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Mindfulness Practices and Student's Well-Being

[1]Chester M. Luciano, [2]Alhadzmar A. Lantaka

[1]Teacher III, [2]OIC-Chief, Policy, Planning and Research
[1] Department of Education, Schools Division of Zamboanga City
[1]Niyog-Niyog Elementary School, Sitio Niyog-Niyog Muti, Zamboanga City, Philippines, 7000

Abstract: This study aimed determine the mindfulness practices and student's well-being. There were a total of 127 senior high school students included in the study. This study was conducted in secondary schools in Curuan District, Zamboanga City Division. This study utilized the descriptive correlation research design. It was revealed that students' mindfulness practices in terms of emotional regulation, engagement in learning and academic performance are describe as agree and interpreted as extent. The respondents physical, emotional, mental and social well-being interpreted as extent. There is no significant difference in the respondents' well-being when data are grouped according to sex, age, ethnicity and family income.

Index Terms - Mindfulness Practices, Emotional regulation, Engagement in Learning, Academic Performance, Physical, Emotional, Mental, Social well-being

I. INTRODUCTION

Mindfulness, increasingly popular across various domains, aids productivity and mental well-being by fostering awareness and acceptance of experiences. Amid the pandemic, its importance surged due to heightened mental health concerns. Research by Keng, Smoski, and Robins (2011) highlighted its benefits in combating psychological distress. Recent studies, like Klussman et al. (2022), demonstrate how mindfulness positively impacts brain function and overall health. Practicing mindfulness, or sampajañña, enhances clarity, resilience, and decision-making, vital for navigating life's challenges (Shapiro, 2020). Mindfulness practice correlates with enhanced personal well-being, fostering positive emotions and reducing stress. Ruggeri et al. (2020) emphasized its ties to positive emotions, personal growth, and fulfilling relationships, promoting sustainable thriving. Subjective well-being, synonymous with positive mental health, results from mindfulness's cultivation of present-moment, non-judgmental awareness (Steger & Kashdan, 2009). It involves intentional, compassionate attention, offering a pathway to a more fulfilling and balanced life.

Republic Act 11036 ensures Filipinos' access to mental health services, prioritizing mental well-being. Research targeting students aims to prevent severe anxiety, stress, and self-harm caused by overwhelming thoughts, which can hinder learning and academic performance. Addressing these issues is crucial, given the alarming increase in suicide rates. The study highlighted challenges faced by individuals enduring prolonged interpersonal trauma, including emotional regulation difficulties and memory issues. Factors like social media exposure contributed to a rise in suicide rates, with 5 out of 10 students experiencing suicidal incidents in Zamboanga City from 2022 to 2024. Urgent government and institutional attention are needed to address youth emotional instability. Research should prioritize examining mindfulness's impact on student well-being

1.1 Statement of the Problem

This study focused on the Mindfulness Practices and students' well-being among grade 11 learners enrolled for the school year 2023-2024 of Buenavista Integrated School and Curuan National High School.

Specifically, this study sought to answer the following questions:

1. What is the extent of the student's mindfulness practices in terms?
   - 1.1 emotional regulation
   - 1.2 engagement in learning
   - 1.3 academic performance
2. What is the overall well-being of the learners?
   - 2.1 physical
   - 2.2 emotional
   - 2.3 mental
   - 2.4 social
3. Is there a significant effect between the extent of mindfulness practices and student's well-being?
4. Is there a significant difference in the student's well-being when data are grouped according to:
   - 4.1 sex
   - 4.2 age
   - 4.3 ethnicity
   - 4.4 family income

1.2 Scope and Delimitation of the Study

This study focused on Grade 11 students at Buenavista Integrated School and Curuan National High School throughout the 2023-2024 school year. It examined mindfulness practices and their impact on students' emotional regulation, learning engagement, academic performance, and overall physical, mental, emotional, and social well-being. The study also considered the students' profiles, including age, sex, and family income, and the relationship between mindfulness practices and well-being.

