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## **Relationship between Mindfulness and Academic Self-Efficacy of University Students**

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### **Abstract**

The goal of the study was to explore the relationship between mindfulness, and academic self-efficacy of university students. Correlational research was selected as a research design. The questionnaires were used to collect data. Both public and private university students filled out the questionnaire with the general demographic options Name of the institution, Nature of Institute, Gender, and age. The total population was 2746 students, 852 from private and 1894 from public universities. A sample of 550 was selected. The instrument consisted of three parts; the first part consisted of demographic information. The second part comprised of the Mindful Attention Awareness Scale and the third part comprised Academic Self- Efficacy Questionnaire. Data was collected through questionnaires by survey method. Both inferential and descriptive statistics were applied to analyze the data. Linear regression analysis was used to determine the relationship of variables and an independent sample t-test was used to determine the difference between the demographic variables such as gender and nature of institution. Results showed significant relationship between mindfulness and academic self-efficacy.

### **Introduction**

It is stated that mindfulness is about awakening to the sights, sounds, smells, and tastes of the current second" and "rejoining with our bodies and the feelings they experience (Professor Mark William, 1990). Thus, the casual repetition of present-moment awareness that can be practical to any awakening situation is what Yoga International defines as mindfulness. Put another way, it's a means of sustaining mindful awareness of what you're always doing. Being present in the moment is a necessary part of mindfulness. It entails being acutely aware of your surroundings, accepting things as they are without passing judgment, and making a conscious effort to be more awake and aware of your surroundings every minute. Living in an urban location without suffering stress is tough today. Goyal et al. (2014) through rigorous testing and studies discovered about stress management



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and general well-being that they can be more easily attained through better mental and physical control. The most "famous" stress hormone in the human body, cortisol, was shown to be lowered in the body by mindfulness, according to a different study that was printed in the journal *Health Psychology*.

According to Walsh and Shapito (2006), mindfulness consideration is a self-regulation technique that seeks to improve voluntary control over mental processes by educating kindness and responsiveness. Academic self-efficacy is the is ones proper understanding of his ability to reach his goal or perform all his academic tasks without facing any problems (Bandura, et al., 1997).

Self-efficacy theory assists as the foundation for academic self-efficacy (Bandura, 1977). As per the notion of self-efficacy, it may be characterized as an individual's confidence in himself to complete a task or solve a problem by formulating and implementing a properly logical and thought out strategy (Eccles & Wigfield, 2002). Academic self-efficacy may vary depending on how difficult a work is, according to the theory of academic self-efficacy. While some people believe they do best in engaging activities, others may only finish well in simpler ones. Moreover, it is believed that self-efficacy is situational rather than an endless trait (Linnenbrink & Pintrich, 2002a). Pupils reliably differentiate between their assessments of their efficacy in various academic subjects, which together create a loosely ordered multidimensional structure. Differentiating between self-efficacy and self-worth or self-concept is essential. While one's appraisals of their value and self-concept are more universally affective, self-efficacy is a task-specific judgment (Linnenbrink & Pintrich, 2002a).

Mindfulness is a person's ability to understand about their capabilities and to be aware of the experiences. This includes experiences related to body, heart, soul and the mind as well. This also includes a person's capacity to pay attention to his surroundings in terms of what other people are doing and the natural objects and events as well, Boyatzis & McKee (2005). It's mentioned in the Teachings of a Buddhist Monk that mindfulness is about the complete understanding and awareness of what is happening within an individual and not particularly paying attention to one subject, object or thing. Mindfulness means seizing the present moment as it is, no matter that moment brings confusion, pain, joy, or exhilaration, Ajahn Sumedho (2001). On the other hand, according to the social cognitive theory, self efficacy means the capacity for self-regulation and the management and understanding of one's goal. It is normally understood to be direct as it relates to a person's assessment of their capability to fulfill a specific task to reach their goal as explained by Bandura (2001).

The main objective of this study is to investigate the relationship among the variables of mindfulness and academic self-efficacy among university students. Specifically, it investigates how mindfulness, as an independent variable, contributes to the development and enhancement of academic self-efficacy, the dependent variable. Understanding these relationships are crucial for developing interventions that can help students build the psychological resources necessary to succeed in their academic pursuits.

