students can influence the effectiveness of MBPs. The study has proved that MBPs adopting adaptations or researcher-designed programs are effective at improving mindfulness outcomes, while MBPs adopting existing programs are effective at improving overall school adjustment. The effectiveness of MBPs has been influenced by the facilitator's training and previous mindfulness experience. The outcome has been influenced significantly by the MBP delivered by outside trainers with previous experience.

Recent studies on mindfulness interventions in educational settings demonstrate their potential to improve self-esteem, self-regulation, psychological health, and academic performance among school-aged adolescents while highlighting the need for ongoing program effectiveness and sustainability evaluation. To assess the effects of mindfulness training on self-esteem, self-regulation, and psychological health among school-aged adolescents, the study by Modi et al. (2018) conducted pre- and post-test-controlled comparisons between experimental and control groups. Post-intervention analysis revealed significant differences between test and control groups regarding self-confidence, self-regulation, well-being, and mindfulness. The study has argued that training in mindfulness has a remarkable effect on enhancing self-confidence by helping individuals overcome cognitive bias and focus on non-judgmental awareness in the present moment. In the study, there is also an increase in self-rated mindfulness according to previous research, which suggests that more excellent time spent practicing mindfulness has a better effect on changes. However, the study has limitations, such as the absence of assessing the sustainability of the improvements and the need for strengthening sessions. The results are derived from self-reporting, and parents' or teachers' objective reports could be helpful in this respect. Bakosh, Snow, Tobias, Houlihan, and Barbosa-Leiker (2015) sought to identify efficient classroom interventions that could help reverse US public school students' academic performance. It aimed to test the impact of an innovative Mindfulness-based Social and Emotional Learning program (MBSEL) on elementary school students. Several vital contributions and implications were highlighted in the study. First, the MBSEL program has proved beneficial regarding educational performance and behaviour. Second, the study demonstrated that an intervention could be easily implemented without requiring experienced trainers to make curriculum changes or alterations in classroom layout.

Furthermore, the study has shown that sustained and consistent practice is essential for developing mindfulness. MBSEL's audio-guided format allowed for daily training during short breaks or transition periods to ensure consistency throughout the school year. The format has enabled teachers to run the program regularly, bringing conscious awareness techniques into students' everyday lives. A few limitations, however, were also identified in the study. It called for follow-up research to determine the longer-term effects of MBSEL interventions and to address potential biases and pre-existing differences among students. In addition, further investigations could examine the

specific effects of mindfulness interventions on subjects and how timing affects academic performance during school hours.

Finally, teachers have a significant role in implementing their mindfulness practices in the classroom, with daily mindful practices such as breathing and using various data collection methods to evaluate the impact on student behaviour and the learning environment. Zolkoski and Lewis-Chiu (2019) discuss how important it is for teachers to set up their mindfulness practices before using them in the classroom. They suggest that teachers start by sitting slowly for 15 to 30 minutes daily, focusing on their breath, and gently pulling it back as the mind wanders. Sitting provides a way for people to gain insight into their preferences, tendencies, and habits in the mind. The study suggests that mindful breathing be practiced at various times during the day, such as starting or ending the day, transition periods, and after lunch. Data collection methods such as surveys, questionnaires, or observations may be considered to evaluate the impact of mindfulness practices on student behaviour and the learning environment. In addition, the study suggests that mindfulness practices are best taught to students with emotional and behavioural difficulties (EBD) when they are calm, and over time, they can learn to practice independently, especially when feeling angry or upset. Teachers may encourage their pupils to take a break while practicing mindfulness or motivate them to do so.

2.2.3. Mindfulness-based interventions in education

With the increase in the importance of promoting positive emotions in SLA, mindfulness has become a significant tool for educators. Implementing diverse interventions, with a specific emphasis on enhancing cognitive, emotional, and social competencies, is becoming an essential element in promoting overall student development and optimizing learning outcomes for schools worldwide. The research by Güldal and Satan (2020) incorporates an 8-week psycho-educational program designed to enhance mindfulness and specific character strengths, showing positive effects on mindfulness, perseverance, love of learning, and grades. The results indicate that students experienced benefits, such as increased calmness and relaxation. Additionally, the program was associated with beliefs and practices in the participants' religious context. However, the study notes limitations, such as small sample sizes, and suggests

the need for further research with larger samples. The psycho-educational program is a partially effective pilot study with potential benefits for enhancing mindfulness skills in school settings (Güldal & Satan, 2020).

The effectiveness of Mindfulness-Based Interventions (MBIs) in reducing anxiety among children and adolescents is significant. It reveals a small but significant overall effect and notes variations based on location and age group. The study by Odgers et al. (2020) investigates the effectiveness of MBIs in reducing anxiety in children and adolescents, particularly in school settings. Various factors, including location, age group, control type, and intervention dosage, are considered in the meta-analysis. The study finds a small yet statistically significant mean effect of MBIs on anxiety in young people. However, the research location impacts this effect, as Iranian trials have shown a relatively high success rate. The Iranian trials show a higher effect than in Western countries, indicating that the impact of MBIs is likely to vary from region to region. This is consistent with findings from adult populations in Iran, showing more intervention effects. MBIs have a significant positive effect on children, not adolescents, indicating the potential benefits of early intervention. This study has not identified significant differences between the effects seen in children and adolescents. While more significant school-based studies show a larger effect than clinic-based clinical trials, this difference is not statistically significant. The significant effects observed in Iranian studies are the reason for this positive effect on schools. The study does not find a significant association between the duration of formal training in MBIs and their effects on anxiety outcomes (Odgers et al., 2020).

Furthermore, several studies have demonstrated how beneficial mindfulness-based activities are for high school students regarding social skills, stress management, and emotion regulation. The resilience of high school pupils from low socioeconomic backgrounds with stress-coping methods may be increased with the support of mindfulness and emotion regulation (Sünbül & Güneri, 2019). According to Sibinga et al. (2011), a mindful stress reduction program for urban kids can also be helpful in intercultural relationships, animosity, academic achievement, and healthy living.

2.2.4. Mindfulness interventions in EFL classrooms

Mindfulness practices have emerged as a promising tool in English as a Foreign Language (EFL) education, offering significant benefits for enhancing student engagement, reducing anxiety, and creating a more positive learning environment. The growing interest in mindfulness in EFL classrooms highlights its potential to enhance the well-being of both teachers and learners by transforming negative arousal into a more positive learning environment. Mindfulness can help manage reactions to classroom events and create a less stressful atmosphere. However, EFL teachers may need more knowledge, practical mindfulness experience, and guidance on its implementation. The paper presents recent findings and suggests integrating mindfulness into EFL classrooms through activities like breathing exercises and meditation. It emphasizes the benefits of mindfulness-based practices for language skill development and advocates for including mindfulness in EFL teacher education to improve teaching and learning environments (Gönen, 2022). The systematic review by Koçali and Aşık (2022) highlights the emerging integration of mindfulness into EFL settings, noting that its application is still developing and not widely understood in language teaching contexts. It identifies common themes in the literature, such as foreign language anxiety and language performance. Findings reveal that mindfulness interventions generally yield positive effects on ESL/EFL learners, including reduced anxiety and improved language performance.

Additionally, studies without mindfulness interventions still show a positive relationship between mindfulness skills and language education, indicating potential benefits even without formal practices. The review underscores the pedagogical implications of incorporating mindfulness into language teaching, suggesting it could enhance learning experiences and outcomes. It also calls for further research to investigate the effectiveness of mindfulness interventions across various EFL contexts and to explore practical applications in language classrooms.

Mindfulness techniques significantly enhanced EFL students' learning outcomes by improving their cognitive abilities, memory, and creativity and fostering engagement and focus on the learning environment. For example, the study by Wang and Liu (2016) revealed significant improvements in the learning of college-level EFL students at a

North-eastern University in China through the application of mindfulness techniques. These techniques enhanced students' ability, memory, creativity, and affective state and empowered them to take charge of their education. By creating a comfortable learning environment, improving mindful writing and thinking, and fostering creativity and critical reflection through mindful cooperative learning, mindfulness proved to be a valuable tool in language education. The study by Tuyan and Kabadayı (2018) explored the potential of mindfulness practices to enhance college EFL students' engagement and learning. The research delved into the reasons behind some students' apparent disengagement and how mindfulness strategies could improve their focus and enjoyment of English learning. Through various methods, including logs, interviews, and the mindfulness learning report, the study identified that students' lack of concentration was often due to external distractions and personal issues. To counteract this, 'mental commuting' exercises were implemented, where students were trained to manage distractions and return to the present moment. Mindfulness activities, such as discussions and thematic exercises, helped students reflect on their values and improve their awareness. Results indicated positive changes in student attitudes and beliefs towards learning, with notable improvements in self-reported mindfulness and engagement. The study underscored the potential for mindfulness to foster a more meaningful and effective learning experience, instilling optimism and hope for the future of EFL education.

However, there is a need for additional research to thoroughly investigate the practical applications and effectiveness of mindfulness in EFL settings. The review by Zeilhofer (2020) underscores the need for further research to fully explore mindfulness's potential in EFL settings. While the review highlights the promising outcomes of mindfulness interventions for learners, it also suggests that more research is needed to understand mindfulness' practical applications and effectiveness in language education. By emphasizing the potential pedagogical benefits of integrating mindfulness into language teaching, the review provides a roadmap for future studies and applications of mindfulness in EFL settings.

2.3. Academic Resilience

Resilience is associated with passion and perseverance in language learning and teaching, emphasizing the ability of students and teachers to cope with challenges. This highlights the importance of developing a solid stance against barriers to language learning. That well-being is essential for sustainable success in language learning and contributes to positive emotional and academic experiences for teachers and students. A happy learning environment allows language skills to be developed more effectively (Wang et al., 2021). Improving learners' ability to cope with adverse circumstances, academic resilience, and motivational intensity are regarded as a means of positive psychology. Academic resilience is the ability of students in high schools to cope with challenges, adjust to adverse circumstances, and retain their achievements despite stress from academics and social pressures. Academic resilience refers to students' capacity to endure adversities.

2.3.1. Factors influencing academic resilience

Some factors affect academic resilience, such as age, gender, level of success, and social and economic background. Liu and Han (2022) argue that the student's academic resilience, growth mindset, and grit are interconnected and affect each other. He adds that by encouraging students to engage in the classroom and providing creative, interesting, and pleasant language tasks, teachers can integrate academic resilience into the EFL context and improve their grit. According to Yang and Wang (2022), the capacity of learners to succeed academically while facing risks such as chronic illness, financial difficulties, and natural disasters is referred to as academic resilience. The ability of students to deal with such risk factors and attain academic success is enabled by positive factors, such as the quality of learners' personal characteristics and societal context. The protection factors can be internal, such as self-belief and optimism, or external, e.g., the help of parents, teachers, or peers.

Developmental vulnerabilities also play a significant role in students' academic resilience. In a study by Williams, Berthelsen, and Laurens (2022), the academic resilience level of children with developmental vulnerabilities has been explored. The students were in the 3rd grade, and the results indicate that approximately two out of

five vulnerable children showed academic resilience in reading comprehension. These resilient children performed better than their peers who started school with more advanced skills. The study clarifies that the differentiation between resilient and vulnerable children depends on attentional regulation and receptive vocabulary. Parental consistency, fewer peer problems, positive parenting, and teacher self-efficacy have been found to influence academic resilience. A study by Shin and Kim (2017) in South Korea aimed to assess the structure of resilience, motivation, and demotivation for 6th-grade English learner students. Results showed that optimism was a key factor contributing to the reduction of academic stress in elementary school students, and it was an essential driving force behind English language skills resilience. Other primary factors for resilience were identified as control and social cohesion.

Teachers play a vital role in fostering the academic resilience of students. The study by Hu et al. (2022) emphasizes that as the teachers provide a supportive atmosphere in the class, the academic resilience level of students increases in Chinese EFL classrooms. As the academic resilience level of students increases, their ability and motivation for language learning increases, too. The study by Liu and Han (2022) examines the importance of academic competence and resilience in language learning and how teachers can promote these qualities to their students. It argues that students can develop resilience and improve their ability to deal with obstacles by reducing bad aspects like stress and anxiety and strengthening good qualities such as self-efficacy and problem-solving skills.

2.4. Relevant Studies in the World

The practice of mindfulness, which transcends cultural boundaries and is widely recognized for its transformative effects on mental well-being and personal growth, has experienced a remarkable increase in popularity worldwide. It can be difficult for students in the suburbs to make academic progress, with different obstacles preventing them. Students frequently need better facilities and infrastructure to cope with these challenges and meet their full potential. Academic resilience and awareness are key factors that can help students cope effectively with these challenges (Putra & Huwae, 2023). Recent studies highlight the diverse ways mindfulness interventions are being studied concerning academic resilience, executive functions, test anxiety, self

regulation, and teacher-student relationships. Exploring these studies can provide a more nuanced understanding of the potential benefits of mindfulness in educational settings.

Psychological and emotional factors are one of the things that are often studied in this regard. A study by Quach, Mano, and Alexander (2016) explored the relationship between mindfulness, executive function, and academic outcomes. The findings suggested that mindfulness interventions enhance executive function skills, which is crucial for academic resilience. A study by Flook et al. (2010) investigated the impact of a Mindfulness-based Kindness and Awareness Program on executive function skills in elementary school students. The results indicated improved cognitive flexibility, working memory, and academic performance. Similarly, a study by Huppert and Johnson (2010) explored the impact of a school-based mindfulness intervention on test anxiety and well-being in high school students. The findings suggested that mindfulness training was associated with reduced test anxiety and improved psychological well-being. In addition, Schonert-Reichl et al. (2015) investigated the impact of a mindfulness-based social and emotional learning program on self-regulation and academic achievement in middle school students. The results showed improvements in self-regulation and academic performance.

Another issue that has attracted the attention of researchers is educational and environmental factors. A study by Wisner et al. (2019) examined the impact of a mindfulness intervention on teacher-student relationships and academic engagement. The research found that mindfulness training for teachers positively influenced classroom dynamics and student engagement. Mindfulness has garnered substantial attention and recognition in the past few years due to its potential to bolster multiple facets of individuals' overall well-being, particularly in reducing stress and anxiety. The ensuing section offers an all-encompassing and thorough examination of the prevailing body of literature regarding the interplay between mindfulness and academic resilience within the realm of high school students. Through a meticulous analysis of diverse studies that approach this topic from various angles, this comprehensive literature review explores the impacts of mindfulness practices on fostering academic resilience while pinpointing the multifaceted factors that wield influence over this intricate relationship.

Furthermore, this literature review explores an in-depth exploration of the theoretical frameworks and conceptualizations that underpin mindfulness, accentuating its profound role in cultivating psychological well-being and facilitating the development of adaptive coping strategies. By exploring further the intricate nuances of this dynamic connection between mindfulness and academic resilience, this review aims to provide a comprehensive analysis that sheds light on the potential benefits and influential factors that shape this relationship. In doing so, it contributes to our understanding of how mindfulness interventions can effectively enhance academic resilience among high school students, offering valuable insights for educators, researchers, and practitioners in education and adolescent mental health. Shen (2022) emphasizes the relevance of mindfulness and resilience in decreasing language anxiety among learners. He recommends incorporating teaching materials promoting mindfulness and resilience into the curriculum of course designers. The findings of his study suggest mindfulness and resilience are valuable tools to reduce stress in the foreign language classroom. In addition, he argues that while anxiety has long been recognized as a risk factor for language learners, few studies have examined anxiety reduction from a mindfulness and resilience perspective. The study by W. Liu, Gao, Gan, and Wu (2022) examined the relationship between mindfulness, resilience, and engagement with English language learners. The results show that these variables are strongly correlated, with mindfulness and resilience significantly associated with learners' engagement. These findings support earlier studies that have shown the benefits of mindfulness for engagement and its potential to predict resilience. In contrast, a high level of mindfulness promotes adaptability, acceptance of change, and increased focus on stressors, resulting in a negative affective response and hindering resilience.

2.5. Relevant Studies in Türkiye

In Türkiye, despite initially being less common than in other parts of the world, mindful meditation continues to gain popularity as people seek its potential benefits for mental health and holistic well-being. Resilience and mindfulness are interrelated ideas for fostering mental health and well-being in various settings and age groups, including Türkiye.

