

## RESEARCH ARTICLE

## IMPACT OF MINDFULNESS: A PERSPECTIVE OF TEACHERS OF DOE

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## ARTICLE DETAILS

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## ABSTRACT

The department of education (DoE) of the government of NCT of Delhi (GNCT of Delhi) introduced **Happiness Curriculum** and **Entrepreneurship Mindset Curriculum (EMC)** in all government schools in 2019 for classes Nursery to VIII, and IX to XII respectively. Both curriculums have a strong component, **Mindfulness**; the state of being conscious or aware of the present moment. This is an ancient technique of meditation that somewhat differs from meditation and was discovered by Gautam Buddha more than 2500 years ago. The sole purpose of this component in both the curriculum is to teach the students to ensure harmony within their inner self, discover their self in the process of learning, and grow their self to achieve sustainable happiness from momentary happiness. To know the impact of mindfulness in students' lives in the offline and online mode of teaching, an online survey was conducted by the State Council of Education Research and Teaching (SCERT), New Delhi among the students, teachers, and parents of DoE. This study presents the analysis with the help of statistical techniques such as mean, median, and mode of the teachers' observations through the questionnaire on the impact of mindfulness on the students' behavior and their learning process. More than 1400 teachers who are teaching approximately 70 thousand students participated in this survey. The insights drawn from this analysis are discussed in detail in the result section of the study which shows the positive and effective impact of mindfulness on students' behavior and their learning process.

## KEYWORDS

Mindfulness, Happiness, Students behavior, Learning process, Emotional Balance, Statistics, Data Visualization

### 1. INTRODUCTION

Students are the future and the strength of a nation that contributes the most to development, harmony, economy, and nation-building. The increase in unemployment, lack of essentials due to less wages, societal discrimination, and other factors have much influenced the lives of children coming from unprivileged areas. The ultimate goal of a good education is to ensure happiness in the person but it's been observed that people are less happier even after getting a good education. Thus, to make a positive impact in their lives through education, the government of GNCT of Delhi introduced the **Happiness Curriculum** and **Entrepreneurship Mindset Curriculum (EMC)** for Nursery-VIII and IX-XII in 2019 respectively ([http://www.mindfulnessineducation.com/uploads/5/6/3/9/5639790/evidence\\_on\\_mindfulness\\_in\\_schools.pdf](http://www.mindfulnessineducation.com/uploads/5/6/3/9/5639790/evidence_on_mindfulness_in_schools.pdf)

[https://www.edudel.nic.in/welcome\\_folder/happiness/HappinessCurriculumFramework\\_2019.pdf](https://www.edudel.nic.in/welcome_folder/happiness/HappinessCurriculumFramework_2019.pdf)). The goal of these curriculums was to educate the children in a way that they tune their learning instruments i.e., mind, heart, brain, and body; to enhance their learning experience by growing their selves to attain sustainable happiness from momentary happiness and to ensure harmony within their inner selves through self-discovery in the process of learning.

Mindfulness, discovered by Gautam Buddha more than 2500 years ago, is one of the most pristine techniques of meditation in India somewhat different from meditation as a universal remedy for universal badness. Mindfulness is defined as a state of attentional awareness of one's own changeable experiences, as well as an attitude of curiosity or attentiveness

about one's reactions to these events (Bishop et al., 2004). The ultimate goal of a good education is to attain sustainable happiness in the life of a student but it's been observed that educated people are not that much happy as they should be. Figure 1 shows the types of happiness defined by A. Nagraj in his *Madhyastha Darshan* (Nagraj, 2015). He has classified happiness into three phases: Momentary Happiness; which a person feels through his senses in a moment, deeper happiness; which a person feels through his relationships in the family, working place, or society, and sustainable happiness; supreme and the ultimate goal of life that everyone seeks for and attain it through learning and being aware of the surroundings. According to his philosophy, one can attain it if he/she is fully aware of the surroundings and in sync with them, and it's only possible through mindfulness.

This research is focused on finding the impact of mindfulness on students. 1400+ teachers participated in an online survey and shared their observations made on more than 70 thousand students in the schools of GNCT of Delhi. This research study consists of 5 sections: section 1 talks about mindfulness and its scope in education. Section 2 talks about its historical background of it. The data used for this study and the different methods applied to obtain the results are discussed in section 3. Section 4 discusses the insights drawn and the results obtained in this study. The conclusion of the study has been discussed in the last section.

### 2. LITERATURE REVIEW

Mindfulness is defined as a state of attentional awareness of one's own changeable experiences, as well as an attitude of curiosity or attentiveness

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about one's reactions to these events (Bishop et al., 2014). In the state of mindfulness, one pays attention to the present moment on purpose without passing any judgments (Bodhipaksa, 2017). Many researchers are researching this area as mindfulness is being adopted as an important activity in schools, colleges, and even in offices. Lomas et al. found positive outcomes on most of the measures related to the well-being of educators (Lomas et al., 2017). Katherine in her research study suggests that the schools engaged in mindfulness, are likely to have positive and impactful results on emotional well-being, ability to learn, mental health, and physical health of the students. Mindfulness helps students to keep their selves away from negative feelings and anxiety (Weare, 2012). Those who perform mindfulness frequently, even for a shorter interval, have shown benefits in resilience to stress, cognitive performance, neurobiological changes, and positive health benefits (Bostic et al., 2015). Several researchers have found that mindfulness has helped students from elementary level to all grades to gain more confidence, better mental and physical health, disciplined behavior, and more focus on their learning

(Felton et al., 2013; Martinez and Zhao, 2018; Carboni et al., 2013; Boo et al., 2019; Wang and Kong, 2013; Lin and Mai, 2018; Parker et al., 2013).