The aim of this research is to investigate and explore the connection and relationship among the variables, self efficacy and mindfulness. University students face numerous challenges impacting their academic performance, mental well-being, and overall success. The pressures of academic demands, social relationships, and personal development can lead to stress, anxiety, and a decline



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in academic achievement. In this context mindfulness, and academic self-efficacy have emerged as critical psychological constructs that may help students navigate these challenges effectively. Consequently, the purpose of the study was to fill the current gap in the present literature by exploring the relation between mindfulness and academic self efficacy in undergraduate university students. The outcome of the study offered significant insights for educators, counsellors and policy makers in developing such methods and strategies that enhance student's academic achievement.

### Objectives of the Study

The objectives of the study were to:

- Explore the relationship between mindfulness and academic self-efficacy of university students.
- Find out the difference in mindfulness based on demographic variables (gender, nature of institution).

### Hypotheses

H<sub>01</sub>: There is no significant relationship between mindfulness and academic self-efficacy among university students.

H<sub>02</sub>: There is no significant difference in mindfulness of male and female students.

H<sub>03</sub>: There is no significant difference in mindfulness of students from public and private universities.

### Significance of the Study

The capacity to handle new and unexpected situations is linked to mindfulness (Brown et al., 2007). To successfully manage unforeseen events, relates to the examination of how individuals react to the difficulty of surprising circumstances and behave knowingly (Weick & Sutcliffe, 2007). A mindfulness program that was presented by Hanna and Pidgeon (2018) may help human services workers build resilience and lessen stress and sympathy fatigue. According to Joyce et al. (2018), employees who participate in a mindfulness-based resilience program have higher levels of resilience.

Academic self-efficacy is the capacity to function well enough to finish a task at a specific level or accomplish a specific learning goal Bandura et al. (1997). Self-efficacy theory serves as the basis for academic self-efficacy (Bandura, 1977). In contrast to self-esteem and self-concept, which are more broadly based on affective assessments of the self, self-efficacy is a task-specific judgment (Linenbrink & Pintrich, 2002).

### Literature Review

The concepts of mindfulness and academic self-efficacy have gained increasing attention in educational psychology, particularly in their roles in promoting students' academic success and their welfare. Mindfulness constitutes of completely paying attention to the present moment with such an awareness which is free of any bias or judgement. On the other hand self-efficacy refers to the ability of the students and their confidence in themselves to achieve their academic goals. Research has increasingly suggested that these three variables are interconnected, contributing significantly to student outcomes.

Dr. Shagufta et al. (2025) examined the impact of burnout, which was



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characterized as a state of emotional, mental, and physical fatigue resulting from extended stress, on postgraduate students. They emphasized that burnout differs from typical stress due to its persistent nature and is frequently encountered in academic settings. It was highlighted by them about the protective functions of self efficacy and mindfulness in an alleviating burnout. Mindfulness which is defined as the non-judgemental awareness of the present moment, is linked to decreased stress and burnout, whereas self efficacy means an individuals belief in himself about his capacity to accomplish objectives, this bolsters academic resilience and motivation.

Huang et al. (2018) shared personal and professional experiences in higher education, including time as a legal professor and as a student at prestigious universities. The article discusses the importance of teaching mindfulness and happiness to law students, emphasizing how these practices can help reduce stress, anxiety, and fear, leading to more sustainable happiness. The author offers practical suggestions for law students to continue practicing mindfulness throughout their careers to maintain well-being.

Keng, Smoski, and Robins (2011) conducted a study to assess the affect of a program seven weeks based on mindfulness and stress reduction on college students. The research included a pretest and a post test design. It had two groups, through this it got to know that the students who took part in mindfulness training displayed significant reductions in stress and increases in resilience and self-efficacy compared to those who did not. These findings suggest that integrating mindfulness practices into academic settings could greatly benefit students' mental health and ability to cope with stress.

According to the investigation of Menges et al in 2019, academic success could be predicted through establishing academic self efficacy, and other than academic success, motivation could develop for achieving better life outcomes. These were based on bandura's self efficacy theory. They pointed out the previous studies limited emphasis on enhancing self efficacy through emotional states, even though this aspect is crucial to the theory. The authors examined how mindfulness, characterized as intentional awareness, has related to decreased stress and enhanced emotional well being. This could improve academic self efficacy. The authors stated that earlier research showed the connection between mindfulness and academic advantages. However, there have been experimental studies assessing the effect of brief mindfulness interventions on self efficacy. The authors recognized this deficiency and underscored the potential of mindfulness to promote self regulation, diminish negative thoughts and emotions. Thus, also boost internal locus of control, making it into a promising strategy for enhancing student's emotional and academic performance.