Stress levels are frequently higher during adolescence, and those with high levels of self-efficacy are usually better able to handle this stress. Self-efficacy and thriving are connected to mindfulness, which is linked to conscious control over thoughts, behaviours, and feelings. The influence of the Mindfulness-based Thriving Program (MTP) on high school students' perceived stress, mindfulness, thriving, and self-efficacy is examined in the study by Özcan (2022). Adolescents who received the MTP reported much less stress and higher mindfulness, flourishing, and self-efficacy levels. The results align with previous research, and suggestions for real-world implementation are given. The MTP improved teenagers' self-efficacy, flourishing, and mindfulness, which also successfully decreased their perceived stress. Diverse mindfulness practices have the potential to benefit adolescents, as demonstrated by the critical roles that flourishing and mindfulness play in the development of self-efficacy and the reduction of stress. Tekin and Satan's (2024) study investigates the connection between exam anxiety, mindfulness, and psychological resilience in high school students enrolled in online learning. It specifically investigates how mindfulness functions as a mediator in the relationship between test anxiety and psychological resilience. The results showed that psychological resilience and test anxiety were negatively correlated, resilience and mindfulness were positively correlated, and test anxiety and mindfulness were negatively correlated. Furthermore, the association between test anxiety and resilience was primarily mediated by mindfulness. Students who possess high degrees of psychological resilience and awareness have been proven to have reduced stress levels. Similar to psychological resilience, conscious awareness is a useful tool for anxiety reduction and stress management.

Another concept investigated thoroughly in Türkiye is self-compassion. Aydin Sünbül and Yerin Güneri's (2019) study sought to explore a mindfulness model of resilience while taking self-compassion's mediating effects and the teenagers' struggles with emotion regulation from disadvantaged backgrounds into account. The findings showed that while self-compassion was adversely and considerably predicted by mindfulness, difficulties with emotion regulation were negatively and significantly predicted by mindfulness. Furthermore, self-compassion and challenges with emotion control were strong predictors of resilience. The model also included critical indirect pathways from mindfulness to resilience, such as self-compassion and trouble regulating emotions. Aydın Sünbül (2016) looked at the relationship between teenagers from low-income

families' self-compassion and their inability to control their emotions as potential mediators between mindfulness and resilience. The results demonstrated that self-compassion was positively predicted by mindfulness, while problems with emotion regulation were negatively predicted by it. There are strong relationships between self-compassion and difficulties regulating emotions and resiliency.

Moreover, there was a negative correlation between self-compassion and difficulty managing emotions. The interplay between self-compassion, difficulties regulating emotions, and mindfulness were significant indirect routes contributing to resilience. These findings suggest that mindfulness training positively affects teens from low-income families since it promotes self-compassion and effective emotion regulation. The goal of the study by Kütük, Hatun, Ekşi, and Ekşi (2022) was to investigate the relationship between life satisfaction and mindfulness, as well as any potential mediating effects that resilience and wisdom may have. The findings suggested that wisdom and resilience considerably mediated the association between mindfulness and life satisfaction.

Furthermore, knowledge was found to have a more robust mediating effect than resilience. The bootstrapping analysis (Kütük et al., 2022) validated the considerable indirect effects of mindfulness on life satisfaction through resilience and wisdom. The results imply that resilience, wisdom, and mindfulness all help young adults have more life satisfaction. The study highlights the importance of considering various elements, including wisdom and resilience when figuring out how mindfulness and life pleasure are related.

Moreover, the effect of mindfulness on academic performance attracted the attention of researchers. Güldal and Satan (2020) conducted an additional study to create and evaluate the effects of a mindfulness-based psycho-education program on high school students' academic performance, character traits, and mindfulness levels. The first phase examined the connection between academic success, character traits, and mindfulness. The results showed that mindfulness and particular character traits (prudence, persistence, and openness to learning) were present. An 8-week mindfulness-based psycho-education program was introduced in the second phase. The training raised participants' levels of awareness, according to the results. Along with improvements in

academic achievement, there were also partial increases in the three targeted character characteristics (prudence, joy of learning, and perseverance).

The effect of personal traits is also one of the concepts studied. According to Kiran Gen (2020), there are positive correlations between mindfulness and openness and negative correlations between mindfulness and neuroticism. Introverts and highly open individuals benefited the most from the training. The study aligns with existing literature on mindfulness training and extends it by examining the impact of personality traits on training outcomes (Kiran Gen, 2020).

3. METHODOLOGY

3.1. Research Design

The study was conducted using the experimental research model, one of the quantitative research methods. In studies conducted to investigate the effect of the independent variable on the dependent variable and to determine the cause-and-effect relationship, unlike survey models, it is recommended to use experimental methods to examine how the independent variable affects the dependent variable (Kumandaş-Öztürk, 2019). Quasi-experimental models are often used when the controls required by true experimental models cannot be provided or are insufficient (Karasar, 2012). The researcher assigns participants to groups in a quasi-experiment, but not randomly because the researcher cannot artificially create groups for the experiment (Creswell, 2012). The experimental design consists of selecting and ordering the tests to identify, at lower costs, the effects of the parameters on the product's response (Cristea, Constantinescu, Andreescu, & Iozsa, 2018). In this model, there is both an experimental and a control group. Özmen (2019) states: "A pre-test is applied to both groups; however, while the experimental group is intervened, the control group is not" (p. 210). The schematic representation of the model is as follows:

Table 1. Schematic Representation of the Model

Groups	**Pre-Test**	**Intervention**	**Post-Test**
Experimental Group	M1	X	M2
Control Group	M1		M2

In the table, "M" stands for measurement, and "X" stands for the independent variable used in the research.

The study adopted a mixed-method explanatory and a quasi-experimental research design. A quantitative cross-sectional design, which requires data collection from one group of two different high school English class students at a specific time, was the research methodology used for this study. The researcher designed two groups of pre-

test and post-test study designs to determine the difference between the academic resilience levels of the students after an 8-week MBSR program from two different high school contexts. The rationale behind adopting a mixed-method explanatory and quasi-experimental research design is to examine the effects of an 8-week Mindfulness-Based Stress Reduction (MBSR) program on academic resilience among high school students from two different contexts. Using a quantitative cross-sectional approach, data may be gathered at a particular moment, comparing two groups of English students more manageable. The researcher may also quantify changes in academic resilience levels before and after the intervention thanks to the pre-test and post-test study design, which proves the program's effectiveness. By combining numerical data and explanatory insights, this methodological technique guarantees a complete inquiry and improves the validity and dependability of the study's findings.

The study included both qualitative and quantitative tools. The students were tested with quantitative scales, and focus group interviews were used to further understand resistant learners. The research design used surveys and evaluations to measure and evaluate learners' mindfulness and academic resilience comprehensively. This approach enabled the researcher to explore a more detailed understanding of the relationship between mindfulness meditation and academic resilience and examine any possible correlation or association between these concepts. The research design by research questions is as follows:

Table 2. Research Design by Research Questions

Quantitative Data	**Qualitative Data**
Research Questions 1 & 2	Research question 3 & 4
ARS-30 & MAAS-A Scales	Focus Group Interviews

Using this model, the researcher obtained valuable data on the impact of mindfulness on promoting academic resilience in higher school students, offering a substantial contribution to current knowledge. The findings of this study could lead to evidence-based practices in educational settings, shaping future curricula, programs, policies, and priorities for the holistic development of students. These insights may be particularly helpful for educational institutions and policymakers in developing effective strategies

and interventions to cultivate mindfulness and resilience among high school students, ultimately enhancing their success and well-being.

3.2. Sample and Participants

The participants were selected using a non-probability sampling method, specifically proximity sampling. This method was chosen to ensure a diverse and representative sample of high school students, enhancing the study's validity and reliability.

First, the researcher conducted the study with 9th-grade students in Gazi Social Sciences High School, a high-academic achievement school (HAAS) in Isparta, Türkiye, during the 2023-2024 academic year. The entrance base score to be accepted to the school was 417.08 out of 500. The researcher selected 30 participants in different classes from this school, with the experimental group comprising 15 students (9 female, 6 male) and the control group composed of 15 students (12 female, 3 male). She applied pre-tests and post-tests to the same participants. All participant identities were kept confidential, and participation in the study was voluntary. Since the participants were under 18, she obtained parental consent for each student. The researcher, certified in the Mindfulness-based Stress Reduction program, ensured ethical guidelines throughout the study.

Second, in the low academic achievement school (LAAS), TOBB Vocational and Technical High School, located in Isparta, Türkiye, the entrance base score was 276.83 out of 500. Similarly, the researcher selected 30 participants in different classes from this school. The experimental group consisted of 15 students (1 female, 14 male), and the control group consisted of 15 students (1 female, 14 male). She applied pre-tests and post-tests to the same participants, and all identities were kept confidential. Participation was voluntary, and parental consent was obtained for each student since they were under 18. The intervention schedule is as follows:

Table 3. Intervention Schedule

	Number of Participants	**Drop Out**	**Day**	**Duration**
Group 1 (Low-Achievement School)	15 Experimental	0	Tuesday	30 min.
	15 Control		No intervention	
Group 2 (High-Achievement School)	15 Experimental	0	Wednesday	30 min.
	15 Control		No intervention	

At the heart of this study were high school students learning English as their foreign language. A purposive sampling method was used to select these individuals, specifically targeting those who willingly chose to participate in the study. A purposive sampling technique was chosen to guarantee that the sampling is especially suited to the research objectives and enable a more thorough and pertinent investigation of the influence of the Mindfulness-based Stress Reduction (MBSR) program on academic resilience. The researcher can ensure that the sample is directly relevant to the research objectives by selecting high school students representing various situations. This allows the researcher to concentrate on participants most likely to offer insightful feedback on the program's benefits. By choosing children from two different high school environments, this strategy also provides diversity and comparability and permits a thorough investigation of variances in academic resilience.

Purposive sampling also saves resources by allowing the researcher to focus on a particular set of students anticipated to provide the most relevant data. This methodology enhances the findings' relevance, depth, and applicability by streamlining the study process and enabling a thorough investigation of how the MBSR program impacts academic resilience. A careful selection of sample size was carried out to ensure an appropriate representation of the target population. Inclusion criteria also included active participation in a high school ESL program, regular attendance, involvement in language education activities, and their ability to understand and effectively respond to the surveys and assessment tools. To gain a more holistic

understanding of the characteristics within the sample, the participants' demographic information was also carefully collected, including their age, gender, linguistic background, motivations, and goals in learning English as a foreign language.

3.3. Data Collection Tools

The researcher conducted a pre-test at the beginning of the study and a post-test after the 8-week Mindfulness-based Stress Reduction (MBSR) program. This clear timeline of the study's progression ensures a comprehensive understanding of the research process. Turkish versions of Cassidy's (2016) ARS-30 scale and Brown, West, Loverich, and Biegel's (2011) MAAS-A scale were measurement tools. The method of administration was paper and pencil.

In the original form, the Academic Resilience Scale has a total of 30 items with 3 factors, including 14 items under the "perseverance" factor, nine items under the "adaptive help-seeking" factor, and seven items under the "negative affect" factor (see Appendix A). This scale is 5 points Likert type. The four items are reverse-coded. The Cronbach Alpha of the scale is .90, and all-item correlations are more than 0.3 (Field, 2013). The correlation coefficient (r) for global academic resilience scores and academic self-efficiency is 0.49, indicating a moderate positive correlation. The correlation coefficient for global academic resilience scores and age is 0.20, which is positive (Edwards, 1984). Therefore, the scale is a valid and reliable measurement tool. The indices obtained from confirmatory factor analysis were $\chi 2/sd$: 3.10, RMSEA: .07, GFI: .84, CFI: .94, and SRMR: .08; internal consistency coefficients were α=.84 for the perseverance factor, α=.79 for the adaptive help-seeking factor, and α=.68 for the negative affect factor. The test-retest reliability coefficients for the factors are between .79 and .87.

The MAAS scale is unidimensional and includes measures of well-being: reduced neuroticism, depression, anxiety, and negative affect, and life satisfaction, optimism, and self-esteem (see Appendix B). The number of items is 15, and the item format is 6 points Likert type. The internal consistency (alpha) for the overall score is 0.82. Test-retest reliability (3- to 4-week interval) is 0.79 (Brown, West, Loverich, & Biegel, 2011) Therefore, the scale is a valid and reliable measurement tool. High levels of

concurrent and incremental validity, test-retest reliability, and internal consistency have been demonstrated for the MAAS. This scale is an adapted version of the MAAS scale by Brown & Ryan (2003), first developed for adults.

To get a deeper understanding of why students resist mindfulness-based interventions and provide them with a comfortable environment, semi-structured questions (see Appendix C) were applied to six participants in each of the two groups. Two of the participants are from the highly beneficiary group, two of the students are from the moderately beneficiary group, and the last two are from the least beneficiary group. In-depth discussions during focus group interviews reveal various perspectives and underlying beliefs, enabling thorough data gathering and hypothesis development. Nonetheless, they can be time-consuming, necessitating meticulous participant selection, organization, and facilitation preparation. Focus groups are prone to biases such as the tendency to give socially acceptable responses and the inclination towards group conformity, restricting adaptability and potentially prolonging the process of gaining insights because of the challenges associated with transcription and analysis. Striking a balance among these aspects is crucial for optimizing the efficacy of focus group interviews in qualitative research. The questions were carefully prepared to achieve maximum efficiency from the interview, and an environment where the participants could express themselves comfortably was provided.

The interview questions were pilot-tested with a small group of participants similar to the target population. Feedback from this pilot study was used to refine the questions further, ensuring clarity and relevance. The questions were meticulously designed based on established theoretical frameworks of mindfulness and its impact on education. This meticulous design ensures that the questions align with the constructs they aim to measure, providing a solid academic foundation for the study. The responses from the focus group were compared with data from other sources, such as surveys and observational studies, to check for consistency and alignment with existing research. Participants' feedback was evaluated for its ability to predict future behaviours and attitudes towards mindfulness practices, supporting the practical applicability of the findings.

To ensure the reliability of the responses, a subset of participants was re-interviewed after a few weeks. The consistency of their responses over time was assessed to confirm the stability of the findings. During the data analysis phase, thematic coding was used to identify patterns and ensure the responses were consistently interpreted. This method helped in maintaining internal consistency across different participants' responses.
Multiple researchers analysed the data to ensure that the coding and interpretation of themes were consistent and unbiased. Any discrepancies were discussed and resolved through consensus. Different researchers transcribed and analysed the focus group discussions independently. The level of agreement between their analyses was measured to ensure inter-rater reliability. High agreement rates indicated reliable coding and interpretation. The interview questions were structured and standardized to ensure that all participants received the same prompts, reducing variability caused by different interpretations of the questions. All focus group sessions were audio-recorded and transcribed to ensure accurate data capture. This helped maintain the integrity of the responses during analysis. Data from focus group interviews were triangulated with other data sources, such as surveys and classroom observations, to enhance the credibility of the findings.

3.4. Data Collection Procedure

The researcher used standardized surveys and evaluations to select participants for this study's data collection process. The researcher is a certified facilitator for MBSR programs (see Appendix C) for the appropriate certificates to train these mindfulness-based courses and is competent to implement this program. She designed an 8-week MBSR program (see Appendix D) and used the book “Full Catastrophe Living, revised edition (Kabat-Zinn, 2009)” as a source.

The sessions were planned to be shorter, 20 to 25 minutes, rather than 45 to 55 minutes, as in the MBSR, and the silent day was optional. The program's structure, designed for this study's scope, is presented in Table 4 below.

Table 4. MBSR Manual by Kabat-Zinn (2009)

Weeks	**Function**	**Practice**
Week 1	Understanding automatic pilot	Eating Raisin
Week 2	Dealing with barriers	Mindful Breathing
Week 3	Being mindful in movement	Body Scan
Week 4	Staying present	Mindful Movement
Week 5	Embracing acceptance	Breathing Space Meditation
Week 6	Realizing that thoughts are not fact	Pleasant/ Unpleasant Events Diary
Week 7	Taking care of yourself	Designing a Stress Warning System
Week 8	Reflection and change	Reflect on the Journey, Complete Post-tests, and Set Future Goals.

Integrating a Mindfulness-based Stress Reduction (MBSR) program into English classes can revolutionize the learning environment and significantly benefit students. Starting each lesson with a brief mindfulness exercise, such as mindful breathing or a body scan, can help students transition smoothly into the class, reducing stress and enhancing focus. Encouraging mindful reading and writing practices allows students to engage more deeply with the material, promoting self-awareness and personal growth through reflective journaling and essays. Students can better understand characters and themes by incorporating mindfulness into literature analysis and discussions, fostering empathy and critical thinking. Mindful group activities and peer feedback sessions enhance collaborative skills and compassionate communication. Integrating stress reduction techniques and mindful breaks during long lessons can help students maintain focus and manage academic pressures effectively. Creating a calm, supportive classroom environment with mindful assignments and providing professional development for teachers to learn and implement these techniques will ensure a holistic approach to education. By embracing MBSR in English classes, teachers will improve students' academic performance and support their emotional well-being, preparing them for lifelong success.