### 3. MATERIALS AND METHODS

#### 3.1 Research Design

This research study utilizes descriptive experimental design to determine the impact of mindfulness on students via observations made by the teachers of the department of education of GNCT of Delhi.

#### 3.2 Population and Sample

The number of teachers has been categorized according to the classes they are teaching happiness and entrepreneurship mindset curriculum from classes VI-XII, as shown in Table 1. The respondents have been selected through a random sampling technique and they answered their observations through a google form questionnaire.

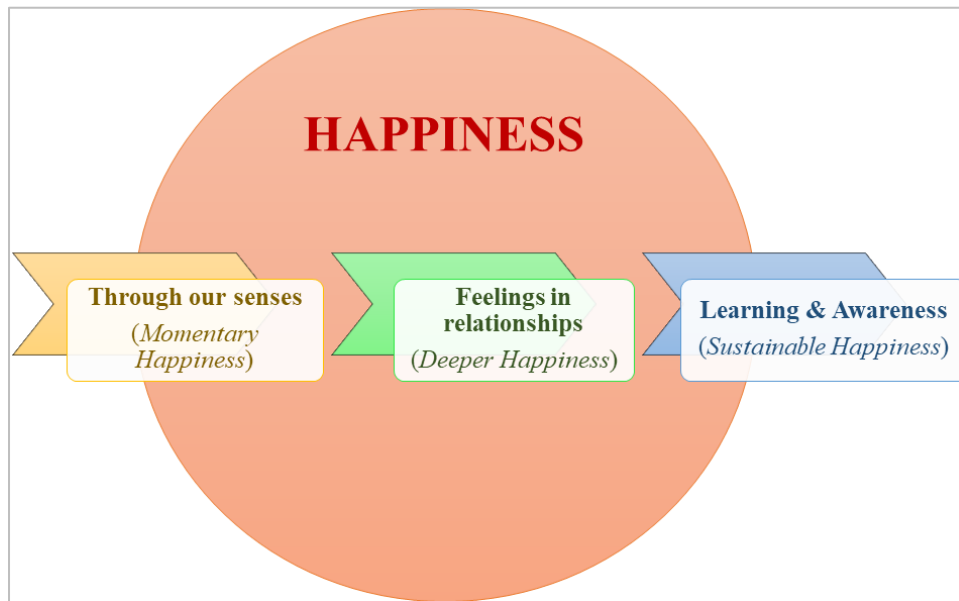


Figure 1: Happiness and its types

Table 1: Number of Teachers Who Participated in This Study	
Classes Taught	Total Teachers Participated
Class 6-8 (Happiness)	692
Class 9-10 (EMC)	330
Class 11-12 (EMC)	401
Total	1423

#### 3.3 Data Gathering Procedure

A common google form was developed and the link was shared with the teachers. The teachers filled out the google form and shared their observations through that.

#### 3.4 Data Gathering Instrument

The instrument (google form) contains 30 questions related to the impact of mindfulness on the students, out of which 24 were common for all the students while 6 questions were specific to hyperactive students. Each question has 5 options which are weighted from 1 to 5 in the analysis and discussed in detail in the result section. The questionnaire was prepared by the team of DIET faculties considering all the aspects in finding the impact of mindfulness on the students.

#### 3.5 Statistical Tools

The following statistical tools have been used to determine and interpret the results obtained in this study:

*Frequency:* used to tabulate the gathered data and to display it on graphs.

*Percentage:* used to get the proportion of the number of respondents and to display on graphs.

*Mean:* used to know the values of scores within a range of scores.