EMOTIONAL REGULATION	mean	Verbal description	Interpretation
1. Understands one's own emotions.	3.09	Agree	Extent
2. Manages one's emotional experiences.	3.02	Agree	Extent
3. Manages the situation to alter its emotional impact.	2.94	Agree	Extent
4. Restrains the outward expression of emotions.	2.86	Agree	Extent
5. Resolves the underlying issues or stressors	2.95	Agree	Extent
6. Shifts attention away from negative emotions.	2.87	Agree	Extent
7. Seeks advice in dealing with intense emotion	3.09	Agree	Extent
8. Conquers one's own emotions	2.80	Agree	Extent
9. Observes one's own emotions without judgment.	3.02	Agree	Extent
10. Embraces emotions, both positive and negative	3.09	Agree	Extent
Overall Mean	**2.97**	**Agree**	**Extent**

II. RESEARCH METHODOLOGY

2.1 Research Design

This study evaluates students' mindfulness practices and their impact on overall well-being using a descriptive-correlational research design. It examines the extent of mindfulness practices and students' well-being in terms of emotional regulation, learning engagement, academic performance, and overall physical, mental, emotional, and social well-being. The study also considers respondents' profiles, including age, sex, and family income. Descriptive research describes population characteristics it gives insights into the distribution of practices. Well-being is assessed similarly, covering physical, mental, emotional, and social aspects. Pearson's correlation coefficient is employed to explain the relationship between mindfulness practices and well-being.

2.2 Population and Respondents of the Study

The study surveyed Grade 11 students from two schools during the 2023-2024 academic year, with a total population of 635, as per the Learners' Information System. To ensure accuracy, the Gay 1976 formula recommended a sample size of 20% of the total population for simple random sampling. This approach aimed to provide a representative sample for reliable research findings. By employing Gay's formula, the study sought to enhance the validity and reliability of its results by accurately reflecting the student population's sentiments and experiences.

2.3 Sampling Design

The study employed simple random sampling. The total population of senior high school students was 635. Following Gay's (1976) recommendation, the sample size should be 20%, resulting in 127 students. This sample size ensured a desired degree of accuracy. After determining the sample size, the researcher used the lottery technique. Respondents' names were written on uniform-sized papers, rolled, and drawn from a bowl, providing all students an equal chance of selection. By utilizing the lottery method, bias in selecting the study's respondents was eliminated.

2.4 Research Instrument

The study employed a survey questionnaire to investigate the relationship between mindfulness practices and students' well-being, including emotional regulation, engagement in learning, academic performance, and overall physical, mental, emotional, and social well-being. The questionnaire utilized a four-point Likert scale, ranging from "Strongly Agree" to "Disagree," to assess respondents' perceptions. The instrument consisted of three parts: Part I gathered demographic information such as name (optional), sex, age, ethnicity, and family income. Part II focused on mindfulness practices, encompassing emotional regulation, engagement in learning, and academic performance. Part III addressed the physical, emotional, social, and mental aspects of overall well-being. Participants were instructed to select one response per item.

2.5 Validity and Reliability of the Research Instrument

The research used researcher made questionnaire to measure the mindfulness practices and the overall well-being of the respondents. The survey questionnaires used in this study underwent a pilot testing and used statistical treatment using Cronbach's alpha it shows an excellent internal consistency. Cronbach's alpha coefficient measures the internal consistency, or reliability, of a set of survey items. Using this statistic, it helps to determine whether a collection of items consistently measures the same characteristic the instrument was checked and verified by the panel committee for validity and reliability purposes.

III. RESULTS AND DISCUSSIONS

Problem number 1 What is the extent of the student's mindfulness practices in terms of emotional regulation, engagement in learning, and academic performance?

Table 1. The Extent of student's mindfulness practices in terms of emotional regulation.