The study began with selecting sample schools, which took place from December 27, 2023, to January 3, 2024. Following this, the formation of intervention groups occurred

between February 21 and February 28, 2024. The pre-test data collection was conducted on March 6, 2024, marking the beginning of the intervention phase. The intervention phase, a period of efficient and focused activity, spanned from March 6, 2024, to April 24, 2024. The first round of post-test data collection was completed on April 24, 2024, concluding the study's data collection period. The timeline of the study is presented in Figure 3.

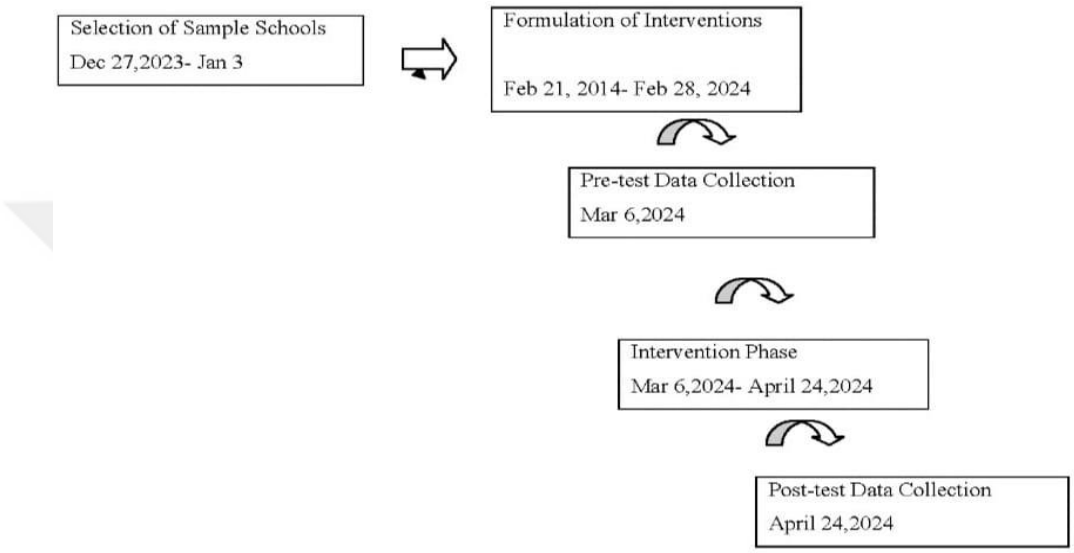

Figure 3. Timeline of the Study

3.5. Data Analysis

SPSS 27.0 package program was used to analyse the data collected in the study. Normality distribution analysis was performed before and after analysing the data collected before and after the experimental process. In this context, Shapiro-Wilk, Skewness, and Kurtosis tests were used to test the normality of the data distribution. Since the experimental and control groups in the relevant study groups were smaller than 50, the Shapiro-Wilk test was used to examine the normality of the scores (Büyüköztürk, 2020). As a result of the analysis, it was determined that the score values of the data collection tools calculated in the Shapiro-Wilk test were less than .05; in addition, the skewness and kurtosis values were not in the range of -1 and +1 (Leech, Barrett, & Morgan, 2015).

In line with the findings, it was seen that the data collection tools deviated from normal. Since the data did not fit the normal distribution, nonparametric tests were used to analyse the data. Mann Whitney U test was used to compare the pre-test and post-test results of the experimental and control groups, and the Wilcoxon Signed Rank Test was used to compare the pre-test and post-test scores of the experimental and control groups. The significance level was set as .05 in all tests. Collected quantitative data were thoroughly and comprehensively analysed using appropriate statistical methods to effectively and accurately determine mindfulness's substantial impact and profound effects on a crucial aspect of fostering academic resilience in high school English students. This thorough analysis involved the production of descriptive statistics, which accurately and precisely summarised the essential demographic information of the students, as well as the precise recording of the mindfulness and the highly significant academic resilience scores.

Moreover, different inferential statistics were carefully and rigorously developed to comprehensively understand the complex relationship and intense interplay between mindfulness and academic resilience. An in-depth correlation analysis, which carefully examined all possible correlations and links to mindfulness and academic resilience, was a part of these rigorous statistics analyses. In addition, a regression analysis was carried out with extreme precision and extensive attention to detail to identify all possible causal relationships that could influence the critical role of mindfulness in fostering vital academic stability. Furthermore, the data analysis process thoroughly examined all possible moderate factors or variables that could impact and shape these relations. By thoroughly studying these factors, the researcher could gain a holistic and comprehensive understanding of the complex dynamics between mindfulness and academic resilience. It is essential to point out that, to ensure optimum accuracy and precision at every step of the analysis, all analyses were performed thoroughly and efficiently using the latest version of Statistical Software. Finally, determining the statistical significance of the findings is of utmost importance. To achieve this, an exemplary statistical significance was at an α value of 0.05, thus adhering to the field's widely accepted standards and norms. The researcher could determine the profound statistical significance of these findings, thus contributing to an ever-growing body of knowledge and research on mindfulness and academic resilience.

In addition, she has adopted an explanatory mixed-method approach in which qualitative data collection methods are used to supplement and enhance quantitative analyses. Qualitative methods such as focus groups, observations, and surveys have yielded valuable insights into the participants' experiences and understandings of their perceptions. Qualitative data was carefully transcribed and subjected to a thorough thematic analysis, which allows for an in-depth examination of the themes and patterns emerging from this information. The first and the second raters analysed the data through MAXQDA 24.0 program The inter-rater reliability was calculated. 87.5 (see Appendix E) and indicated a high degree of reliability (Tawney & Gast, 1984). Integrating qualitative and quantitative data will facilitate a comprehensive and multifaceted understanding of the complex dynamics between mindfulness and academic resilience in high school English learners. In addition, by obtaining the consent of all participants and keeping strict confidentiality and data protection protocols in place, she made it possible for research to be conducted ethically. She aimed to make the study a cornerstone in the field by applying these thorough procedures and rigorous methodological standards. This will enable the researchers to provide relevant information and contribute to an ongoing academic debate on mindfulness and its impact on academics' resilience.

3.6. Pilot Study

The researcher conducted a study on this issue in the previous year. The study examined the impact of mindfulness-based practices on improving the academic resilience of vocational high school students, in a lower-academic achievement school in Türkiye. The aim was to evaluate the effectiveness of an eight-session mindfulness intervention on academic resilience and mindfulness levels using an experimental research methodology. 50 low-income vocational high school students who comprised the participants were split into experimental and control groups. Focus group interviews were done in addition to pre-and post-test assessments utilizing the Academic Resilience Scale (ARS) and Mindful Attention Awareness Scale - Adolescents (MAAS-A).

The findings indicated a significant increase in academic resilience in the experimental group, although there was no significant difference in mindfulness levels. Qualitative

analysis has shown that, despite the challenges, such as distraction in class, most students reported positive changes in their academic resilience following intervention. Students preferred practicing mindfulness in their regular education courses over individual lectures. The study underlined the potential for mindfulness-based interventions to enhance the academic resilience of high school students, suggesting that further exploration and integration of these practices in holistic education curricula is needed to promote students' overall well-being and academic achievement. The study focused on vocational high school students who often face challenges in academic resilience, particularly in learning English as a foreign language. In short, this study highlighted the importance of MBIs in promoting academic resilience among high school students, particularly those from disadvantaged backgrounds. Also, it underlined the need for further research and integration of mindfulness practices into educational settings to support overall well-being and academic success (Erdemir, Karanfil, & Şengül, 2024). In this pilot study, we conducted this application based on the assumption that those lower socio-economic background- learners may have low academic resilience because they are disadvantaged. Although we obtained a significant difference in academic resilience, the fact that we could not observe an increase in the level of mindfulness led us to further the study.

4. FINDINGS

4.1. Quantitative Data Findings

Firstly, the Mann-Whitney U Test was applied to ensure the experimental and control groups were equivalent in academic resilience before the intervention.

Table 5. Mann-Whitney U Test Results for Academic Resilience Pre-test Scores of Experimental and Control Groups

School	Tests	Groups	n	Mean Rank	Sum of Rows.	U	p
High Achiever High School	Persistence Pre-test	Experimental	15	16.03	240.50	104.500	.740
		Control	15	14.97	224.50		
	Adaptive Help Seeking Pre-test	Experimental	15	18.10	271.50	73.500	.104
		Control	15	12.90	193.50		
	Negative Affect Pre-test	Experimental	15	15.10	226.50	106.500	.803
		Control	15	15.90	238.50		
	Academic Resilience Pre-test	Experimental	15	16.73	251.00	94.000	.442
		Control	15	14.27	214.00		
Low Achiever High School	Persistence Pre-test	Experimental	15	18.47	277.00	53.000	.320
		Control	14	11.29	158.00		
	Adaptive Help Seeking Pre-test	Experimental	15	16.17	242.50	87.500	.444
		Control	14	13.75	192.50		
	Negative Affect Pre-test	Experimental	15	15.33	230.00	100.00	.827
		Control	14	14.64	205.00		
	Academic Resilience Pre-test	Experimental	15	17.50	262.50	67.500	.101
		Control	14	12.32	172.50		

The table 5 demonstrated that there is no statistically significant difference between the pre-test scores of the academic resilience test Perseverance (U=104.500; p=.740>.05), Adaptive Help Seeking (U=73.500; p=.104>.05), Negative Affect (U=106.500; p=.803>.05) factors and the overall scale (U=94.000; p=.442>.05) applied to High Achiever High School experimental and control groups. Similarly, it was determined that there was no statistically significant difference between the pre-test scores of the academic resilience test Persistence (U=53.000; p=.320>.05), Adaptive Help Seeking (U=87.500; p=.444>.05), Negative Affect (U=100.000; p=.827>.05) factors and the

overall scale (U=67.500; p=.101>.05) applied to Low Achiever High School experimental and control groups. In line with this result, the academic resilience levels of the students in the experimental and control groups were at an equal level, and the two groups were at an equal level before the experimental study. Similarly, the Mann-Whitney U Test was applied to verify that the experimental and control groups had similar levels of mindfulness as measured by the MAAS before the start of the intervention.

Table 6. Mann-Whitney U Test Results for Maas Pre-Test Scores of Experimental and Control Groups

School	**Test**	**Group**	**n**	**Mean Rank**	**Sum of Rows**	**U**	**p**
High Achiever High School	MAAS Pre-test	Experimental	15	14.53	218.00	98.000	.547
		Control	15	16.47	247.00		
Low Achiever High School	MAAS Pre-test	Experimental	15	17.73	266.00	64.000	.073
		Control	14	12.07	169.00		

Table 6 showed that there was no statistically significant difference between the pre-test scores of the MAAS scale applied to the High Achievement High School experimental and control groups (U=98.000; p=.547>.05). Similarly, it was determined that there was no statistically significant difference between the pre-test scores of the MAAS scale applied to the experimental and control groups of Low Achiever High School (U=64.000; p=.073>.05). In line with this result, it can be interpreted that the MAAS levels of the students in the experimental and control groups were at an equal level, and that the two groups were at an equal level before the experimental study.

Table 7. Wilcoxon Signed-Ranked Test Results for the comparison of Academic Resilience pre-test and post-test scores of High Academic Achievement School Experimental and Control groups.

Group	Test	n	$\bar{x}$	Sd	Mean Rank	Sum of rows	Z	p
Experimental	Persistence Pre-test	15	50.53	8.17	6.21	43.50	.104	.889
	Persistence Post-test	15	49.60	7.28	7.92	47.50		
	Adaptive Help-seeking Pre-test	15	34.13	6.78	7.83	47.00	.740	.459
	Adaptive Help-seeking Post-test	15	33.13	4.98	8.11	73.00		
	Negative Affect Pre-test	15	18.60	3.76	6.94	55.50	.702	.483
	Negative Affect Post-test	15	19.13	3.42	7.10	35.50		
	Academic Resilience Pre-test	15	103.27	12.84	6.72	60.50	.028	.977
	Academic Resilience Post-test	15	101.87	10.38	9.92	59.50		
Control	Persistence Pre-test	15	50.20	6.60	9.31	74.50	.825	.409
	Persistence Post-test	15	52.00	10.34	6.50	45.50		
	Adaptive Help-seeking Pre-test	15	31.73	4.56	8.60	86.00	2.107	**.035***
	Adaptive Help-seeking Post-test	15	34.53	6.47	4.75	19		
	Negative Affect Pre-test	15	19.20	4.80	7.70	38.50	.883	.377
	Negative Affect Post-test	15	18.47	5.91	7.39	66.50		

Table 7. (continued)

	Academic Resilience Pre-test	15	101.13	9.39	9.28	83.50	1.337	.181
	Academic Resilience Post-test	15	105.00	15.09	6.08	36.50		

*p≤.05

The table 7 demonstrated that there was no statistically significant difference between the post-test scores of the academic resilience test Persistence (Z=.104; p=.889>.05), Adaptive Help-Seeking (Z=.740; p=.459>.05), Negative Affect (Z=.702; p=.483>.05) factors and the overall scale (Z=.028; p=.977>.05) applied to the High Achiever High School experimental group. There was no statistically significant difference between the post-test scores of the academic resilience test Persistence (Z=.825; p=.409>.05), Negative Affect (Z=.883; p=.377>.05) factors and the overall scale (Z=1.337; p=.181>.05) applied in the control group, while there was a significant difference in the Adaptive Help Seeking (Z=2.107; p=.035≤05) factor and this difference was in favour of the pre-test. As a result of the experimental process applied in the experimental group of High Achiever High School, it can be said that there was no statistically significant difference in the academic resilience levels of the students. In the control group, similarly, it was determined that there was no noteworthy change in the academic resilience levels of the students; however, in the dimension of asking for adaptive help, the pre-test scores of the students (mean rank=8.60) were higher than the post-test scores (mean rank=4.75). It can be said that regression occurred in the adaptive help-seeking levels of the students in the control group.

Table 7. Wilcoxon Signed-Ranked Test Results for the comparison of Academic Resilience pre-test and post-test scores of Low Achiever High School Experimental and Control groups

School	Group	Test	n	$\bar{x}$	Ss	Mean Rank	Sum of Rows	Z	p
Low Achiever High School	Experimental	Persistence Pre-test	15	52.87	7.96	6.38	25.50	1.964	.050*
		Persistence Post-test	15	49.73	8.04	8.59	94.50		
		Adaptive Help-seeking Pre-test	15	33.20	6.81	8.19	65.50	.314	.754
		Adaptive Help-seeking Post-test	15	33.60	6.53	7.79	54.50		
		Negative Affect Pre-test	15	17.60	6.01	6.21	43.50	.568	.570
		Negative Affect Post-test	15	16.47	5.17	8.79	61.50		
		Academic Resilience Pre-test	15	103.67	14.77	7.20	36.00	1.364	.173
		Academic Resilience Post-test	15	99.80	16.01	8.40	84.00		
	Control	Persistence Pre-test	14	43.64	10.46	7.75	62.00	.597	.551
		Persistence Post-test	14	45.50	4.75	7.17	43.00		
		Adaptive Help-seeking Pre-test	14	30.43	7.73	8.00	56.00	.220	.826
		Adaptive Help-seeking Post-test	14	31.57	5.09	7.00	49.00		
		Negative Affect Pre-test	14	17.50	4.86	5.67	51.00	1.604	.109
		Negative Affect Post-test	14	19.07	3.73	7.50	15.00		
		Academic Resilience Pre-test	14	91.57	19.46	7.29	51.00	.385	.700
		Academic Resilience Post-test	14	96.14	8.98	6.67	40.00		

*p≤.05

As can be seen in table 8, there was no statistically significant difference between the post-test scores of the academic resilience test Adaptive Help Seeking (Z=.314; p=.754>.05), Negative effect (Z=.568; p=.570>.05) factors and the overall scale (Z=1.364; p=.173>.05) applied to the High Achiever High School experimental group, and there was a significant difference in the Persistence (Z=1.964; p=.050≤.05) factor. In the academic resilience test applied in the control group, it was determined that there was no statistically significant difference between the post-test scores in the factors of Perseverance (Z=.104; p=.889>.05), Adaptive Help-Seeking (Z=.740; p=.459>.05), Negative Affect (Z=.702; p=.483>.05) and the overall scale (Z=.028; p=.977>.05). It can be said that the instruction applied in the control group of Low Achiever High School did not bring about an improvement in the academic resilience levels of the students. As a result of the experimental process applied to the experimental group, it was concluded that although there was no change in the students' adaptive help-seeking, negative affect, and academic resilience levels, there was a positive development in their perseverance levels. The post-test scores of the students (mean rank=8.59) were higher than the pre-test scores (mean rank=6.38).