### **Relationship Between Mindfulness and Self-Efficacy**

Cede and Gozen (2021) indicated that the theories surrounding mindfulness and self-efficacy have been explored, and the relevant scientific literature has been reviewed. Thus, it can be understood that a positive significant correlation is found between self-efficacy and mindfulness. The individuals who showed levels with higher mindfulness as well as self-efficacy are believed to also have more motivation in comparison to other individuals. These kinds of student complete their tasks more successfully and confidently. In conclusion such individuals prosper more in their everyday life. Self-efficacy plays a vital role due to its positive





correlation with performance results across different achievements. Additionally, future studies should aim to explore the mindfulness and self-efficacy of employees. It is recommended to conduct a thorough analysis of both mindfulness and self-efficacy within the workforce.

Chandna (2020) used the Indian population to find out the connection amid mindfulness, self-efficacy, and self-esteem. The study indicated that mindfulness practices have a positive correlation with both self-efficacy and self-esteem. This suggested that engaging in mindfulness can lead to a more positive self-concept and improved quality of life. The study also found that women scored higher than men in mindfulness-related traits, indicating potential gender differences in how mindfulness influences self-concept.

### **Mindfulness, Trait Mindfulness, and Academic Performance**

Verhaeghen, (2023) conducted two three-level meta-analyses focused on the potential impact mindfulness might have on the academic performance of the students. The initial analysis mostly paid attention on the effectiveness and impact of mindfulness as a trait to control treatments, drawing on 29 studies for a total of 74 effect sizes. On the other hand, the second study investigated the connection between mindfulness and academic self efficacy, using 84 effect sizes from 24 studies. The final results showed that mindfulness positively impacted academic performance with a small to moderate effect (Hedges's  $g$ : 0.31). and a significant correlation was seen with mindfulness and academic self efficacy ( $r$ : 0.09). The study found that in-person instruction and stand-alone interventions, as opposed to in-class sessions, yielded larger effect sizes, with longer interventions having a greater impact when conducted as informal, at-home work. The strongest correlation between mindfulness and academic performance was observed in elementary school students, while college students didn't display a meaningful relationship. The study concluded that higher levels of trait mindfulness are associated with better academic performance, although the underlying mechanisms remain inadequately understood.

The authors Mariyam Shareefa et al. (2025) examined how earlier research has highlighted the crucial roles of self regulation and mindfulness in influencing student's academic self-efficacy. They analyzed literature based on Bandura's social cognitive theory, illustrating how self efficacy regulation allows students to plan, monitor, and adjust their learning strategies, thus promoting self efficacy. Mindfulness was described as the practice of sustaining awareness of the present moment, which improves attention, emotional regulation, and stress management-elements necessary for achieving academic success. Furthermore, the review emphasized mental well-being as a vital mediating factor, indicating that it enhances the impact of both self regulation and mindfulness on self efficacy.

Khine and Nielsen (2022) provided an overview of academic self-efficacy. They said that academic self efficacy is an individual's belief in his ability to acquire knowledge or fulfill educational tasks at specific proficiency levels. A key component of motivation and learning theories in educational settings is academic self-efficacy. The authors noted that self-efficacy varies depending on the subject, task, or environment and is associated with student engagement, study habits, learning preferences, and personality. Furthermore, academic self-efficacy can predict and explain a wide range of student behaviours and outcomes in diverse cultural and linguistic educational contexts.



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Lijuan Fan and Feng Cui (2024) shared their findings concerning mindfulness and self efficacy. Through this they predicted the mental well being of Chinese EFL learners. Their work profoundly focused on putting emphasis on self regulation as the major mediator between mindfulness and self efficacy. As stated previously, they argued that mindfulness works to enhance self efficacy indirectly through improved self regulation. The combined findings revealed the complex interplay between self efficacy and mindfulness. It was displayed through their findings that self efficacy is a core determinant of one's psychological betterment. Individuals who are more self efficacious demonstrate greater mindfulness. This also gives support to maintaining a better mental health.

### Methods And Procedure

#### Research Design

The current study employed a correlational research approach to explore the connection between university students' mindfulness and academic self-efficacy. Correlational research, according to Gay, Mills, and Airasian (2012), entails figuring out whether and how much of a relationship there is between two or more quantifiable variables.

#### Population

A population is a whole group about which some information is required to be determined. The population is well-defined with clear inclusion and exclusion criteria. A researcher is interested in a wide range of people, organizations, and things that share certain characteristics. The groups shared characteristics set them apart from other people, organizations, and items (Chaudhary & Bannerjee, 2010). Students from the education department of universities in the public and private sectors were the population of the study.