Legend 1.0 – 1.75 no extent 1.76 – 2.50 less extent 2.51 – 3.25 extent 3.26 – 4.00 high extent

Table 1 showed that students had good emotional regulation, understanding one's own emotion, and seeking advice in dealing with intense emotion scored 3.09, while managing emotions and observing one's own emotion without judgment scored 3.02. This indicated students were somewhat self-aware and open to support, recognizing their needs. According to the World Health Organization (2005), mental health involves realizing abilities, coping with stress, and functioning well. However, not all students were equally self-aware, some avoided seeking advice during intense emotions due to fear of judgment, leading to negative emotions, low self-esteem, anxiety, and depression. Diagnosing depression and anxiety in adolescents, as per Dulcan and Wiener (2006), is challenging due to mood fluctuations, impacting various aspects of their lives. Despite many students showing strong emotional regulation, support and intervention are crucial for less self-aware individuals' mental well-being.

Lower mean scores (2.80 and 2.86) were noted in conquering emotions and restraining outward expressions. Conquering emotions involves gaining control through self-awareness and resilience. Similarly, restraining expressions means consciously limiting visible feelings. This may include maintaining neutrality or suppressing gestures. People do this to adhere to norms or professionalism. These scores highlight challenges in emotional management. Not all students could conquer or restrain emotions, especially with diverse feelings. Hence, these areas had slightly lower mean scores.

Students showed moderate emotional regulation skills mean score 2.97, highlighting a need for improvement. Schools might employ mindfulness and stress management programs to enhance emotional well-being. Psychosocial interventions targeting emotion regulation, backed by research, address neurobiological and psychological aspects, offering both immediate and long-term benefits. Involving parents and teachers ensures a comprehensive approach, fostering collaboration for positive impacts on emotional and psychological development. Schools play a crucial role in helping students navigate emotional challenges, promoting self-awareness and resilience, thereby nurturing a supportive community.

Table 2. The Extent of Mindful practices in terms of Engagement in Learning.

ENGAGEMENT IN LEARNING	mean	Verbal description	Interpretation
1. Shows a high level of involvement in school.	2.80	Agree	Extent
2. Motivates oneself to learn in class activities.	3.08	Agree	Extent
3. Inspires oneself to complete assignments at school.	3.11	Agree	Extent
4. Motivates oneself to excel academically.	3.07	Agree	Extent
5. Involves actively in extracurricular activities.	2.91	Agree	Extent
6. Involves actively in classroom group discussions	3.05	Agree	Extent
7. Challenges oneself by the project in my classes.	3.02	Agree	Extent
8. Feels the excitement to come to school every day.	3.13	Agree	Extent
9. Takes initiative in exploring additional resources for learning.	3.04	Agree	Extent
10. Takes learning as fun.	3.15	Agree	Extent
Overall Mean	**3.04**	**Agree**	**Extent**

Table 2 shows on learning engagement within a school, with mean scores indicating high enjoyment of learning at 3.15 and enthusiasm for school attendance at 3.13. These scores signified strong educational commitment. Students not only enjoyed learning but also eagerly participated in school activities, potentially leading to better academic performance and increased likelihood of pursuing further education. To sustain this positive attitude, educators and policymakers should have focused on creating supportive environments, engaging curricula, and acknowledging student achievements.

Schools were once considered the safest places where children were supervised by trained teachers. Protecting children was paramount, with any threats to their well-being addressed (Shinto Thomas, K. Alphonsa Jose, P. Aneesh Kumar, 2018). Positive schooling, focusing on inclusivity and character development, offered equal learning opportunities to all. This approach not only improved education but also maintained schools as secure environments for students to thrive. The lower score mean of 2.80 indicated high school involvement and active extracurricular engagement (mean: 2.91).

Students balanced academics with non-academic activities, fostering diverse skill development. This underscored the need for ample extracurricular opportunities to enhance social, emotional, and leadership skills, suggesting continued support for such programs in schools. The Development model, explored by Seow and Pan (2014), linked extra-curricular activities to improved academic performance through non-academic and social benefits. These activities cultivated skills like time management and teamwork (Larson et al., 2006) and enhanced resilience (Thompson et al., 2013). They also built social networks and fostered adherence to norms (Stuart et al., 2011), motivating students to perform better academically (Osterman, 2000). Additionally, extra-curricular engagement improved mental health and boosted academic engagement (Chan, 2016). The findings, with a mean score of 3.04, indicated high student engagement, fostering a positive learning environment that encouraged academic excellence and personal growth.