Table 8. Wilcoxon Signed-Ranked Test Results for the comparison of MAAS pre-test and post-test scores of High Achiever High School Experimental and Control groups

School	Group	Test	n	$\bar{x}$	Ss	Mean Rank	Sum of Rows	Z	p
High Achiever High School	Experimental	MAAS Pre-test	15	51.40	10.07	7.69	100.00	2.983	.003*
		MAAS Post-test	15	62.20	8.52	5.00	5.00		
	Control	MAAS Pre-test	15	53.20	12.25	8.75	52.50	.427	.670
		MAAS Post-test	15	52.73	13.82	7.50	67.50		

*p≤.05

The table 9, which includes the findings regarding the comparison of MAAS pre-test and post-test scores, showed that there was a statistically significant difference between the pre-test and post-test scores in the experimental group (Z=2.983; p=.003≤.05), while there was no statistically significant difference in the control group (Z=.427; p=.670>.05). As a result of the experimental process applied in the experimental group

of High Achiever High School, it was determined that a significant difference occurred in the pre-test scores of the students. The students' pre-test scores (mean rank=7.69) were higher than the post-test scores (mean rank=5.00). It was concluded that no change occurred in the control group.

Table 9. Wilcoxon Signed-Ranked Test Results for the comparison of MAAS pre-test and post-test scores of Low Achiever High School Experimental and Control groups

School	Group	Test	n	$\bar{x}$	Ss	Mean rank	Sum of rows.	Z	p
Low Achiever High School	Experimental	MAAS Pre-test	15	60.80	10.71	8.25	66.00	.849	.396
		MAAS Post-test	15	63.40	10.71	6.50	39.00		
	Control	MAAS Pre-test	14	53.71	13.08	8.44	67.50	1.540	.123
		MAAS Post-test	14	57.57	11.88	4.70	23.50		

The table 10, which includes the findings regarding the comparison of MAAS pre-test and post-test scores applied to the experimental and control groups of Low Achiever High School, demonstrated that there was no statistically significant difference between the pre-test and post-test scores in the experimental group (Z=.849; p=.396>.05) and no statistically significant difference in the control group (Z=.427; p=.670>.05). In this context, it can be said that both the experimental process applied in the experimental group and the teaching applied in the control group did not affect the MAAS levels of the students.

4.2. Qualitative Data Findings

The findings report how participants responded differently to the effectiveness and their preference for various mindfulness techniques, including breathing exercises, mindful walking, and mindful eating. Many individuals report experiencing positive effects from these practices, such as reduced stress, improved focus, and enhanced overall well-being. However, some students are doubtful or resistant, viewing these techniques as unnecessary or ineffective for their needs. Personal differences play a crucial role in

shaping these attitudes. Despite conflicting viewpoints, the majority of participants are open to integrating mindfulness into their daily lives, especially during stressful situations like exams. Some prefer to implement mindfulness activities in outdoor settings to promote relaxation and concentration. It is best to schedule mindfulness exercises at the start of classes or exams. People have different preferences for practicing mindfulness alone or with others. It is crucial for mindfulness programs to consider these diverse attitudes and preferences to effectively benefit educational environments, thereby valuing and respecting the individual needs of the participants. A word cloud consisting of the most frequently used words of the participants is given below.

Figure 4. The word cloud of the qualitative data analysis by MAXQDA 24

4.2.1. The effects of mindfulness-based practices on academic resilience

Many participants (N=6) stress the importance of mindful techniques for reducing stress and relaxing. One of the students stated *''I noticed that I was relaxed in breathing and my stress decreased''* (S2). In this respect, breathing exercises are essential for helping participants to cope with their stress and calm down. Almost all participants cite breathing techniques and mindful walking as reducing stress levels. Participants benefit from these mental and emotional relaxation activities.

Some participants (N=6) report enhancing their concentration in the classroom by doing mindful activities. Those participating in the program feel that these techniques have increased their attention and allowed them to improve their knowledge and focus. For example, one of the students stated *''I liked that it helped me to focus better during the lesson''* (S4). There are various ways of manifesting this, e.g., relaxation, stress reduction, focus, and general well-being. Some participants emphasize that mindfulness activities are beneficial for them in anger management. Mindfulness-based practices are also found to be effective in increasing self-confidence. The effects of mindful techniques are perceived differently by some participants, while they may not be as apparent for others. Individual differences and participants' experiences may play a role in this. The positive effects of mindfulness-based practices on academic resilience can be seen in Figure 5 below:

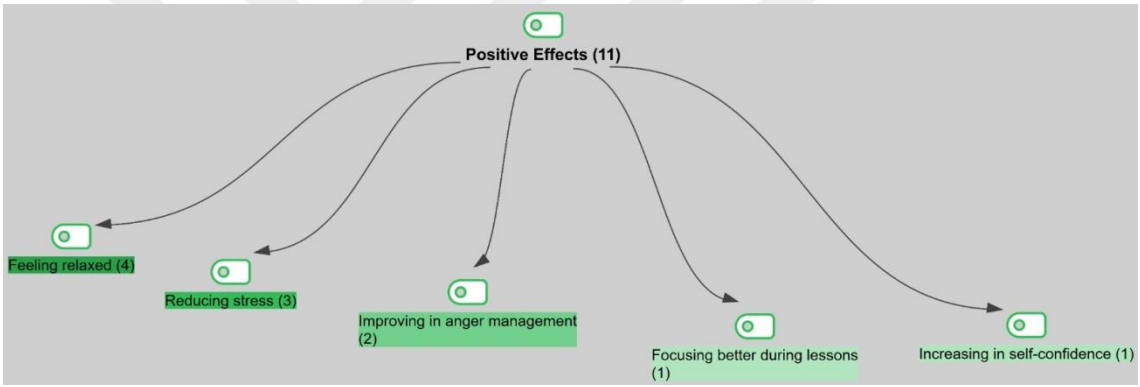

Figure 5. The positive effects of mindfulness-based practices on academic resilience

Students differ in their preference for mindful techniques such as breathing exercises, mindful walking, or mindful eating. This may vary depending on the individual's personal preferences and needs. Some participants (N=3) think it can be necessary to use mindful techniques, but they should not be compulsory. One of the students stated *''I am not sure whether I need these practices. It should be optional''* (S6). Others feel that they are not geared towards their needs and that their experience is already in balance.

One student (N=1) found the practice of mindful eating meaningless, and he enjoyed it less. He stated *''Mindful eating seemed ridiculous to me''* (S5). This may be because participants need to see the benefits of such a practice. It was felt that mindful activities

were a waste of time for some participants. They claim that this activity is not contributing to their lives and call for more productive activities to be carried out in their time.

Some participants (N=4) felt conscious techniques did not suit their preferences and could have been more efficient. For example, one of the students stated *''In general, it was not the techniques that appealed me. I think it was a waste of time''* (S11). This could be a natural variation, given the different personality types and priorities. Some participants have a negative view of mindful activities without any specific reason. Personal experiences and possible biases or prejudices can also play a role.

This indicates that mindful techniques are only sometimes effective for some and may be a source of discontent or dissatisfaction for some participants. Therefore, considering the various reactions of participants may be necessary to implement these techniques in a classroom setting and strike an appropriate balance. The negative effects of mindfulness-based practices are presented in Figure 6:

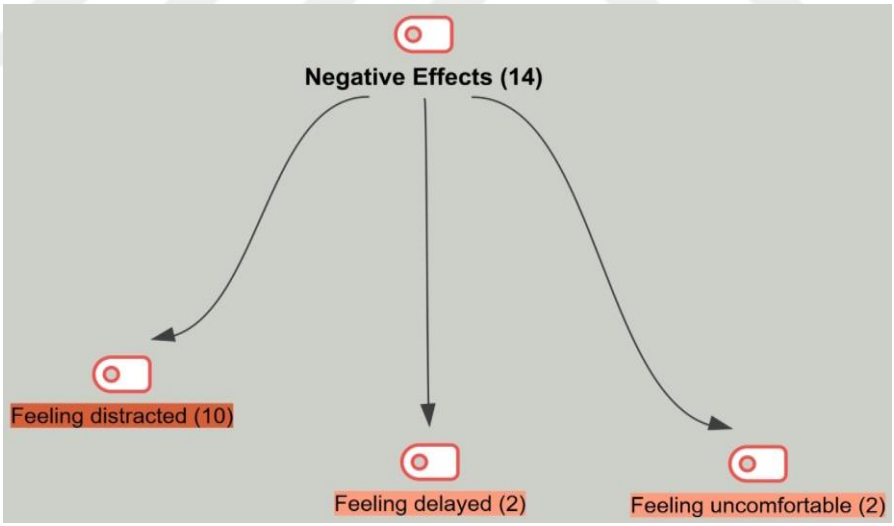

Figure 6. The negative effects of mindfulness-based practices on academic resilience

4.2.2. Perceptions of mindfulness-based practices

Of all the participants (N=12) interviewed, nine state they will implement mindfulness-based practices, two say they will not, and one is unsure. S1 desires to apply

mindfulness techniques, specifically during stress and exams, indicating recognition of the benefits during challenging situations. She stated *''My favourite point was to use breathing techniques in stressful moments''* (S1). Similar to the previous one, S5 sees the value in implementing mindfulness practices to reduce stress and enhance attention during exams or other activities like sports. He stated *''I think it would be more useful in physical education classes. I would prefer to do it outside''* (S5). S7 already practices mindfulness exercises, particularly at the beginning of exams, indicating recognition of their benefits. He stated *''I practised breathing exercises before exams. I relaxed and my confidence increased''* (S7). S3 expresses a clear desire to apply mindfulness-based techniques in her life. S7 responds affirmatively, indicating a willingness to implement mindfulness techniques. S2 is interested, stating he will implement mindfulness exercises mainly. While expressing some interest, S4 still determines if he will implement mindfulness practices. S6 shows a conditional interest; he will consider applying mindfulness techniques if he remembers to do so. S9 expresses a tentative interest, stating he may consider implementing mindfulness practices. While showing some openness to practicing mindfulness practices when angry, S10 remains uncertain. S12 resists implementing mindfulness practices, viewing them as unnecessary and a waste of time. He stated *''I think these events are a waste of time and I don't think I need them''* (S12). S11 rejects implementing mindfulness practices, considering them a waste of time. She stated *''In general, it was not the techniques that appealed to me and I think it was a waste of time''* (S11).

The responses showcase a diverse range of attitudes towards the integration of mindfulness exercises into daily life. Some participants, like S1, S2, and S8, express clear interest and recognition of the benefits, while others, such as S5 and S11 exhibit resistance or uncertainty. This variety of responses is engaging and highlights the need for further exploration and understanding of mindfulness practices. The preferences of the students regarding the integration of practices are presented in Figure 7.

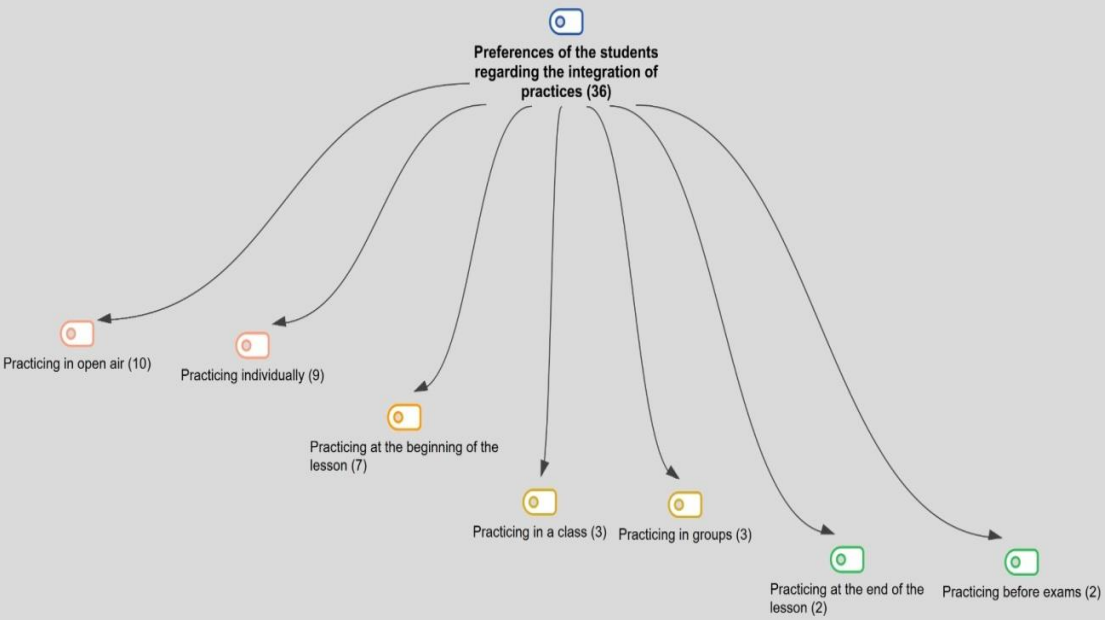

Figure 7. Preferences of the students regarding the integration of practices

4.2.3. Implementation of mindfulness-based practices

The implementation process of mindfulness-based practices has both challenges and facilitators. These challenges and facilitators have direct impact on the efficiency of these practices.

4.2.3.1. Challenges for implementation of mindfulness-based practices

The study has differing opinions about how mindfulness interventions should be implemented. One student suggests incorporating mindfulness into the lesson to emphasize continuous practice for long-term benefits. He stated *''These activities should be more long-term, for example, they can be applied during a lesson''* (S12).

Two participants emphasize the significance of mindfulness sessions before exams to reduce stress and improve focus during crucial periods. On the other hand, two individuals propose implementing relaxation and mental clarity interventions following lessons to enhance post-learning activities. One of the students stated *''I would prefer it to be applied at the end of the lesson not to distract me''* (S11). The majority, consisting of seven participants, prefer initiating mindfulness exercises at the start of lessons to establish a focused atmosphere right from the beginning. One of the students stated *''I*

would like it to be applied at the beginning of the lesson to relax my mind'' (S10). Ten participants favour outdoor environments and believe open-air settings promote relaxation and concentration. One of the students stated *''I think I will focus better in the outdoor environment''* (S3). The challenges for implementation of mindfulness-based practices are presented in Figure 8 below:

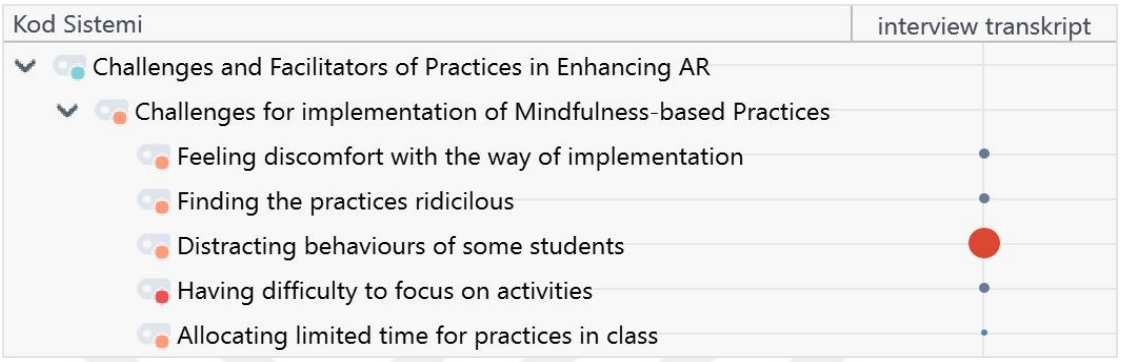

Figure 8. The challenges for implementation of mindfulness-based practices

In contrast, some participants (N=3) prefer to conduct mindfulness sessions indoors within classroom settings. In terms of practice dynamics, three participants prefer group settings because they believe they cultivate a sense of community and support. On the other hand, a number of the participants (N=9) favour practicing mindfulness alone, which leads to fewer distractions and a more personal experience. These differing preferences highlight the significance of flexibility in integrating mindfulness practices to cater to individual needs and maximize effectiveness in educational settings.

4.2.3.2. Facilitators for implementation of mindfulness-based practices

Many participants fondly remember outdoor environments and believe they help them relax and focus better. In addition, some participants suggested that noise or the presence of friends might distract in-class interventions. One of the students stated *''I prefer applying individually because it can seem ridiculous to some people and I think my friends distracts me''* (S2). Given their apparent efficiency in promoting relaxation and focus, a large number of users are drawn to outdoor environments like open-air areas or forests.

