

# Examining the Impact Mindfulness Meditation on Measures of Mindfulness, Academic Self-Efficacy, and GPA in Online and On-Ground Learning Environments

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## Abstract

*Within this study, the researcher explored the relationship between mindfulness, learning strategies, and GPA by designing and administering a mindfulness meditation (MM) program. There were two versions of the MM program. One version was delivered in an online learning format, where the researcher did not interact with students. The other version was delivered in an on-ground learning format, where the researcher did interact with students. The results indicated significant differences between scores on baseline and follow-up measures of mindfulness, with some differences emerging between participants in the different versions of the intervention. The results also indicated significant differences in learning strategies such as test anxiety, critical thinking, and metacognitive self-regulation between baseline and follow-up. Lastly, the results indicated that academic self-efficacy (ASE) mediated the relationship between Effort Regulation (ER) and GPA for those who participated in the online version of the MM program. Implications pertaining to the results and recommendations for future research are provided in the article.*

*Keywords:* Mindfulness, meditation, anxiety, online learning, stress

## Introduction

The literature on mindfulness for students in schools is growing (Black & Fernando, 2014) and beginning to emerge for college students (Ramsburg & Youmans, 2014). Mindfulness meditation (MM) is considered a process where one consciously attends to their moment-to-moment experience without judgment, through anchoring on the breath (Brown, Ryan, & Creswell, 2007). Academic self-efficacy (ASE) is considered a variable that influences factors related to, and personal engagement with, the learning process (Schunk & Hanson, 1985; Schunk, Hanson, & Cox, 1987). Within the literature, researchers reported positively predictive relationships between mindfulness and various forms of self-efficacy (SE) (Bishop, 2002; Bowen et. al., 2009; Grossman, Niemann, Schmidt, & Walach, 2004). Within this study, the researcher will explore the relationship between mindfulness, ASE, and GPA.

## Statement of the Problem

As stated, there is little research pertaining to mindfulness interventions among college students (Ramsburg & Youmans, 2014). Additionally, literature is clear that ASE influences the learning process and important academic outcomes, such as GPA. The literature is also clear in that there is evidence that suggested a relationship exists between mindfulness and various forms of SE. However, to date there is no published literature where researchers explored the relationship between mindfulness, ASE, and GPA through the implementation of an MM intervention in collegiate learning environments. Additional research is needed as MM could offer a wealth of possibility in terms of potential impacts for the well-





























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