Table 3. The Extent of Mindful practices in terms of Academic Performance.

ACADEMIC PERFORMANCE	mean	Verbal description	Interpretation
1. Demonstrates a strong understanding of the subject matter.	3.02	Agree	Extent
2. Produces consistent high-quality work.	2.85	Agree	Extent
3. Participates in class activities actively.	3.11	Agree	Extent
4. Meets expectations with a satisfactory depth of understanding.	2.89	Agree	Extent
5. Demonstrates strong problem-solving abilities.	2.93	Agree	Extent
6. Seeks feedback and demonstrate a willingness to improve	3.13	Agree	Extent
7. Collaborates effectively with peers on group projects.	3.07	Agree	Extent
8. Shows creativity, innovation in projects	2.98	Agree	Extent
9. Meets deadlines consistently.	3.00	Agree	Extent

10. Takes initiative in pursuing academic excellence.	3.05	Agree	Extent
Overall Mean	**3.00**	**Agree**	**Extent**

Table 3 assessed academic performance, revealing high scores for seeking feedback with a mean of 3.13 and active participation with a mean of 3.11, indicating students' eagerness to improve. Their proactive engagement implied openness to constructive criticism, enhancing performance. This fostered a positive learning environment, encouraging continuous improvement and active participation for better academic outcomes. McBride and Greeson (2023) explored mindfulness's link to cognitive functioning and academic achievement, finding that higher trait mindfulness correlated with improved cognitive function. The study underscored mindfulness's importance for student well-being and academic success. Adding mindfulness training to school curricula was seen as valuable. It could enhance students' cognitive abilities, improving academic performance and well-being. This approach could also aid holistic development, providing vital skills for managing challenges in both academic and daily life.

The lower mean score of 2.85 implied that consistently producing high-quality work and understanding content deeply mean of 2.89 was less common. Camacho-Morles et al. (2021) explored the link between emotions and academic performance, emphasizing the need for positive emotional practices in education. Educators and policymakers aimed to create supportive, interactive learning environments, using diverse teaching methods, and providing emotional support resources. Prioritizing emotional well-being in schools could potentially enhance academic performance and overall student success.

A mean score of 3.00 indicated overall agreement with positive attributes. Its implied students showed consistent engagement and commitment to excellence. Camacho-Morles et al. (2021) emphasized addressing emotional experiences in education. Educators supported students' emotional well-being, integrating strategies to create engaging learning environments. This reduced anxiety, increased motivation, and improved academic performance.

Table 4. The summary of student's mindfulness practices in terms of emotional regulation, engagement in learning, and academic performance.

Mindfulness Practices	Mean	Verbal Description	Interpretation
Emotional Regulation	2.97	Agree	Extent
Engagement in Learning	3.04	Agree	Extent
Academic Performance	3.00	Agree	Extent
Overall mean	**3.00**	**Agree**	**Extent**

Table 4 indicated that mindfulness practices had improved high school students' emotional regulation, learning engagement, and academic performance, with mean scores around 3. This implied that integrating mindfulness in education could boost emotional stability, engagement, and academic results. Over 200 studies had emphasized its benefits in reducing stress, anxiety, and depression, making it a valuable preventive mental health approach van der Kolk, B. A., Roth, S., Pelcovitz, D., Sunday, S., & Spinazzola, J. (2005). Mindfulness had also effectively treated conditions like depression and addiction, lowering relapse rates. This supported broader use in clinical and public health efforts for overall well-being. With a mean of 3.00, mindfulness interventions had shown consistent benefits. They had improved physical health by reducing pain, fatigue, and stress in chronic pain sufferers, hinting at broader health benefits. Promoting mindfulness in education could have improved the learning environment, enhancing student well-being and performance.

Problem number 2 What is the overall well-being of the learners in terms of physical, emotional, mental, and social?

Table 5. The overall well-being in terms of Physical.