Participants agree that practicing mindfulness exercises at the beginning of class or exams is an excellent time. One of the students stated *''I think the beginning of the lessons and exams are suitable times to practice''* (S1). Some of the participants suggested that mindfulness practices be incorporated into a variety of lessons, preferably on a weekly basis. One of the students stated ''*I think it should be done at least one day a week''* (S6). Some participants suggest that mindfulness exercises should be used as a long-term practice that could be integrated into the classes' routines. One of the students stated *''These activities should be more long-term, for example, they can be applied during a lesson''* (S12). The facilitators for the implementation of mindfulness-based practices are presented in Figure 9 below:

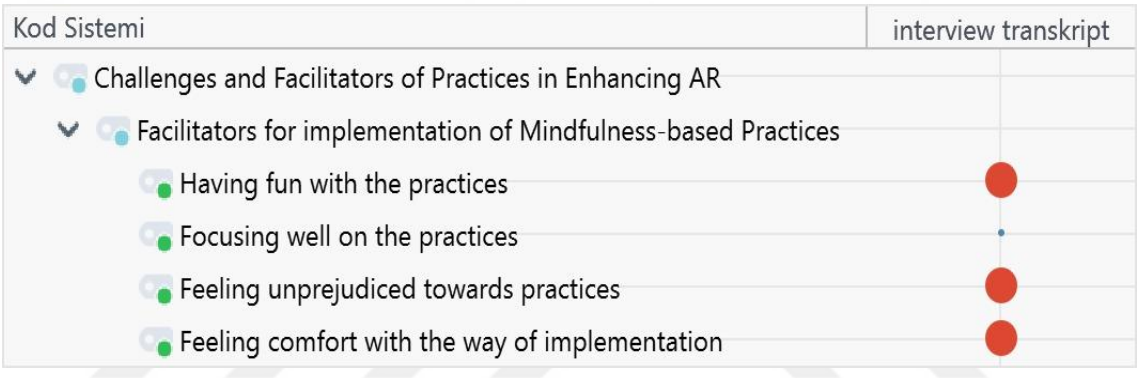

Figure 9. The facilitators of practices in enhancing academic resilience

Some participants, citing the distractions of friends in a group setting, prefer to practice mindfulness exercises individually. On the other hand, some participants enjoy practicing with friends and feel it promotes a sense of community cohesion. Optimizing the environment for relaxation and focus, including practices in routine exercises with a view to personal preferences of group dynamics and outdoor environments, are among the changes that participants wish to make as part of their mindfulness practice. Those findings can be used to design and implement mindfulness programs to accommodate participants' needs and preferences better.

The study's findings reveal varied responses among participants regarding the effectiveness and preferences for different mindfulness techniques. While many participants reported positive effects, including reduced stress, improved focus, and enhanced overall well-being, some remained sceptical, perceiving these practices as

unnecessary or ineffective for their needs. One student stated *''I think it is useful for relaxation and stress relief. I especially enjoyed the breathing exercises''* (S6). Same student stated *''I can't say I don't like it, but I don't know if it's very necessary''* (S6).

Individual differences significantly influence these attitudes. Despite these conflicting viewpoints, most participants expressed openness to incorporating mindfulness into their daily routines, particularly during stressful periods like exams. There is a notable preference for practicing mindfulness in outdoor settings, which participants believe enhances relaxation and concentration. It is advisable to schedule mindfulness exercises at the beginning of classes or exams to maximize their benefits.

Participants' preferences for practicing mindfulness alone or with others vary, highlighting the importance of accommodating diverse needs within mindfulness programs. To effectively benefit educational environments, these programs must consider and respect participants' individual preferences and attitudes, ensuring that mindfulness practices are inclusive and supportive for all.

5. DISCUSSION AND CONCLUSION

This study examined how mindfulness-based activities affect students' academic resilience from two schools with varying success rates. The goal was to identify any significant differences in resilience levels between schools after mindfulness interventions. The study also compared the academic resilience of students involved in mindfulness practices with those who were not, aiming to uncover potential advantages or disadvantages of these interventions. In addition to using quantitative measures, the study sought insights into participants' perceptions of how mindfulness practices affect their academic resilience. The study also shed light on mindfulness activities that participants valued or found difficult. After conducting the research, the main factors that help or hinder students when using mindfulness techniques were pinpointed. This gave me a deep understanding of how practical and effective these practices were in helping students endure academic challenges.

5.1. Academic Resilience Levels

The first research question explored the significant differences in the academic resilience level of participants who attended mindfulness-based practices from two schools with different levels of academic achievement. Quantitative results showed that mindfulness-based therapies do not significantly alter students' levels of self or academic resilience. However, results also showed participants find mindfulness practices helpful for several aspects, such as managing anger, stress reduction, relaxation, and improved attention. Similarly, a study by Bajaj, Khoury, and Sengupta (2022) underscored mindfulness's significant role in promoting psychological well-being, particularly among university students. The positive correlations between mindfulness, resilience, and happiness, coupled with the negative correlations between mindfulness and stress, highlight the multifaceted benefits of mindfulness practices. By demonstrating that resilience and stress partially mediate the relationship between mindfulness and happiness, the research suggests a pathway through which mindfulness exerts its positive effects. This means that increased mindfulness leads to greater resilience and lower stress levels, which, in turn, enhances happiness. This aligns with the principles of self-determination theory, which emphasize mindfulness's importance

in fostering awareness, autonomy, and self-regulation while reducing negative emotions. The practical implications of these findings are significant. Implementing mindfulness interventions for university students could be a strategic approach to mitigating stress and fostering resilience. Given the high-stress levels and psychological challenges often faced by university students, such interventions could substantially improve their overall psychological well-being, academic performance, and quality of life. This study builds upon previous research demonstrating how mindfulness contributes to happiness by addressing resilience and stress, underscoring the significance of targeting both in mindfulness-based interventions (Bajaj, Khoury, & Sengupta, 2022). The research by O'Connor et al. (2021) investigates the connections between mindfulness, resilience, and positive mental health in elementary school students. The findings suggest statistically significant, small-to-moderate associations among these variables. Specifically, higher levels of mindfulness are linked to greater resilience, which, in turn, is associated with improved positive mental health outcomes in young adolescents. Importantly, the study uses mediation analysis to illustrate that resilience mediates the link between mindfulness and positive mental health. This suggests that interventions focused on mindfulness may improve resilience and promote better mental health in elementary school students. The results emphasize the advantages of incorporating mindfulness techniques into school environments to bolster resilience and encourage good mental health in young learners. These findings add to the increasing evidence backing mindfulness as an effective resource for improving psychological wellness in educational settings (O'Connor et al., 2021). Similarly, Güldal and Satan's (2020) research emphasizes mindfulness's significant influence on high school student's ability to bounce back from academic challenges. Their study found that mindfulness and specific positive traits such as perseverance, practicality, and willingness to learn collectively accounted for a significant portion of the variation in students' grade point averages, indicating a positive link between these characteristics and academic success.

The length of the interventions may have a significant role in the efficiency of practices. In the current study, the experimental students in HAAS showed no significant increase in academic resilience levels. This may have been due to the length of these interventions. In a randomized controlled trial by Cerna, García, and Téllez (2019), the findings indicated that the four-session mindfulness training led to a significant

enhancement in psychological well-being and a reduction in depressive symptoms for participants in the mindfulness group compared to those in the control group. Similarly, the mindfulness group demonstrated decreased emotional suppression, intrusive and deliberate rumination, and improved cognitive reappraisal skills. These findings suggest how short mindfulness interventions can help reduce depressive symptoms, improve psychological well-being, and support healthy emotional and cognitive processes. The research explores the impact on clinical practice, highlighting the strengths and weaknesses of the study's design and providing insights into the wider use of mindfulness-based methods in mental health treatments (Cerna et al., 2020) conducted a comprehensive analysis of literature focusing on the influence of mindfulness and mindfulness training on mental health results through in-depth longitudinal techniques. Their goal was to summarize existing studies, evaluate the consistency of the findings, and gauge the effectiveness of these approaches. The analysis investigated the connections between mindfulness or mindfulness training and mental health outcomes such as mood, depression, cravings, substance use, and anxiety. They observed a consistent trend across the studies, indicating that heightened mindfulness or participation in mindfulness training was linked to reduced mental health challenges. However, potential publication bias may impact these findings. The benefits of intensive longitudinal methods over traditional single time point assessments were emphasized in the review. These methods were suggested to provide greater sensitivity and validity in measuring the dynamics of mindfulness, affect, and depression (Enkema et al., 2020.).

The control group in HAAS showed a significant increase in the adaptive help-seeking of academic resilience. Since these students were never exposed to mindfulness interventions, they may have realized social support from their peers in the experimental group. Wilson, Weiss, and Shook (2020) conducted two studies examining the influence of perceived social support on psychological well-being in college students. The first study revealed that greater perceived social support correlated with reduced levels of depression, anxiety, and dysfunctional attitudes indirectly through heightened mindfulness. This underscores mindfulness as a mechanism through which social support alleviates negative psychological symptoms. The second study expanded on these findings by demonstrating that perceived social support fosters self-compassion and savouring behaviours, associated with improved psychological well-being and

reduced levels of depression and perceived stress. Although academic resilience was not directly assessed, the research suggests that enhancing mindfulness, self-compassion, and savouring through perceived social support may bolster students' academic resilience by promoting positive emotional experiences and self-compassion (Wilson et al., 2020).

Overall, the research examined notable variations in the levels of academic resilience among individuals who participate in mindfulness-based activities from two schools with different success levels. The statistical findings indicated that mindfulness-based interventions do not substantially impact students' mindfulness or academic resilience levels. However, the qualitative results demonstrated that the participants perceive mindfulness practices as beneficial for handling anger, decreasing stress, promoting relaxation, and enhancing focus. These conclusions are consistent with the concept that mindfulness is positively associated with resilience and happiness while being inversely related to stress (Koçali & Aşık, 2022; Gönen, 2022; Odgers et al., 2020; Sibinga et al., 2011). This implies that higher levels of mindfulness result in greater resilience and decreased stress, ultimately leading to heightened happiness levels. The research is consistent with previous findings indicating that mindfulness enhances awareness, independence, and self-control and reduces negative emotions.

Furthermore, it underscores the advantages of integrating mindfulness into educational institutions to bolster resilience and psychological well-being. The results underscore the promise of mindfulness interventions in enhancing emotional management (Guendelman, Medeiros, & Rampes, 2017) decreasing overthinking (Hofmann et al., 2010; Li, Huang, & Li, 2021), and promoting healthy cognitive functions (Charness, Bihan, & Villeval, 2023). This study also reinforces that greater mindfulness or engagement in mindfulness training is associated with decreased mental health difficulties. In addition, this study indicates that improving mindfulness, self-compassion, and savouring actions with the help of social backing can encourage positive emotional experiences and strengthen students' ability to overcome academic challenges. Collectively, these research works confirm the theory that mindfulness-based activities can substantially improve academic resilience, laying a solid groundwork for exploring how these activities can aid students dealing with different academic difficulties.

5.2. Mindfulness Levels

Second research question aimed to determine whether there are any significant differences in the mindfulness levels of students attending mindfulness-based practices compared to those who do not. Considering these findings, it is clear that while mindfulness practices may not be equally beneficial for every student, they can have a significant positive impact on some. In a recent study, Im et al. (2021) conducted an extensive meta-analysis to explore the impact of Mindfulness-Based Interventions (MBIs). Their findings highlighted several vital insights related to mindfulness. The analysis revealed that mindfulness-based interventions (MBIs) had modest yet statistically significant positive effects on executive functions such as conflict monitoring, inhibitory control, planning, cognitive flexibility, decision-making, and problem-solving. Interestingly, students who attended MBIs demonstrated improved planning, decision-making, and problem-solving skills, which are crucial for academic success, compared to those who did not participate in the interventions. However, MBIs did not yield significant effects on attention. This could be due to limitations in the tasks used to assess attention, which might have yet to capture the full extent of improvements facilitated by mindfulness (Prakash, Fountain-Zaragoza, Kramer, Samimy, & Wegman, 2020; Shankland, Kotsou, Cuny, Strub, & Brown, 2017). Despite the findings that MBIs did not directly improve attention, the study found that students who participated in MBIs exhibited better emotional regulation, which is essential for coping with academic stress and maintaining resilience. The improved executive functions and decreased intrusive thoughts from mindfulness practices can indirectly support academic tasks. MBIs also enhance cognitive flexibility, allowing students to adjust quickly to changing academic demands and recover more efficiently from setbacks. This reassures us about the practical implications of the research. The study highlights that while MBIs positively impact various cognitive functions, the differences between students who attended the interventions and those who did not are significant. Students engaged in MBIs experienced better focus, emotional regulation, and resilience compared to their peers who did not participate. However, the study acknowledges the urgent need for more standardized approaches in future research. This is crucial for investigating the effects of different mindfulness practices on cognitive functions and exploring the potential benefits of more extensive and prolonged interventions. Additionally, longitudinal studies are needed to establish causation and

understand the timeline of cognitive function changes resulting from mindfulness practice (Im et al., 2021).

It is known that mindfulness contributes to academic achievement. Based on the information that a significant increase in mindfulness levels was observed in the experimental group in HAAS, we can prove the direct proportion between achievement and mindfulness. In Güldal and Satan's (2020) study, an 8-week mindfulness-based educational program showed significant progress in increasing participants' levels of mindfulness, nurturing important positive traits, and partially improving academic performance. This suggests that organized mindfulness interventions increase teenagers' awareness and focus on the present moment and develop qualities crucial for academic resilience and personal development. The research highlights mindfulness as a potential method for enhancing both high school students' mental well-being and academic achievement. It indicates that mindfulness could improve resilience and positively impact students' academic performance (Güldal & Satan, 2020).

The compelling insights into the effectiveness of Mindfulness-Based Programs (MBPs) such as Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT) in nonclinical populations are presented in Querstret, Morison, Dickinson, Cropley, and John (2020)’s systematic review. Their findings show that MBPs effectively reduce symptoms of rumination, stress, depression, and anxiety compared to passive controls, providing significant benefits for psychological health and well-being. Furthermore, these programs improve overall well-being and quality of life, with considerable effect sizes noted across various outcomes such as academic achievement. By alleviating psychological symptoms and enhancing well-being, MBPs can indirectly strengthen academic achievement among students. The programs may help students manage stress and regulate their emotions better, which could give them improved ways to handle academic challenges and setbacks. The study indicates that incorporating MBPs into public health and educational environments can promote mental health and resilience among students, possibly reducing the negative impact of mild mental health issues on academic performance and overall well-being (Querstret et al., 2020).

The intervention in this study took place in a school setting. Students participated with their classmates in the classroom setting, but many of the students stated that they preferred to do the activities alone during the focus group interviews. Based on this, individual implementation of these practices would lead to different results. Similarly, Kuyken et al. (2022) carried out the MYRIAD Trial, which assessed the efficacy and cost-effectiveness of school-based mindfulness training (SBMT) in comparison to teaching-as-usual (TAU) in promoting student mental health. The main results indicate that SBMT did not show superiority over TAU in enhancing primary outcomes such as depression risk, social-emotional-behavioural functioning, and well-being at the one-year follow-up. Both SBMT and TAU proved to be effective in promoting mental health, suggesting that while SBMT may not provide additional advantages in these areas, it remains a feasible choice due to its high likelihood (83 %) of being cost-effective at a willingness-to-pay threshold of £20,000 per quality-adjusted life year. Enhancing social-emotional-behavioural functioning through SBMT and TAU indirectly supports academic resilience by improving students' ability to handle stress, manage emotions, and exhibit positive behaviours in school settings. Both interventions promote students' mental well-being, which is essential for their positive engagement with academic challenges and environments. While SBMT did not demonstrate superiority in improving mental health outcomes compared to TAU, its cost-effectiveness makes it a feasible option for schools seeking to implement interventions within restricted budgets. The study highlights the necessity for further research to enhance the effectiveness of mindfulness interventions in promoting mental health and academic resilience across different contexts and populations, taking into account key implementation factors (Kuyken et al., ibid.).

Mindfulness is proven to effectively manage stress, enhance concentration, and improve emotional regulation, thus creating a supportive learning atmosphere for learners to tackle challenges and maintain a positive attitude effectively. These mental benefits contribute to heightened resilience, empowering students to adapt to academic pressures and endure hardships. Additionally, mindfulness is connected to improved management of classroom difficulties and active engagement in educational environments, fortifying students' academic resilience. Incorporating mindfulness into educational methods enhances academic involvement and overall well-being while developing crucial skills for successfully navigating and excelling in academic settings (Liu et al., 2022).