**Table 1: Public Universities in Lahore**

Sr. No.	Universities	Number of students
1	Kinnaird College for Women	200
2	Lahore College for Women University	723
3	University of Education	240
4	The University of the Punjab	731
Total		1894

**Table 2: Private Universities in Lahore**

Sr. No.	Universities	Number of students
1	Beaconhouse National University	170
2	Forman Christian College	223
3	University of Management and Technology	67
4	University of Lahore	150
5	Lahore Leads University	32
6	Minhaj University	120
7	University of South Asia	90
Total		852



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## Sampling

Proportionate stratified random sampling technique was used to select the sample. A method to guarantee that related subgroups are adequately represented in the sample is stratified random sampling. Strata are divisions within the population into smaller groupings (Gay, Mills & Airasian, 2012). Using the categorization of universities into public and private sectors, strata were created.

**Table 3: Sample Size**

Universities	Population (N)	Sample (n)
Public Universities	1894	379
Private Universities	852	171
Total	2746	550

## Instrumentation

Data from the individuals was gathered via questionnaires. Participants' demographic data (gender, kind of institute, education, age, etc.) was collected through the first section of the questionnaire. The Mindfulness Attention Awareness Scale made up the second section.

## Mindful Attention Awareness Scale

A mindful attention awareness scale was employed, to measure mindfulness. A fifteen-item scale, which ranged from 1 (almost never) to 5 (very occasionally), was developed by Brown and Ryan (2003). The purpose of the test is to examine a basic component of mindfulness, which is a receptive mental state in which attention is directed by a sensitive awareness of the present moment and is limited to observing what is occurring.

## Academic Self-Efficacy Scale

The academic self-efficacy of the students was examined by the utilization of the academic self-efficacy scale. It was developed by Chemers et al. (2001). It was a 7-point Likert-type scale. It could score the items, ranging from 1 (extremely untrue) to 7 (very true). This questionnaire has 40 statements.

## Data Collection Procedure

Data was collected from the male and female students from public and private universities in Lahore. Survey method was employed to gather data. Each participant's answers were gathered on a different questionnaire.

The data collection was done by first approaching the students and then letting them know about the objective of the research. The researchers who took part as respondents ensured the confidentiality of all the pupils. Pupils were instructed to check that the items were reviewed correctly and to tick the appropriate box.

## Data Analysis

Collected data was then analyzed by using two types of statistical techniques; descriptive and inferential. Using SPSS-25, the gathered data was examined. Multiple regression was used to check at the relation between academic self-efficacy and mindfulness of the students. To find differences between two groups, such as male and female, public and private, an independent sample t-test was



used.

## Descriptive Statistics

**Table 4:** *Distribution of University Students by Gender*

Gender	Frequency	Percentage
Male	231	42.0
Female	319	58.0
Total	550	100.0

Table 4.3 indicates that 319 students, or 58.0% of the total sample of 550, were females and 231 students, or 42.0% of the total sample, were male.

**Table 5:** *University Student Distribution by Type of Institution*

Nature of Institution	Frequency	Percentage
Public	322	58.5
Private	228	41.5
Total	550	100.0

Table 4.4 shows that 228 out of the 550 total students were from private universities, accounting for 41.5% of the sample, while 322 students were from public universities, making up 58.5% of the sample.

## Reliability of the Scales

### Mindful Attention Awareness Scale

This study employed the mindful attention awareness scale. This was developed by Brown and Ryan (2003). The scale's overall dependability was 0.79.

### Academic Self-Efficacy Measure

This research employed the academic self-efficacy scale. It was developed by Chemers et al. (2001). The scale's overall dependability was 0.84.

## Inferential Statistics

**H<sub>0</sub>: There is no significant relationship between mindfulness and academic self-efficacy of university students.**

**Table 6:** *Relationship between Mindfulness and Academic Self-efficacy of University Students*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.720 <sup>a</sup>	.518	.517	34.74939

### a. Predictors: (Constant), MAAS

Table 6 presents the findings of a linear regression analysis conducted to examine the relationship between mindfulness which is the independent variable and academic self-efficacy which is the dependent variable. The R square value of .518\* 100 = 51.8% indicates that fifty- one percent of the variance in academic self-efficacy is defined by mindfulness. The R square in the linear regression showed the variance that can be contributed by the independent variable in the progression. Mindfulness served as the independent variable under investigation in this study.