PHYSICAL WELL-BEING	mean	Verbal description	Interpretation
1. Shows to be physically energetic.	3.17	Agree	Extent
2. Demonstrates high energy levels.	3.04	Agree	Extent
3. Experiences minimal physical discomfort.	2.81	Agree	Extent
4. Engages in physical activities.	3.06	Agree	Extent
5. Performs daily tasks.	3.11	Agree	Extent
6. Maintains balanced nutritious diet.	2.83	Agree	Extent
7. Gets enough sleep regularly	2.79	Agree	Extent
8. Establishes a consistent bedtime routine.	2.72	Agree	Extent
9. Maintains good health conditions.	3.13	Agree	Extent
10.Maintains healthy weight for body.	2.96	Agree	Extent
Over all Mean	**2.96**	**Agree**	**Extent**

Legend 1.0 – 1.75 no extent 1.76 – 2.50 less extent 2.51 – 3.25 extent 3.26 – 4.00 high extent

Table 5 shows that students rated highest in physical energy 3.17 and maintaining good health 3.13, it implies that they're fit and energetic. Poor physical health impacts life quality, hindering participation in various activities and leading to academic and social setbacks (World Health Organization, 2008). Health challenges compromise education, highlighting the need for initiatives to improve physical well-being for better academic, economic, and social outcomes, enhancing overall quality of life. Furthermore, areas for improvement include establishing consistent bedtime routines mean score 2.72 and ensuring sufficient sleep regularly mean score 2.79. These lower scores imply struggles in maintaining regular sleep patterns due to academic demands, including submissions and exam preparation, as well as excessive gadget use. Healthy lifestyle habits, like proper sleep, are crucial for overall well-being and protecting against diseases (Granger et al., 2017). Respondents generally agreed with exhibiting signs of physical

well-being, with an overall mean score of 2.96, implies that they had enough energy and strength for physical activities. Factors like their environment and available resources, especially food, contributed to this perception. Overall, respondents seemed energetic and healthy, with room for improvement in some lifestyle habits. A healthy lifestyle is crucial for disease prevention and overall well-being (Gutierez & Gonzales, 2017).

Table 6. The over-all well-being in terms of Emotional

EMOTIONAL WELL-BEING	mean	Verbal description	Interpretation
1. Embraces contentment in life	3.15	Agree	Extent
2. Copes with stress effectively.	3.06	Agree	Extent
3. Lives life with purpose.	3.17	Agree	Extent
4. Adapts flexibly to all situations.	3.17	Agree	Extent
5. Maintains optimism for the future.	3.08	Agree	Extent
6. Practices self-compassion.	3.09	Agree	Extent
7. Engages in joyful, fulfilling activities.	3.16	Agree	Extent
8. Reflects on emotional experiences.	3.06	Agree	Extent
9. Seeks support when needed.	3.03	Agree	Extent
10. Cultivates gratitude for life's positives.	3.15	Agree	Extent
Over all Mean	3.11	Agree	Extent

Table 6 shows high scores for living purposefully and adapting flexibly, both at 3.17, indicating strong agreement with positive emotional attributes among students. This implies high perceived value of life and mental health. Gupta & Kumar (2008) found that mental health positively correlates with emotional intelligence and self-efficacy. Students with high emotional maturity adapt well to challenges and exhibit positive changes like maturity, moral growth, and realistic understanding of responsibilities, according to Aquino (2015). Despite the high mean scores, thorough research is needed to confirm adaptability in all situations, as not all students are equally flexible under stress. Adolescence is a stressful phase marked by physical, psychological, and sexual changes, influenced by maturity. Depression, anxiety, and stress are significant concerns, potentially leading to poor academic performance, communication issues, substance abuse, feelings of abandonment, and suicidal tendencies. Research indicates that many adults with mental disorders experienced symptoms beginning in childhood and adolescence (K Sathish Kumar and Brogen Singh Akoijam, 2017).

The lowest mean score of 3.03 for seeking support implies individuals struggle with recognizing or accessing help. Students often need emotional and financial support from parents. Studies show children of divorced parents face more psychological and socio-emotional challenges than those from intact families (Aquino, 2015). Healthy coping includes talking to trusted friends or seeking professional therapy, which boosts emotional well-being. Prioritizing self-care and engaging in joyful, relaxing activities are vital. Maintaining a strong social support network is also crucial for promoting emotional well-being (Gómez-Olmedo et al., 2020).