Shankland, Tessier, Strub, Gauchet, and Baeyens (2020) studied the impact of short and casual mindfulness exercises as part of the FOVEA program. The program involved 2-hour weekly sessions spanning eight weeks. Despite its brevity and informality, participants experienced notable decreases in perceived stress, anxiety, and depression, along with an increased sense of satisfaction with life. It is important to note that these improvements were entirely linked to developing mindfulness skills through the program, indicating the pivotal role of mindfulness in improving mental health outcomes. Moreover, the positive effects of the FOVEA program were still evident 2.5 months after the intervention, indicating the lasting benefits of these mindfulness practices. This study highlights the accessibility and potential effectiveness of brief mindfulness interventions in promoting mental well-being, setting the stage for further exploration of their broader application and long-term advantages (Shankland et al., 2020). In their study, Alsukah and Basha (2021) investigated how mindfulness, gratitude, and happiness are related among college students. Their findings revealed that students generally displayed moderate levels of mindfulness and gratitude, along with moderate to high levels of happiness, indicating the prevalence and positive influence of these concepts on overall well-being. Specifically, they observed that higher levels of mindfulness were significantly linked to increased happiness, underscoring the cognitive advantages of mindfulness in improving psychological well-being. Similarly, they noted that elevated levels of gratitude, especially in areas such as sense of abundance, self-acceptance, and appreciation of others, were correlated with higher happiness scores, emphasizing the emotional impact of gratitude on well-being. The research findings also indicated that mindfulness and gratitude partly influenced the connection between different psychological factors and happiness, indicating that these aspects increase happiness by enhancing resilience and effective coping strategies. Furthermore, the combined effect of mindfulness and gratitude was shown to predict happiness synergistically, emphasizing their joint impact on overall well-being. This theoretical framework helps understand how mindfulness and gratitude, both separately and in tandem, contribute to students' happiness, supporting incorporating these practices in educational environments to enhance mental health and resilience among college students (Alsukah & Basha, ibid.). Liu et al. (2022) emphasize the importance of mindfulness in boosting engagement and strengthening academic resilience in Chinese language learners. Their research reveals a strong link between mindfulness

practices and increased student involvement in English learning, indicating students' dedication and involvement in educational tasks.

After reviewing the research, it is evident that the studies offer a strong foundation for comprehending the influence of mindfulness-based techniques on academic resilience, which corresponds well with the study's aims. The evidence supports the study, which examines the variations in academic resilience among students who participate in mindfulness-based practices and those who do not. It demonstrates that mindfulness can notably improve cognitive abilities such as planning, decision-making, and problem-solving, which are crucial for academic achievement and resilience. Furthermore, the research suggests that although mindfulness practices may not directly enhance attention, they contribute to improved focus and decreased distraction, indirectly benefitting academic responsibilities. Furthermore, the potential of mindfulness to cultivate a resilient mindset in students is emphasized by its positive impact on emotional regulation and coping strategies. Previous studies have showcased the cost-effectiveness and feasibility of incorporating mindfulness programs in educational environments, thus affirming the practical implications of this research. In summary, the current body of literature provides substantial support for the theory that mindfulness-based approaches can significantly enhance academic resilience, serving as a solid basis for my exploration of how these approaches can assist students confronting diverse academic obstacles.

5.3. Perceptions of Mindfulness

Third research question aimed to reveal how the participants perceive the effect of mindfulness-based practices on their academic resilience. In their recent study, Fullerton, Zhang, and Kleitman (2021) extensively examined the concept of academic resilience, emphasizing its complex nature and influence on positive adjustment in academic environments. Their findings demonstrated that self-reported measures of resilience and related factors form a latent factor, highlighting substantial individual differences in resilience. The research shed light on the distinct yet interconnected aspects of academic resilience by employing multiple assessment tools, such as the Academic Buoyancy Scale. The study identified resilience resources as strong

predictors of psychological well-being and successful adaptation to university life, underscoring their role in promoting positive adjustment.

The positive perceptions of the students towards mindfulness can directly affect their stress coping strategies. Fullerton et al. (2021) delved into coping strategies and discovered that resilience resources were positively associated with adaptive coping and negatively associated with avoidant coping, partially mediating the relationship between resilience and positive outcomes. Moreover, vital resilience resources were found to be a significant predictor of mental well-being and adjustment to university life, suggesting that resilient individuals are more likely to seek support and employ adaptive coping strategies, which in turn helps them adjust better to university life. Resilience also indirectly influenced somatic health symptoms by showing a negative association with avoidant coping. When accounting for individual differences, the research revealed that neuroticism, extraversion, and conscientiousness impacted coping strategies and outcomes. The proposed comprehensive model of resilience encompasses traits, processes, and outcomes, emphasizing the dynamic interplay between personal traits and situational factors. Despite its cross-sectional nature and the necessity for context-specific investigations, the study emphasizes the significance of resilience in academic environments. It supports a comprehensive approach to comprehending and measuring resilience (Fullerton et al., 2021). Smit and Stavrulaki (2021) conducted a study to examine how effective the Koru mindfulness program was for college students over four weeks, especially in the context of the challenging COVID-19 pandemic. Their research indicated that participants who underwent the program experienced significant increases in state mindfulness and notable decreases in perceived stress and sleep issues compared to the control group. Notably, the Koru program helped alleviate worries related to the corona virus, demonstrating its ability to address current stress factors. These results emphasized the overall effectiveness of MBIs in promoting well-being and managing stress, supporting previous studies while highlighting the unique impact of pandemic-related stress on sleep quality (Smit & Stavrulaki, 2021).

Students' positive perceptions of mindfulness can also affect their academic performance positively. Egan, O'Hara, Cook, and Mantzios (2021) conducted a study to investigate how attitudes and personality traits linked to well-being affect the academic performance of college students. The results indicated that higher academic

achievement was significantly linked to increased resilience, mindfulness, self-compassion, and consideration of future consequences, while procrastination hurt academic success. These findings imply that interventions targeting these variables could greatly improve academic results. The study suggests that making these interventions accessible, cost-effective, and integrated into existing student support systems could promote adaptive coping strategies and vital life skills (Egan, O'Hara, Cook, & Mantzios, 2021). This discrepancy emphasizes how crucial it is to acknowledge that everyone responds to mindfulness exercises differently. The study by Lassander et al. (2020) emphasizes the influence of mindfulness interventions on executive functions (EFs) and their significance for academic resilience. Both the mindfulness intervention and an active control (relaxation program) proved effective in boosting EFs, such as working memory, response inhibition, cognitive processing, cognitive flexibility, and verbal fluency. Notably, the enhancements in EFs persisted at the 9-week follow-up after the intervention and the 6-month check, indicating long-term benefits from these interventions. Regarding academic resilience, EFs are crucial in aiding learning, classroom performance, and adjustment to academic challenges. The improvements in EFs resulting from mindfulness and relaxation interventions indicate that these programs can assist students in managing tasks more efficiently, staying focused, and dealing with new information and academic pressures. The results help students' overall ability to handle challenges in academic environments. The study suggests schools can choose between mindfulness and relaxation programs to improve students' cognitive development and resilience. While mindfulness did not show better effects than relaxation in enhancing EFs, both approaches yielded positive results, highlighting their potential benefits in educational settings. To sum up, mindfulness programs lead to sustained enhancements in EFs, crucial for academic resilience as they improve cognitive abilities necessary for learning and classroom performance (Lassander et al., 2020). A study by Güldal and Satan (2020) delved into the impact of mindfulness and character strengths on the academic resilience of high school students. Initially, mindfulness and certain character strengths such as persistence, prudence, and openness to learning were found to influence grade point average (GPA), indicating their correlation with improved academic performance. Following this, an 8-week mindfulness-based psychoeducation initiative was introduced, yielding positive results. The program effectively raised participants' levels of mindfulness and partially bolstered character strengths like perseverance, prudence, and love of learning—

qualities essential for academic resilience. While specific advancements in academic achievement were not explicitly outlined, the results emphasize the potential of mindfulness interventions in schools to enhance mindfulness and critical character strengths associated with academic success and resilience (Güldal & Satan, 2020).

The support of teachers can also affect the perceptions of the students significantly. The study by Romano, Angelini, Consiglio, and Fiorilli (2021) focused on examining how academic resilience, perceived teacher emotional support, and school engagement are related among high school students. The results revealed positive connections between academic resilience, perceived teacher emotional support, and school engagement. This indicates that students who demonstrate resilience tend to perceive greater teacher support and participate more actively in school activities. Furthermore, the study points out that perceived teacher emotional support serves as a partial mediator in the link between academic resilience and school engagement, emphasizing the influential role of teacher support in shaping students' academic behaviours and interactions in the school environment. The results are consistent with prior studies showing that students benefit from social support, especially from their teachers, which improves their academic performance and overall involvement by nurturing a welcoming classroom atmosphere. The research highlights the significance of initiatives focused on building resilience in students. It emphasizes the vital responsibility of educators in establishing learning settings that promote students' welfare and academic participation (Romano et al., 2021).

Overall, this study's qualitative data analysis revealed that mindfulness interventions can be more effective when they focus more on participant preferences and feedback. Programs for mindfulness should be created with each participant's unique requirements and preferences in mind. Allowing students to select from various activities that best fit their individual needs in terms of comfort and efficacy is one way to achieve this customization. Rather than being required, participation should be promoted voluntarily. Respecting each person's autonomy, this strategy raises the possibility of sincere participation and dedication to the activities.

It is essential to provide a range of mindfulness exercises, such as breathing exercises, mindful walking, and individual focus practices so that participants can select the ones

that work best for them. This diversity makes it possible for students to choose teaching strategies that personally speak to them, which improves their experience and total gain. Programs must consider the unique requirements and difficulties that every student faces. For example, students under stress because of exams could benefit more from mindfulness practices emphasizing relaxation and stress reduction. According to participant preference, mindfulness exercises should be carried out alone and more often in outside environments.

The peaceful effects of mindfulness exercises can be amplified in natural settings, increasing their efficacy. While many favour outside environments, other students might feel more at ease engaging in mindfulness exercises in a calm interior setting. Offering alternatives for several contexts can aid in accommodating a range of preferences and practical limitations. It is essential to incorporate mindfulness exercises regularly, particularly before exams and at the start of lessons. Long-term, frequent practice can make it easier for pupils to apply these strategies. Including mindfulness exercises in the daily schedule can assist students in forming a habit that will facilitate their access to these techniques when needed. Regularly assessing the effects of mindfulness exercises and student input can aid in program adjustment to better suit students' requirements. Using this strategy can enhance the effect of mindfulness practices, which can help students' intellectual and emotional growth. A thorough grasp of the advantages and difficulties of mindfulness practices is made possible by integrating qualitative insights and quantitative data, guaranteeing that the treatments are successful and well-liked by the students.

5.4. Challenges and Facilitators of Mindfulness-based Practices in Enhancing Academic Resilience

The fourth research question aimed to find challenges and facilitators of practices the students face during mindfulness-based practices. According to the analysis of the focus group interview, mindfulness practices in the classroom are generally considered beneficial, particularly in stress management and relaxation. The use of breathing techniques during tense moments, which improved focus in class and testing, has been identified as a significant benefit for students who achieve excellence. In addition, these

students reported that they enjoyed mindful eating and walking and appreciated the reflection aspect of considering the origin and preparation of their food. Low achiever students also recognized the benefits of mindfulness practice, in particular before exams, and techniques such as square breathing were mentioned with special appreciation. However, a segment of students, particularly among the low achievers, remained unimpressed by mindful eating and other activities, deeming them unnecessary and a waste of time. According to Garland, Gaylord, and Park (2009) the practice of mindfulness involves being aware of one's thoughts and feelings, allowing for a change in perspective that can lead to different interpretations of life situations. Similarly, Zarotti, Povah, and Simpson (2020) explored the role of mindfulness in cognitive reappraisal and resilience among university students. Their study found a strong positive relationship between cognitive reappraisal and resilience, showing that students with practical cognitive reappraisal skills are generally more resilient. Additionally, mindfulness was significantly associated with both cognitive reappraisal and resilience, suggesting that higher levels of mindfulness enhance cognitive reappraisal abilities and, consequently, psychological resilience in students. The research also underscored the role of mindfulness as a mediator in the relationship between cognitive reappraisal and resilience. This mediation highlights the broader impact of mindfulness in educational settings, particularly in improving emotional regulation, focus, and coping strategies. These findings suggest that mindfulness-based practices can be a valuable tool in educational settings, particularly for enhancing students' cognitive reappraisal skills and overall resilience. However, implementing mindfulness interventions in higher education poses both challenges and facilitators. Challenges include integrating mindfulness practices into busy academic schedules and ensuring consistent student engagement. On the other hand, facilitators might involve tailoring interventions to address specific student needs and creating supportive environments that encourage mindfulness practice—ultimately addressing these challenges. In contrast, leveraging facilitators can enhance the effectiveness of mindfulness practices in promoting academic resilience and improving students' mental well-being (Zarotti et al., 2020).

MBIs can be accepted as a facilitator to increase motivation and higher motivation of the students can directly affect the learning process. In the study by Liu and Han (2022), the focus is on investigating the motivation of Chinese high school students to learn

English utilizing the L2 Motivational Self System (L2MSS). They examine dimensions like L2 learning experience, ideal L2 self, and ought-to L2 self. The findings indicate that students generally demonstrate a moderate level of motivation, with the most significant motivation stemming from positive learning experiences and aspirations related to their ideal selves in English proficiency. External pressures, such as parental expectations and educational requirements, are found to have a lesser impact on motivating students. The study underscores the importance of promoting academic resilience by enhancing motivation through supportive educational environments, culturally responsive teaching practices, and effective classroom atmospheres. By attending to these motivational aspects, teachers and policymakers can more effectively assist students in handling academic difficulties and developing resilience, especially when learning English as a second language in China (Liu & Han, 2022). Fiorilli et al. (2020) studied the correlation between Trait Emotional Intelligence (TEI) and academic resilience, specifically focusing on how it impacts school burnout and academic anxiety. The findings indicated that students with higher levels of TEI, which encompasses well-being, self-control, emotionality, and sociability, exhibit greater resilience. TEI had an indirect effect on school burnout by influencing academic anxiety and resilience; students with higher TEI reported lower levels of academic anxiety and higher resilience, thereby reducing their susceptibility to burnout. The study identified resilience as a protective factor against school burnout, suggesting that students with higher resilience are better prepared to manage school-related stress and difficulties. The results are consistent with previous research indicating that emotional intelligence qualities, such as resilience, play a role in preventing maladaptation and perceived stress in educational environments (Fiorilli et al., 2020). In a study by Asthana (2021), the connection between mindfulness, resilience, Organizational Citizenship Behaviour (OCB), and academic performance was investigated among college students. The research found that mindfulness positively correlated with resilience, OCB, and academic grades. Higher levels of mindfulness were linked to increased resilience, better OCB, and improved academic performance in students. It was highlighted that resilience played a significant role as a mediator in these associations, suggesting that mindfulness positively influences OCB and academic grades by enhancing resilience. Moreover, mindfulness was found to independently contribute to enhancements in OCB and academic performance, demonstrating its direct impact on these outcomes.

The disadvantageous students may experience more benefits during the MBIs. In the current study the experimental students at LAAS showed no significant increase in mindfulness levels, on the other hand, they showed a significant increase in the adaptive help-seeking of academic resilience. Based on this, it can be said students in LAAS focus on academic resilience rather than mindfulness due to their disadvantage in terms of achievement. Similarly, in a study by Huang et al. (2020), it was discovered that practicing mindfulness substantially facilitates emotional and behavioural problems (EBPs) by improving attention, awareness of the present moment, and resilience, outperforming the impact of resilience and life skills on their own. Mindfulness encourages concentrated attention and sensory awareness, which reduce negative self-evaluation and enhance the ability to tolerate distress, leading to a decrease in automatic responses to stressors and negative behaviours. Both mindfulness and life skills contribute to building resilience, thus helping both gifted and low-income adolescents cope with daily challenges and lessening the impact of adverse experiences. The presence of resilience effectively decreases emotional and behavioural problems (EBPs) by providing a buffer against stressors and encouraging positive development. Research shows that the combination of mindfulness and life skills training can notably boost resilience and lower EBPs, especially in female students experiencing high levels of emotional issues (Huang et al., 2020). The research conducted by Rich et al. (2022) investigated the impact of the Resilience Builder Program (RBP) in disadvantaged communities, uncovering significant findings related to resilience and its influence on educational outcomes. The RBP effectively boosted resilience skills in children dealing with social-emotional challenges in these communities, demonstrating greater progress compared to groups that received intervention at a later stage. Teachers observed marked improvements in students' academic engagement, study skills, interpersonal abilities, and motivation, indicating a positive correlation between resilience and academic performance. Although mindfulness techniques were not explicitly examined, interventions like the RBP often incorporate approaches that indirectly foster mindfulness, such as improving self-awareness, regulating emotions, and managing stress—crucial elements of resilience. These improvements highlight the potential of building resilience through interventions, empowering students with the skills to overcome challenges and excel academically. Additionally, implementing these services in schools helps address the unequal access to mental health support among economically disadvantaged youth, potentially creating a more equal educational

environment and promoting sustained academic achievement (Rich et al., 2022). Similarly, in the current study, low achiever students also recognized the benefits of mindfulness practice, in particular before exams, and techniques such as square breathing were mentioned with special appreciation.