**Table 7: Linear Regression Test Result**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	710612.068	1	710612.068	588.489	.000 <sup>b</sup>
Residual	661721.204	548	1207.520		
Total	1372333.273	549			

a. Dependent Variable: ASE

b. Predictors: (Constant), MAAS

As demonstrated in Table 4.10, the F ratio is used to assess the measurements' credibility in creating a good model fit. The p-value of .000 < .05 indicates a satisfactory model fit.

**Table 8: Result of Linear Regression Analysis for Coefficient**

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Beta		
(Constant)	53.855		4.704	.000
MAAS	.891	.720	24.259	.000

a. Dependent Variable: ASE

The statistical significance and beta weights are displayed in table 4.10. It shows that mindfulness is significant with the academic self-efficacy of students as evidenced by the significance value (p=.000).

**H<sub>0</sub>: There is no significant difference in mindfulness of male and female university students.**

**Table 9: Gender-Based Difference in Mindfulness of Students**

	Gender	N	Mean	SD	t	df	Sig (2-tailed)
Mindfulness	Male	231	298.649	32.6402	-	548	.000
			4	4	5.536		
	Female	319	316.6677	43.6807		547.448	

The table above, table 9 has displayed the results of the independent sample t-test. The P-value for mindfulness is .000 < .05. This indicated that the male and female students have a significant difference in their trait of mindfulness. Consequently, there was a rejection of the null hypotheses. The mean values for male and female students are 298.6494 and 316.6677, respectively, suggesting that females are more mindful than males.



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**H<sub>0</sub>: There is no significant difference in mindfulness between public and private university students.**

**Table 10: Nature of Institute-Based Difference in Mindfulness of Students**

	Nature of institute	N	Mean	SD	t	df	Sig (2-tailed)
Mindfulness	Public	322	329.000	33.83670	17.178	548	.000
	Private	228	280.9956	31.14277		512.078	

Table 10 shows the results of the independent t-test. The P-value for mindfulness is  $.000 < .05$ . this declared that a significant difference is present in the mindfulness of students both from the from public and private universities. So, the null hypothesis was rejected. The mean values for public and private university students are 329.000 and 280.9956, respectively, suggesting that public university students are more mindful than private university students.

## Conclusion

The study aimed to explore the relationship between the academic self efficacy and mindfulness of the university students. Results showed university students' mindfulness had a significant relationship with academic self-efficacy. According to the results, females seem to be more mindful than males when it comes to mindfulness. The findings demonstrated that as compared to private universities, students at public universities are more mindful.

## Discussion

This research aimed to investigate the relationship between mindfulness and academic self-efficacy of university students. The outcome of this study was that there is a significant relationship between the mindfulness of the university students and their academic self-efficacy.

An important factor of self efficacy is mindfulness. According to Bandura in 1997 if an individual has higher levels of mindfulness, then he is thought to be more aware of is behaviours and feelings. He is more considerable of his feelings and displays a nonjudgemental behaviour. An individual of this kind has a more sense of self efficacy. Brown and Ryan in 2003 said that many other authors have confirmed that a person who is more mindful displays increased levels of cognition and emotional regulation. Thereby enabling stress reduction, concentration, and confident challenge meeting. When an individual stays relaxed and focused during times of stress, it enhances and nurtures self efficacy.

Stress management has a key role of mindfulness playing with it. Research by Greeson et al. (2011) found that psychological and mental distress could be reduced by different mind exercises. Such coping styles should be adopted which help reduce and manage stress. With different stress coping styles an induvial can manage his stress better and cope with difficult situations. This also enhances an individual's self efficacy. These methods of coping not only helps an individual to overcome his own personal challenges but will be able to reduce negative thoughts



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and achieve more.

Hülshager et al. (2013) showed that an individual's self efficacy increased if the characteristic of mindfulness was present in higher levels. This in turn reduced mental and emotion exhaustion and stress. Some authors also stated that if self efficacy was influenced positively by mindfulness, it worked as better stress reducers enhancing an individual's quality of work and the capability to achieve success.

### Recommendations

- Universities should consider including mindfulness-based programs in their curricula to help students manage stress, improve focus, and enhance academic self-efficacy.
- In the future, researchers could also investigate how cultural factors and motivation affect the connection between these variables.
- To thoroughly investigate the variables, qualitative research is also advised.
- Implement programs that promote self-reflection, allowing students to assess their academic performance, recognize their strengths, and identify areas for improvement. This can boost both mindfulness and academic self-efficacy.

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