The overall mean score of 3.11 implies significant positive emotional well-being among individuals, implying good self-feelings and emotional health. However, areas like seeking support need targeted interventions. Despite general emotional health, today's youth struggle with anxiety and depression. Schools should encourage seeking help and make support systems more accessible to improve students' emotional health. The results indicate a well-rounded emotional state with resilience, purposefulness, and a positive outlook. Students show an attitude towards seeking support and engaging in activities that enhance emotional well-being.

Table 7. The over-all well-being in terms of Mental

MENTAL WELL-BEING	mean	Verbal description	Interpretation
1. Practices meditation regularly.	3.06	Agree	Extent
2. Observe thoughts without getting caught up.	2.91	Agree	Extent
3. Challenges negativity with positive affirmations.	3.06	Agree	Extent
4. Thinks about an issue before making decisions.	3.24	Agree	Extent
5. Manages one's own time wisely.	3.02	Agree	Extent
6. Cultivates curious, open-minded attitude towards life.	3.10	Agree	Extent
7. Accepts things that cannot change.	3.09	Agree	Extent
8. Focuses one's own goal.	3.22	Agree	Extent
9. Engages activities promote mental clarity	3.01	Agree	Extent
10. Seeks opportunities for intellectual growth	3.13	Agree	Extent
Over all Mean	**3.08**	**Agree**	**Extent**

Table 7 reveals that individuals tend to think before making decisions, with the highest mean score of 3.24, implies a reflective approach that benefits mental well-being. However, high scores in certain areas don't negate the importance of addressing mental health comprehensively. Mental health issues, such as depression and anxiety, are often hidden and can profoundly impact students, sometimes leading to severe consequences like suicide if unrecognized or untreated (Saluja et al., 2004). Thus, even seemingly happy students need careful attention to their mental health, as outward appearances may not reflect underlying struggles. The lowest mean score, 3.01, is for activities promoting mental clarity, implies less frequent engagement in such activities. This implies a need for greater emphasis on mindfulness, exercise, or hobbies that enhance focus. Table 6 shows a low mean score of 3.03 for seeking support, highlighting students' struggles with getting emotional support (Gómez-Olmedo et al., 2020). Students, especially those from divorced families, often face more psychological and socio-emotional challenges than their peers (Aquino, 2015). Schools and policymakers should enhance mental health services to support these students effectively. The mean score of

3.08 suggests people generally practice good mental well-being and are open to learning from mistakes, crucial for growth. Yet, schools must prioritize mental health services to prevent severe outcomes like suicide. Ongoing efforts are necessary to comprehensively support students' mental health.

Table 8. The over-all well-being in terms of Social.

SOCIAL WELL-BEING	mean	Verbal description	Interpretation
1. Communicates openly with others.	3.19	Agree	Extent
2. Listens actively to others' perspectives	3.25	Agree	Extent
3. Cultivates understanding towards others.	3.16	Agree	Extent
4. Engages in acts of kindness.	3.20	Agree	Extent
5. Prioritizes quality time with loved ones.	3.20	Agree	Extent
6. Contributes positively to discussions.	3.05	Agree	Extent
7. Respects others' boundaries.	3.25	Agree	Extent
8. Seeks diverse perspectives understanding.	3.09	Agree	Extent
9. Resolves conflicts peacefully.	3.09	Agree	Extent
10. Participates in value-aligned community activities.	3.13	Agree	Extent
Overall Mean	**3.16**	**Agree**	**Extent**

Table 8 highlights positive social well-being, with respondents showing strong agreement with indicators of healthy social behavior. The highest mean of 3.25, for active listening and respecting boundaries, underscores their importance in fostering positive interactions. Active listening enhances trust and mutual respect, while respecting boundaries reinforces respectful communication (Arangco, 2001). These practices create supportive environments, improve collaboration, reduce conflicts, and enhance relational dynamics (Reyes, 2004). Incorporating these behaviors into daily interactions cultivates a harmonious and productive community. Social welfare initiatives aim to build trust and mutual support, essential for individual well-being and societal harmony (Dimaquiling, 2012). Effective social welfare systems promote active participation, reducing social isolation, inequality, and enhancing overall quality of life (Reyes, 2004). A mean score of 3.05 for contributing to discussions, though positive, indicates room for improvement. This implies participants are willing to engage but need better support. Educational systems, community programs, and workplaces should focus on self-awareness, emotional intelligence, and opportunities for meaningful contributions (Reyes, 2004). Social well-being is rooted in personal growth, self-acceptance, positive relationships, self-determination, and life purpose (Sulaiman, 2002).