The long-term effects of interventions are challenging to predict. This intervention was completed after eight weeks, and it is difficult to predict what the outcomes will be going forward or how long the effectiveness will continue. The research conducted by O'Connor et al. (2021) explores the intricate relationships between mindfulness, resilience, and positive mental health in early adolescents. The study highlights a small yet statistically significant link between mindfulness and resilience, indicating that mindfulness fosters resilience among young students. Furthermore, it demonstrates moderate associations between mindfulness and positive mental health and between resilience and positive mental health. This suggests that resilience is crucial in linking mindfulness practices to improved psychological well-being. The findings suggest that mindfulness contributes to positive mental health by enhancing resilience, which in turn aids in stress management and promotes adaptive responses to challenges. This underscores the potential benefits of mindfulness-based practices in supporting academic resilience among adolescents, providing reassurance about the positive impact of these interventions. However, the study also highlights some challenges and facilitators in implementing mindfulness interventions for enhancing academic resilience. Challenges include the cross-sectional design and reliance on self-report measures, which may limit the ability to establish causation and generalize findings. These limitations indicate the need for longitudinal research with more extensive and diverse samples to validate these connections and develop effective interventions. Facilitators include the potential of mindfulness practices to improve resilience, which is crucial for managing academic stress and navigating challenges. To maximize the effectiveness of mindfulness-based interventions, it is important to address the challenges of study design and measurement while leveraging the identified benefits of mindfulness in fostering resilience. The urgency and importance of future research to guide the development of interventions that effectively enhance academic resilience and overall mental health in early adolescence is underscored by these findings (O'Connor et al., 2021).

Cultural perceptions have also a vital role in the efficiency of the interventions. Some of the students stated they found the interventions as a waste of time during the focus group interviews. Asthana (2021) recognized challenges in incorporating mindfulness programs into curricula, pointing to time limitations and cultural perceptions within the business education setting. In addition, the research emphasized concerns about the accuracy of existing mindfulness evaluation instruments, indicating a requirement for more detailed and culturally tailored assessments. In the future, the research advocates for additional studies to investigate various aspects and phases of mindfulness that could enhance organizational citizenship behaviour (OCB) and academic achievements in students. This involves confirming discoveries in various cultural settings to guarantee the widespread effectiveness of mindfulness interventions in education (Asthana, 2021).

Overall, in this study, in terms of using mindfulness-based techniques to improve academic resilience, participants shared various views on the best ways and environments for these methods, pointing out obstacles and helping factors. One issue that arose was determining the most suitable timing, with a minority suggesting that integrating mindfulness throughout the lesson could have long-lasting advantages, even though this approach might encounter practical limitations. On the other hand, the majority favoured starting mindfulness sessions at the beginning of lessons, as it creates a focused environment from the outset, improving preparedness and focus. Another difficulty was the differences in preferred timing for exams and post-learning activities, with some emphasizing the importance of sessions before exams to decrease stress. In contrast, others suggested interventions after lessons to assist in retention and processing. The participants had varying environmental preferences. Ten participants preferred outdoor settings to promote relaxation and concentration, while three favoured indoor classroom sessions for a more controlled environment. The dynamics of practice also brought up different considerations. 3 participants preferred group settings for community and support, while 9 opted for individual practice to minimize distractions and have a more personal experience. These different preferences highlight the need for flexibility in integrating mindfulness practices in educational settings. Adapting interventions based on individual needs can effectively address challenges and utilize facilitators to enhance academic resilience. Taking a multifaceted approach that considers timing, environment, and practice dynamics will be crucial to overcome

barriers and maximize the benefits of mindfulness for students. In terms of future implementation, the preference for individual practice and outdoor settings, which they considered to be more focused and efficient, was expressed by both high and low-achieving students. At the beginning of each lesson, throughout the day, and at the beginning or end of each lesson, high-achieving students suggested using these practices, while low-achieving students recommended their use at the beginning or end of each lesson. The common concern was that the crowded classroom environment might distract students, highlighting their preference for individual and outdoor learning

6. SUGGESTIONS FOR FURTHER STUDIES

The study's findings suggest several recommendations for future research to deepen comprehension and improve the application of mindfulness-based interventions in educational environments. It is essential to conduct long-term, longitudinal studies to evaluate the lasting effects of these interventions on academic resilience and mindfulness levels, ascertaining whether the benefits observed endure over time and impact long-term results. Replicating the study in various educational settings, such as schools with different levels of achievement, socioeconomic backgrounds, and cultural contexts, will help determine the efficacy of mindfulness interventions across diverse populations. Furthermore, it is necessary to explore tailored interventions considering individual preferences for timing, environment, and group dynamics to enhance their efficacy and acceptability. Incorporating mindfulness practices into the regular curriculum instead of using them as separate interventions may be more beneficial. This could involve integrating short exercises into daily classroom activities or infusing mindfulness principles into specific subject lessons. It is essential to conduct further research to determine which aspects of mindfulness, like mindful breathing or body scan, are most effective in improving academic resilience and other positive results to streamline interventions and focus on the most impactful practices. It is crucial to assess the impact of training teachers and school staff in mindfulness techniques to support the implementation and sustainability of mindfulness practices in schools, as educators play a vital role in facilitating these practices. Studying the effectiveness of mindfulness-based interventions compared to other methods for building resilience and promoting mental health will help us identify the most effective strategies for improving academic resilience and well-being. By examining how mindfulness-based interventions influence academic resilience and mindfulness, we can gain insight into the underlying mechanisms and use this information to develop more targeted programs.

Furthermore, involving students and parents in the planning and implementing process of mindfulness programs can make them more relevant and acceptable. By using mixed-methods approaches that combine quantitative measures with qualitative data, we can understand the impact of mindfulness interventions, with qualitative insights providing important context to quantitative findings. The findings show a consensus on the effectiveness of respiratory techniques and meditation to manage stress and promote

relaxation. The usefulness of these techniques, mainly before exams, has also been acknowledged by low-achievement students. However, the need for a thoughtful implementation approach is highlighted by the resistance of some participants who consider the activities a waste of time. They should be conducted individually in outdoor settings, where possible, to increase mindfulness practices' effectiveness. In addition, it will be essential to develop strategies for reducing distractions in the classroom environment during these activities to increase student engagement and focus.

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APPENDICES

APPENDIX A. Permissions for the Study

T.C.
SÜLEYMAN DEMİREL ÜNİVERSİTESİ
Üniversite Etik Kurulu

Sayı :E-87432956-050.99-662906
Konu :Bilimsel Çalışma Onayı.

Tarih: 10.01.2024

Raziye ŞENGÜL

Yürütücülüğünü yaptığınız **"The Effect Of Mindfulness Based Exercises On Fostering Academic Resilience Of EFL Students In Different Contexts / Bilinçli Farkındalık Temelli Uygulamaların İki Farklı Okul Bağlamında Yabancı Dil Olarak İngilizce Öğrenen Ergen Öğrencilerin Akademik Yılmazlıklarını Artırmaya Etkisi"** başlıklı bilimsel çalışmanız Sosyal ve Beşeri Bilimler Etik Kurulu'nun 08.01.2024 tarihli ve 144/17 sayılı kararı ile uygun bulunmuştur.

Kararın bir sureti gönderilmiş olup, başvurunuza cevaben bilgilerinizi rica ederim.

Prof. Dr. Alim KOŞAR
Rektör a.
Rektör Yardımcısı

Bu evrak 5070 sayılı Elektronik İmza Kanununun 5. maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu: AFCAF838 Belge Takip Adresi: https://ebys.sdu.edu.tr/EvrakDogrula.html?AFCAF838
SDÜ Batı Yerleşkesi Çünür/ISPARTA
Tel No:(246) 211-8052 Faks No:(246) 237-0431
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Kep Adresi: sdu@hs01.kep.tr
Bilgi İçin: Zühal Sema BARDAK
Şef
Tel No:2118052

T.C.
ISPARTA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-27749142-605.01-96899437 16/02/2024
Konu : Araştırma İzni (Raziye ŞENGÜL)

VALİLİK MAKAMINA

Süleyman Demirel Üniversitesi, Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Raziye ŞENGÜL'ün ***"Bilinçli Farkındalık Temelli Uygulamaların İki Farklı Okul Bağlamında Yabancı Dil Olarak İngilizce Öğrenen Ergen Öğrencilerin Akademik Yılmazlıklarını Artırmaya Etkisi"*** konulu tez çalışması ilimiz merkez ve ilçelerdeki Sosyal Bilimler Lisesi ve Mesleki ve Teknik Anadolu Liselerinde öğrenim gören öğrencilere araştırma yapmak istediği adı geçen Üniversitenin 09.02.2024 tarihli ve 684833 sayılı yazısında bildirilmiş olup, ekleri ilişikte sunulmuştur.

Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Raziye ŞENGÜL ***"Bilinçli Farkındalık Temelli Uygulamaların İki Farklı Okul Bağlamında Yabancı Dil Olarak İngilizce Öğrenen Ergen Öğrencilerin Akademik Yılmazlıklarını Artırmaya Etkisi"*** tez çalışmasını ilimiz merkez Sosyal Bilimler Lisesi ile Mesleki ve Teknik Anadolu Liselerinde öğrenim gören öğrencilere araştırma uygulama yapması, Bakanlığımızın 2020/2 Sayılı Genelgesinde belirtilen açıklamalar doğrultusunda, Türkiye Cumhuriyeti Anayasası, Milli Eğitim Temel Kanunu ile Türk Milli Eğitiminin Genel Amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, okul idaresinin bilgisi dahilinde, eğitim öğretimi aksatmayacak şekilde ve gönüllülük esasına göre araştırma uygulama çalışması yapması Müdürlüğümüzce uygun mütalaa edilmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Erhan BAYDUR
İl Milli Eğitim Müdürü

OLUR
Hamdullah Suphi ÖZGÖDEK
Vali a.
Vali Yardımcısı

Ek : Yazı ve Ekleri (11 Sayfa)

Bu belge güvenli elektronik imza ile imzalanmıştır.
Adres :
Belge Doğrulama Adresi : https://www.turkiye.gov.tr/meb-ebys
Bilgi için: Strateji Geliştirme Şb.
Telefon No : 0246 2803363
Unvan : Veri Hazırlama ve Kontrol İşletmeni
E-Posta:
İnternet Adresi: Faks:
Kep Adresi : meb@hs01.kep.tr

T.C.
ISPARTA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-27749142-605.01-97243855 21/02/2024
Konu : Araştırma İzni (Raziye ŞENGÜL)

SÜLEYMAN DEMİREL ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü)
(Öğrenci İşleri Birimi)

İlgi: 09.02.2024 tarih ve E-10650965-044-684833 sayılı yazınız.

İlgide kayıtlı yazınız doğrultusunda, Üniversiteniz Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Raziye ŞENGÜL'ün ***"Bilinçli Farkındalık Temelli Uygulamaların İki Farklı Okul Bağlamında Yabancı Dil Olarak İngilizce Öğrenen Ergen Öğrencilerin Akademik Yılmazlıklarını Artırmaya Etkisi"*** konulu tez çalışması ilimiz merkez ve ilçelerdeki Sosyal Bilimler Lisesi ve Mesleki ve Teknik Anadolu Liselerinde öğrenim gören öğrencilere araştırma yapmasına ilişkin Valilik Makamının 16.02.2024 tarih ve 96899437 sayılı onayı ve mühürlü araştırma formlarının bir nüshası ekte gönderilmiştir.

Ayrıca Milli Eğitim Bakanlığının 2020/02 sayılı Genelge'sinin 25.maddesi gereği anket çalışmasının ekte gönderilen mühürlü imzalı formlar çoğaltılarak kullanılacak olup, anket çalışmasının tamamlanmasından sonra 2020/02 Genelge'sinin 28.maddesi doğrultusunda sonuç raporunun 30 gün içerisinde Müdürlüğümüze gönderilmesi hususunda,

Bilgilerinizi ve gereğini rica ederim.

Hamdullah Suphi ÖZGÖDEK
Vali a.
Vali Yardımcısı

Ek:
1-Onay (1 Adet)
2-Mühürlü Anket Formları (1 Adet-2 Sayfa)

Bu belge güvenli elektronik imza ile imzalanmıştır.
Adres :
Belge Doğrulama Adresi : https://www.turkiye.gov.tr/meb-ebys
Bilgi için: Strateji Geliştirme Şb.
Telefon No : 0246 2803363
Unvan : Veri Hazırlama ve Kontrol İşletmeni
E-Posta:
İnternet Adresi: Faks:
Kep Adresi : meb@hs01.kep.tr

APPENDIX B. Academic Resilience Scale

ACADEMIC RESILIENCE SCALE Complete the scale after reading the story below. This short story was created to represent academic challenges and struggle. "The results of one of your last assignments were announced and you didn't get a passing grade. Although you did your best in your classes to avoid disappointing your family and to achieve the goals you had set, your grades on the other two assignments were lower than you expected. Your teacher gave you very critical feedback on the assignment, commenting on your 'lack of comprehension' and 'poor spelling and expression'. However, at the same time, he also gave you advice on how to improve yourself. Your teachers who read your other two assignments made similar comments".	Not Suitable for me at all.	A little suitable for me	Moderately suitable for me	Suitable for me to a large extent	Completely suitable for me
(1) I wouldn't accept the tutor's feedback.					
(2) I would use the feedback to improve my work.					
(3) I would just give up.					
(4) I would use the situation to motivate myself.					
(5) I would change my career plans.					
(6) I would probably get annoyed.					
(7) I would begin to think my chances of success at university were poor.					
(8) I would see the situation as a challenge.					
(9) I would do my best to stop thinking negative thoughts.					
(10) I would see the situation as temporary.					
(11) I would work harder.					
(12) I would probably get depressed.					
(13) I would try to think of new solutions.					
(14) I would be very disappointed.					
(15) I would blame the tutor.					
(16) I would keep trying.					
(17) I would not change my long-term goals and ambitions.					
(18) I would use my past successes to help motivate myself.					
(19) I would begin to think my chances of getting the job I want were poor.					
(20) I would start to monitor and evaluate my achievements and effort.					
(21) I would seek help from my tutors.					
(22) I would give myself encouragement.					
(23) I would stop my myself from panicking.					
(24) I would try different ways to study.					
(25) I would set my own goals for achievement.					

(26) I would seek encouragement from my family and friends.					
(27) I would try to think more about my strengths and weaknesses to help me work better.					
(28) I would feel like everything was ruined and was going wrong.					
(29) I would start to self-impose rewards and punishments depending on my performance.					
(30) I would look forward to showing that I can improve my grades.					

Reversely coded items: 1, 3, 5 and 15

Distribution of items into factors:

Persistence: 1, 2, 3, 4, 5, 8, 9, 10, 11, 13, 15, 16, 17, 30

Adaptive help-seeking: 18, 20-27, 29

Negative affect: 6, 7, 12, 14, 19, 28

APPENDIX C. The Mindful Attention Awareness Scale (MAAS)

The trait MAAS is a 15-item scale designed to assess a core characteristic of mindfulness, namely, a receptive state of mind in which attention, informed by a sensitive awareness of what is occurring in the present, simply observes what is taking place.

Instructions: Below is a collection of statements about your everyday experience. Using the 1-6 scale below, please indicate how frequently or infrequently you currently have each experience. Please answer according to what really reflects your experience rather than what you think your experience should be. Please treat each item separately from every other item.