With an overall mean of 3.16, the data depicts a community valuing communication, empathy, and active participation for positive social connections. They feel a sense of belonging and contribute to society. Respondents express happiness, experiencing emotions like love, joy, and compassion, feeling satisfied with life.

Table 9. The summary of overall well-being of the learners in terms of physical, emotional, mental, and social.

Overall well-being	Mean	Verbal Description	Interpretation
Physical	2.96	Agree	Extent
Emotional	3.11	Agree	Extent
Mental	3.08	Agree	Extent
Social	3.16	Agree	Extent
Overall mean	**3.08**	**Agree**	**Extent**

Table 10 indicates positive overall student well-being, with mean scores falling within the Agree range across physical, emotional, mental, and social domains. While physical well-being 2.96 slightly lags, students generally feel their health is good, having ample energy for activities. Emotional 3.11 and mental 3.08 well-being scores implies significant support and stability, respectively. Notably, social well-being 3.16 receives the highest score, suggesting strong feelings of connection and support among students. Overall, the data reflects a positive perception of well-being, with students feeling supported across various aspects of their lives. The overall mean score of 3.08 implies students generally view their well-being positively across all aspects. However, it's essential to recognize that individual challenges may exist, such as limited resources for physical health or hesitancy in seeking advice. Offering comprehensive support across various domains can aid students in maintaining and enhancing their overall well-being. By addressing these challenges and providing resources, educational institutions can better assist students in navigating their well-being journey, ensuring they feel supported and empowered to thrive in all areas of their lives.

Problem number 3. Is there a significant effect between the extent of mindfulness practices and student's well-being?

Table 10. Significant effect of mindfulness practices and student's well-being.

Variables		*P-value*	*R-value*	*Decision*	*Interpretation*
(x) Well-Being	*(y) Mindfulness Practices*	*.000*	*.806*	*Reject*	*High Correlation*

Table 10 presented a comprehensive analysis that indicated a highly significant relationship (p-value = .000) between mindfulness practices and student well-being. Implementing mindfulness in schools, as suggested by Palmer and Rodger (2009), benefited both educators and students. It reduced stress, improved emotional regulation, and enhanced job satisfaction among teachers, fostering a positive classroom environment. Teachers' modeling of mindfulness promoted student engagement and emotional development. The strong positive correlation (R = .806) supported the rejection of the null hypothesis, confirming the

impact of mindfulness on student well-being. Integrating mindfulness into school routines could enhance academic outcomes and create a supportive educational environment.

Engaging in mindfulness, like meditation, boosted mental health by reducing stress and rumination. Students practicing mindfulness reported lower stress, anxiety, and depression, and higher levels of joy, inspiration, and contentment. This positively impacted academic performance and overall quality of life (Cultivating mindfulness: effects on well-being, 2008; Greeson, 2009). Integrating mindfulness into student routines could significantly enhance well-being, suggesting a promising strategy for policymakers, educators, and mental health professionals. Cultivating mindfulness in educational settings fostered environments supporting academic success and holistic student flourishing. According to Mesa and Lopez (2023) found that an adapted mindfulness program improved depression, stress, and mindfulness among Filipino public-school teachers, but not self-compassion. Participants responded positively, indicating the potential for the program to aid in mental health issues in resource-limited settings.

Problem number 4. Is there a significant difference in the student's well-being when data are grouped according to sex, age, ethnicity, and family income?