1	2	3	4	5	6
almost always	very frequently	somewhat frequently	somewhat infrequently	very infrequently	almost never

_____1. I could be experiencing some emotion and not be conscious of it until sometime later.

_____2. I break or spill things because of carelessness, not paying attention, or thinking of something else.

_____3. I find it difficult to stay focused on what's happening in the present.

_____4. I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.

_____5. I tend not to notice feelings of physical tension or discomfort until they really grab my attention.

_____6. I forget a person's name almost as soon as I've been told it for the first time.

_____7. It seems I am "running on automatic," without much awareness of what I'm doing.

_____8. I rush through activities without being really attentive to them.

_____9. I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.

_____10. I do jobs or tasks automatically, without being aware of what I'm doing.

_____11. I find myself listening to someone with one ear, doing something else at the same time.

_____12. I drive places on 'automatic pilot' and then wonder why I went there.

_____13. I find myself preoccupied with the future or the past.

_____14. I find myself doing things without paying attention.

_____15. I snack without being aware that I'm eating.

Scoring: To score the scale, simply compute a mean (average) of the 15 items.

APPENDIX D. Focus Group Interview Questions

1. What are the points you like in a mindful classroom?
2. What are the points you dislike in a mindful classroom?
3. Would you like to implement these exercises in your life from now on? Why or not?
4. In what ways would you like to change these exercises while implementing in your life?

APPENDIX E. Mindfulness-Based Stress Reduction (MBSR) Program for English Classes

A Comprehensive Guide to Enhancing Academic Resilience and Reducing Stress

Table of Contents

Introduction

This program is designed to integrate mindfulness practices into your daily routine to enhance academic resilience, reduce stress, and improve overall well-being. Each week, we will introduce a new mindfulness exercise, providing step-by-step instructions to help you fully engage with each practice. Let's embark on this journey to mindfulness together!

Week 1: Introduction & Eating a Raisin Meditation

Introduction

In the first week, we will start with an introduction to the intervention. You will receive brief information about mindfulness and its benefits. Before we begin, you will fill out surveys about mindfulness and academic resilience.

Eating a Raisin Meditation

This meditation is a fundamental practice for the perception of auto-pilot in mindfulness-based stress reduction (MBSR) programs. The goal is to cultivate mindfulness by focusing on the experience of eating a single raisin.

Steps:

1. **Observation:** Carefully observe the raisin. Notice its texture, colour, shape, and any variations or imperfections.
2. **Touch:** Pick up the raisin and explore its surface with your fingers. Feel its contours, temperature, and any sensations that arise.
3. **Smell:** Bring the raisin to your nose and inhale its scent. Pay attention to any subtle aromas.
4. **Sound:** Listen to any sounds the raisin makes as you handle it.
5. **Mouth:** Place the raisin in your mouth but wait to chew it. Notice how it feels on your tongue, the taste, and your body's initial reactions.
6. **Chewing:** When you eventually bite into the raisin, pay attention to the chewing process. Notice the flavours released, the changing texture, and any sensations in your mouth.
7. **Swallowing:** Be mindful of swallowing, feeling the raisin move down your throat.

Throughout this meditation, fully engage with each step, paying close attention to sensory experiences without judgment. This exercise reminds us to appreciate the richness of our sensory experiences and to be fully present in the current moment.

Week 2: Mindful Breathing Techniques

Introduction

Mindful breathing is a fundamental aspect of mindfulness practice. It involves paying deliberate attention to the breath to anchor oneself in the present moment.

Techniques:

1. **Focused Attention on the Breath:** Find a quiet and comfortable place to sit or lie down. Close your eyes or soften your gaze. Direct your attention to your breath and notice the sensation of the breath as you inhale and exhale. If your mind wanders, gently bring your focus back to the breath.

2. **Counting Breaths:** As you breathe in, silently count one. As you breathe out, count two. Continue counting to five, then start again at one. If your mind wanders, gently bring it back to the counting.

3. **Mindful Body Scan with Breath:** Start by paying attention to your breath. As you inhale, bring awareness to a specific part of the body (e.g., the chest or abdomen). As you exhale, shift your attention to another part of the body. Move the focus through different areas, bringing mindfulness to each breath and body part.

4. **Square Breathing:** Breathe in for a count of four, hold your breath for a count of four, breathe out for a count of four, and pause for a count of four before inhaling again. Repeat this pattern, creating a square with each breath cycle.

5. **Loving-Kindness Breathing:** Focus on your breath and imagine sending love and kindness with each inhale and exhale. As you inhale, think, "May I be well." As you exhale, think, "May I be happy." You can widen the wishes to others by substituting "I" with "you" or a specific person's name.

6. **Noting Breath Sensations:** Pay attention to the physical sensations associated with breathing. Focus on the rising and falling of the chest or abdomen, the feeling of air passing through the nostrils, or any other sensations. Use mental labels like "rising," "falling," or "in" and "out" to help focus your attention.

In this session, we will practice Square Breathing and Loving-Kindness Breathing techniques.

Week 3: Body Scan Meditation

Introduction

Body scan meditation systematically directs attention to different parts of the body, cultivating awareness of bodily sensations without judgment.

Steps:

1. **Preparation:** Find a quiet and comfortable place to sit or lie down. Close your eyes or keep them gently focused on a spot. Bring your attention to your breath for a moment, allowing yourself to settle into the present moment.

2. **Beginning with the Feet**: Direct attention to your feet and notice any sensations like warmth, coolness, or pressure. As you breathe in, bring awareness to the sensations in your feet. As you breathe out, let any tension or discomfort go.

3. **Moving Up the Body:** Shift your attention to each part of your body, moving upward. Notice any sensations, whether pleasant, unpleasant, or neutral. Observe them as they are without trying to change anything.

4. **Abdomen and Chest:** Bring awareness to your abdomen. Feel the rise and fall with each breath and move up to the chest, noticing the expansion and contraction as you breathe in and out.

5. **Hands and Arms:** Shift attention to your hands, wrists, and arms. Be aware of any sensations in these areas. If you notice any tension, use your breath to help release it on the exhale.

6. **Shoulders and Neck:** Focus on your shoulders and neck, allowing them to relax with each breath. If you encounter any areas of tightness, breathe into those areas and invite a sense of release.

7. **Head and Face:** Move attention to your head and face. Notice sensations in your scalp, forehead, eyes, cheeks, and jaw. Relax any facial muscles that may hold tension.
8. **Whole Body Awareness:** Expand your awareness to include your whole body. Feel the sensations throughout your body as a whole and spend a few moments experiencing the unity of your body and the connection between different areas.

9. **Closing:** When you feel ready, gently bring your attention back to your breath. Take a few deep breaths and, if your eyes are closed, slowly open them.

Body scan meditation helps increase awareness of the body's senses, promotes relaxation, and allows for a connection with the present moment. It is a useful practice to reduce stress, increase self-awareness, and foster a sense of well-being.

Week 4: Mindful Movement Meditation

Introduction

Mindful movement meditation involves incorporating mindfulness into physical activities, fostering a deep connection between the body and the mind. This practice is beneficial for those who find it challenging to maintain stillness for extended periods.

Steps:

1. **Choose a Mindful Movement Activity:** Select a movement activity you enjoy and can perform mindfully, such as walking or any other form of gentle exercise.

2. **Set the Intention:** Before you begin, set a clear intention to engage in the activity with full awareness. Realize that the purpose is not just the physical movement but also the cultivation of mindfulness.

3. **Body Awareness:** Start by bringing attention to your body and its current state. Notice any sensations, tensions, or areas of ease.

4. **Mindful Walking:** Focus on the experience of walking. Pay attention to the lifting, moving, and placing of each foot. Feel the contact between your feet and the ground. Notice the rhythm of your steps.

5. **Breath Awareness:** Maintain awareness of your breath during the mindful movement. Let your breath guide the rhythm of your movements. If your mind wanders, gently bring it back to the present moment by focusing on your breath.

6. **Closure:** Conclude the mindful movement session by gradually slowing down the activity. Take a few moments to stand or sit quietly, reflecting on the experience. Notice how your body feels and any changes in your mental state.

Mindful movement meditation combines the benefits of exercise with mindfulness practices. It can be adapted to different preferences and fitness levels, making it accessible to a wide range of individuals.

Week 5: Breathing Space Meditation

Introduction

Breathing space meditation is a mindfulness practice designed to help individuals bring awareness to their thoughts, feelings, and bodily sensations in a brief and focused manner. It is an easy yet effective way of developing mindfulness and dealing with stress or difficult situations.

Steps:

1. **Recognition:** Pause whatever you are doing and acknowledge your current experience. Recognize what is happening in your thoughts, emotions, and body without judgment. Allow yourself to become fully aware of the present moment.

2. **Gathering the Attention:** Direct attention to your breath. You can close your eyes if it helps with focus, but it's not necessary. Feel the sensations of your breath as you breathe in and out. It could be the rising and falling of the chest or the movement of the breath in your nostrils.

3. **Expansion:** Expand your awareness to include your whole body. Feel the sensations in different parts of your body while remaining grounded in the present moment. If you encounter areas of tension or discomfort, acknowledge them without trying to change them.

4. **Connecting with the Present Moment:** Remain in this expanded awareness for a few breaths. Feel the connection between your breath, body, and surroundings. Allow any thoughts or feelings to come and go without attachment.

5. **Closing:** When you are ready, gently bring your attention back to your breath. Take a few deep breaths and slowly open your eyes if they were closed. Notice how you feel after the breathing space meditation.

Breathing space meditation is a versatile practice that can be done anytime and anywhere. It is especially useful during stressful situations, providing a way to ground yourself and gain clarity. Regular practice can enhance mindfulness, reduce stress, and improve overall well-being.

Week 6: Pleasant/Unpleasant Events Diary

Introduction

Keeping a diary of pleasant and unpleasant events can increase awareness of your experiences, emotions, and reactions. This practice helps identify patterns and fosters a deeper understanding of your daily life.

Steps:

1. **Daily Entries:** Commit to recording at least one pleasant and one unpleasant event each day. You can write down more if you wish.

2. **Detail the Events:** Describe each event in detail, including what happened, where it took place, and who was involved. Pay attention to specific sensory details.

3. **Emotional Reactions:** Note your emotional reactions to each event. How did it make you feel? Did you experience any physical sensations? Try to identify the specific emotions you felt.

4. **Mindfulness Reflection:** Reflect on how you responded to these events. Did you react mindfully or automatically? Consider how mindfulness practices could help you respond differently in the future.

5. **Weekly Review:** At the end of the week, review your diary entries. Look for patterns in your experiences and reactions. Reflect on how mindfulness has influenced your perception of these events.

This diary practice encourages self-awareness and mindfulness, helping you understand your emotional responses and how they affect your overall well-being. It also provides valuable insights into the impact of mindfulness on your daily life.

Week 7: Stress Warning System Meditation

Introduction

The Stress Warning System meditation is designed to help you recognize early signs of stress in your body and mind. This practice increases awareness of stress triggers and helps develop strategies to manage stress effectively.

Steps:

1. **Preparation:** Find a quiet and comfortable place to sit or lie down. Close your eyes or soften your gaze. Bring your attention to your breath, allowing yourself to settle into the present moment.

2. **Body Scan for Stress:** Begin by scanning your body from head to toe. Notice any areas of tension, discomfort, or stress. Pay attention to any physical sensations, such as tightness in your shoulders or a racing heart.

3. **Mind Scan for Stress:** Shift your attention to your thoughts and emotions. Notice any patterns of stress-related thinking, such as worry, rumination, or self-criticism. Acknowledge these thoughts without judgment.

4. **Identifying Stress Triggers:** Reflect on recent experiences that may have triggered stress. Identify specific situations, people, or events that contribute to your stress levels. Be honest with yourself about the sources of stress.

5. **Developing a Stress Response Plan:** Consider how you can respond to stress more mindfully. What strategies can you use to manage stress in a healthy way? This could include mindfulness practices, self-care activities, or seeking support from others.

6. **Closing:** When you feel ready, gently bring your attention back to your breath. Take a few deep breaths and slowly open your eyes if they were closed. Reflect on the insights gained from this meditation.

The Stress Warning System meditation helps increase awareness of stress triggers and develop effective strategies for managing stress. Regular practice can enhance your ability to cope with stress and improve overall well-being.

Week 8: Reflections

Introduction

The final week of the program focuses on reflecting on your mindfulness journey and assessing the impact of the practices on your academic resilience and overall well-being.

Steps:

Reflection on the Journey: Take time to reflect on your experiences throughout the eight-week program. Consider how mindfulness practices have influenced your daily life, stress levels, and academic resilience.

Post-Test: Complete the same surveys on mindfulness and academic resilience that you filled out at the beginning of the program. This will help measure any changes and the impact of the mindfulness practices.

Sharing Experiences: If comfortable, share your experiences with the group. Discuss the benefits, challenges, and insights gained from the program. This can foster a sense of community and support.

Setting Future Goals: Consider how you can continue integrating mindfulness into your daily life. Set specific goals for maintaining your mindfulness practice and building on the progress made during the program.

Closing Meditation: End the final session with a closing meditation. This can be a gratitude meditation, focusing on the positive aspects of your mindfulness journey and expressing gratitude for the growth and insights gained.

Reflecting on your mindfulness journey helps consolidate the benefits of the program and provides a foundation for continued growth and resilience.

APPENDIX F. Inter-Rater Reliability

Code	Relevant	Irrelevant	Sum	Percentage
Practicing at the beginning of the lesson	1	0	1	100,00
Practicing before exams	1	0	1	100,00
Practicing in a class	1	0	1	100,00
Practicing individually	1	0	1	100,00
Practicing in groups	1	0	1	100,00
Practicing in open air	1	0	1	100,00
Feeling comfort with practices	1	0	1	100,00
Distracting behaviours of some students	0	1	1	0,00
<Total>	7	1	8	87,50

APPENDIX G. Certificates of the Researcher

BARKOD NO: UN_0410961884211148828 6

KİMLİK NO [redacted]

TANZİM TARİHİ: 01.11.2023

TÜRKİYE CUMHURİYETİ
HALİÇ ÜNİVERSİTESİ
SÜREKLİ EĞİTİM MERKEZİ

HALİÇ SÜREKLİ EĞİTİM MERKEZİ
CONTINUING EDUCATION CENTER

REPUBLIC OF TURKEY
HALİÇ UNIVERSITY
LIFE-LONG LEARNING CENTER

Eğitim Belgesi

Certificate of Education

"RAZİYE ŞENGÜL"

120 saatlik "MEDİTASYON KOÇLUĞU EĞİTİMİ" ni başarı ile tamamlayarak bu belgeyi almaya hak kazanmıştır.

Has been awarded this certificate for successfully completing 120 hours the "MEDITATION COACHING TRAINING" course between.

[redacted]

Prof.Dr. Zafer Utlu
Rektör

[redacted]

Feride Nur Ayrancı
Sürekli Eğitim Merkezi Müdürü

ESENYURT ÜNİVERSİTESİ
SÜREKLİ EĞİTİM MERKEZİ

Sertifika

Öğrenci No	:	ESG0C4GIAFU72JIWXQCU7
T.C. Kimlik No	:	18[redacted]
Kursiyer Adı	:	RAZİYE ŞENGÜL
Eğitim Adı	:	ONLINE PSİKOLOJİ ZİRVESİ
Eğitim Başlangıç Tarihi	:	08/03/2024
Eğitim Bitiş Tarihi	:	11/03/2024
Eğitim Süresi	:	8 saat
Seviye	:	KİŞİSEL GELİŞİM VE EĞİTİM KİŞİSEL GELİŞİM
Sertifika Veren Kurum	:	ESENYURT ÜNİVERSİTESİ SÜREKLİ EĞİTİM MERKEZİ

Yukarıda kimlik bilgileri yazan kursiyer sertifika almaya hak kazanmıştır.

Bu belgenin doğruluğu https://www.turkiye.gov.tr/belge-dogrulama adresinde veya mobil cihazlarınıza yükleyebileceğiniz e-Devlet Kapısı'na ait Barkodlu Belge Doğrulama uygulaması vasıtası ile yandaki karekod okutularak kontrol edilebilir yada UN_04138818842111488MERF barkod numarasını kullanabilirsiniz.

CURRICULUM VITAE

Name Surname: Raziye ŞENGÜL

Education (Institution and Year)

Bachelor's Degree: Anadolu University, English Language Teaching (2005-2009)

Publications:

Erdemir, N., Karanfil, F., & Şengül, R. (2024). Enhancing academic resilience through mindfulness-based practices in the schools: A study on vocational high school students. *Psychology in the Schools*, *61*(6), 2359–2375. https://doi.org/10.1002/pits.23168