Table 11. Sex

Variable	*Gender*	*Mean*	*P-value*	*T-value*	*Decision*	*Interpretation*
Well-being	*Male*	*3.12*	*.380*	*.881*	*Accept*	*Not Significant*
	Female	*3.06*				

The analysis of well-being data, as presented in Table 12, showed no significant difference between male and female students p = .380, surpassing the typical significance threshold of .05. Mean well-being scores were similar, with males averaging 3.12 and females 3.06. The insignificant p-value .380 and corresponding t-value .881 indicated no statistically significant difference. This implied that gender exerted minimal influence on student well-being. Consequently, interventions aimed at enhancing student well-being didn't necessitate a primary focus on gender disparities. Resources and support could be universally allocated, targeting common factors affecting all students' well-being. Such an approach fostered inclusivity and efficacy in improving the overall student experience.

Table 12. Age

Variable	***Age***	***Mean***	***P-value***	***t-value***	***Decision***	***Interpretation***
Well-being	*15 to 17 years old*	3.11	*.495*	*.685*	*Accept*	*Not Significant*
	18 to 20 years old	3.05				

Table 12 analyzed well-being in two age groups: 15-17 and 18-20 years old. The mean well-being score was 3.11 for the younger group and slightly lower at 3.05 for the older group. Statistical tests yielded a non-significant p-value of .495 and f-value of .685, indicating no significant difference in well-being between the age groups. Thus, age didn't notably affect well-being within this range. Interventions for enhancing well-being could be broadly applied without age-specific adjustments according to Maria Mitina, Sergey Young, Alex Zhavoronkov, (2020). This suggests that factors beyond age are pivotal in determining well-being among young people, warranting further research and targeted interventions.

Table 13. Ethnicity

Variable	***Ethnicity***	***Mean***	***P-value***	***f-value***	***Decision***	***Interpretation***
Well-being	*Zamboangueños*	3.10	*.953*	*.049*	*Accept*	*Not Significant*
	Visayan	3.07				
	Yakan	3.09				

The well-being scores among three ethnic groups, Zamboangueños, Visayan, and Yakan, were quite similar, with mean scores of 3.10, 3.07, and 3.09 respectively. Statistical analysis showed a high p-value of 0.953 and an f-value of 0.049, indicating no significant difference in well-being among the groups. Essentially, ethnicity didn't seem to impact well-being significantly within this sample. Therefore, interventions or policies aimed at improving well-being could be universally designed without specific tailoring to different ethnic groups, as ethnicity didn't appear to be a determining factor in well-being.

Table 14. Family Income

Variable	***Family Income***	***Mean***	***P-value***	***f-value***	***Decision***	***Interpretation***
Well-being	*11,000 to 36,999*	3.10	*.621*	*.495*	*Accept*	*Not Significant*
	10,000 and Below	3.07				

While the statistical analysis of well-being scores among different income groups didn't show a significant difference, research suggests that low family income is associated with various negative outcomes for students, including lower academic achievement and higher rates of depression, addiction, and suicidal thoughts. To address these issues, efforts focused on expanding access to quality education, mental health services, and financial assistance, as well as creating supportive and inclusive school environments, are crucial. Collaboration among communities, educators, and stakeholders is essential to implement initiatives that tackle the root causes of these disparities and help students succeed despite socioeconomic challenges.

IV. CONCLUSION

The study concluded that mindfulness practices positively influenced emotional regulation and learning engagement, as described by respondents. It also found agreeable levels of physical, emotional, mental, and social well-being, indicating positive effects of mindfulness. A strong correlation existed between mindfulness and overall student well-being. Moreover, no significant differences in well-being were found among different respondent profiles. These findings highlight the universal benefits of mindfulness on student well-being across various dimensions.

V. RECOMMENDATIONS

This study recommends various actions to improve student well-being in senior high school. DepEd should enhance teacher training to incorporate modern strategies for better classroom support. The Schools Governance and Operations Division should offer technical assistance programs for teachers and students. District Supervisors should support senior high school teachers, while School Heads should devise additional solutions, emphasizing quick actions like capacity building. Teachers should offer support to struggling students and create engaging lessons. Values and Guidance Coordinators should develop career guidance and spiritual support programs. Finally, future research should replicate this study elsewhere.

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