### 4. RESULTS AND DISCUSSIONS

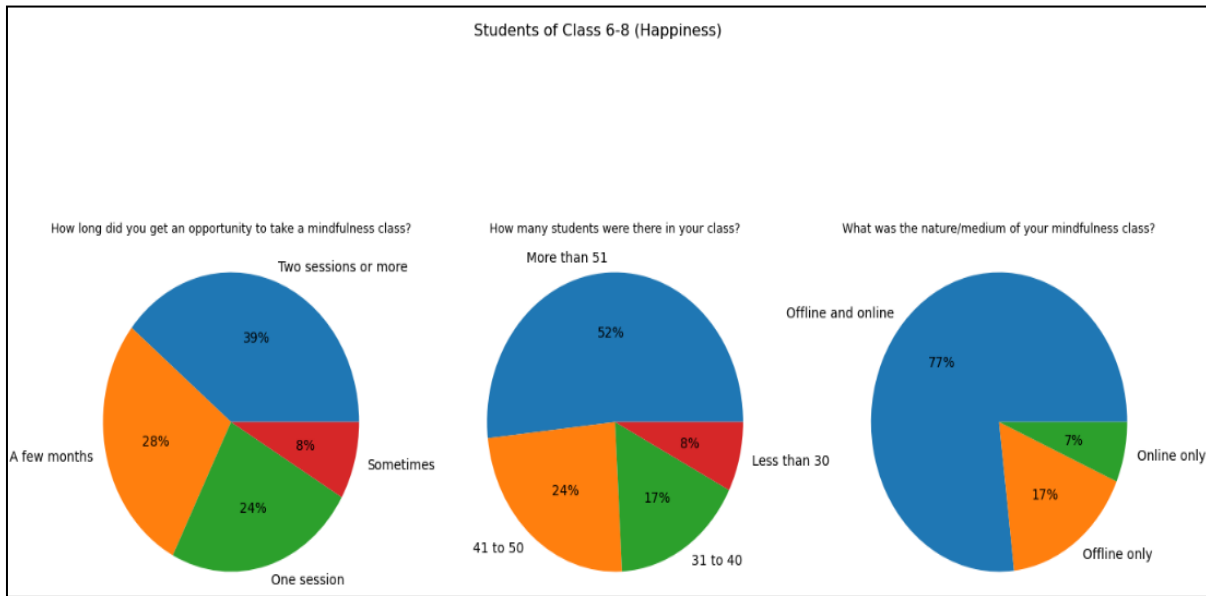
In this research, the teachers teaching mindfulness as one of the important

components of the happiness and entrepreneurship mindset curriculum have been classified into three categories as shown in Table 1 above. These curriculums were being taught in blended mode (online and offline) after the pandemic. The teachers have responded that most of the students have done mindfulness in both modes i.e. 77% of students from 6-8, 75% from 9-10, and 69% from 11-12 respectively, as shown in figure 2.

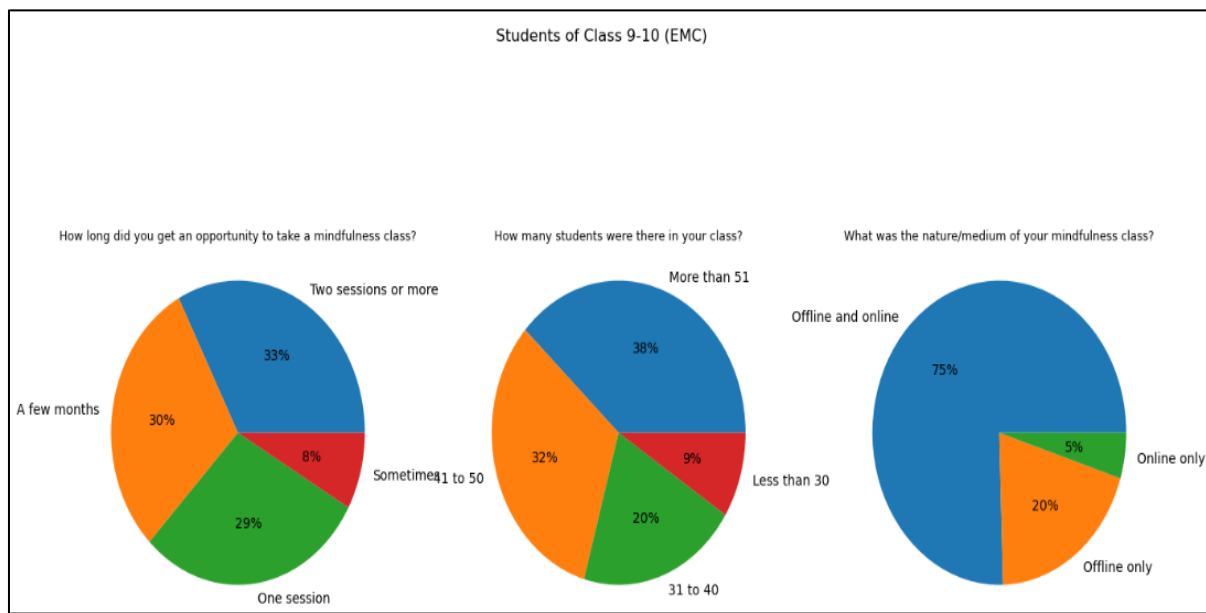
It can be seen from figure 2 that most of the teachers have more than 40 students in their classes and the students were familiar with the mindfulness activity. The first six questions out of the 30 questions of the questionnaire talk about the knowing, willingness, and zeal of the students and their families to participate in the mindfulness activity. It has been observed by the teachers that 92%, 97%, and 96% of the students from classes 6-8, 9-10, and 11-12 are always excited to practice mindfulness in the class respectively and their families also practice at home, as shown in figure 3.

The next six questions from the questionnaire were about whether the parents appreciate mindfulness or oppose it, whether were they curious to know more about it, or whether the teachers felt the need to increase the clarity on mindfulness for them and were the teachers able to see the positive changes in students' academic interest. The research shows that more than 90% of parents appreciated this mindfulness activity and the teachers found that more than 80% of students showed a positive impact on their studies, as shown in figure 4.

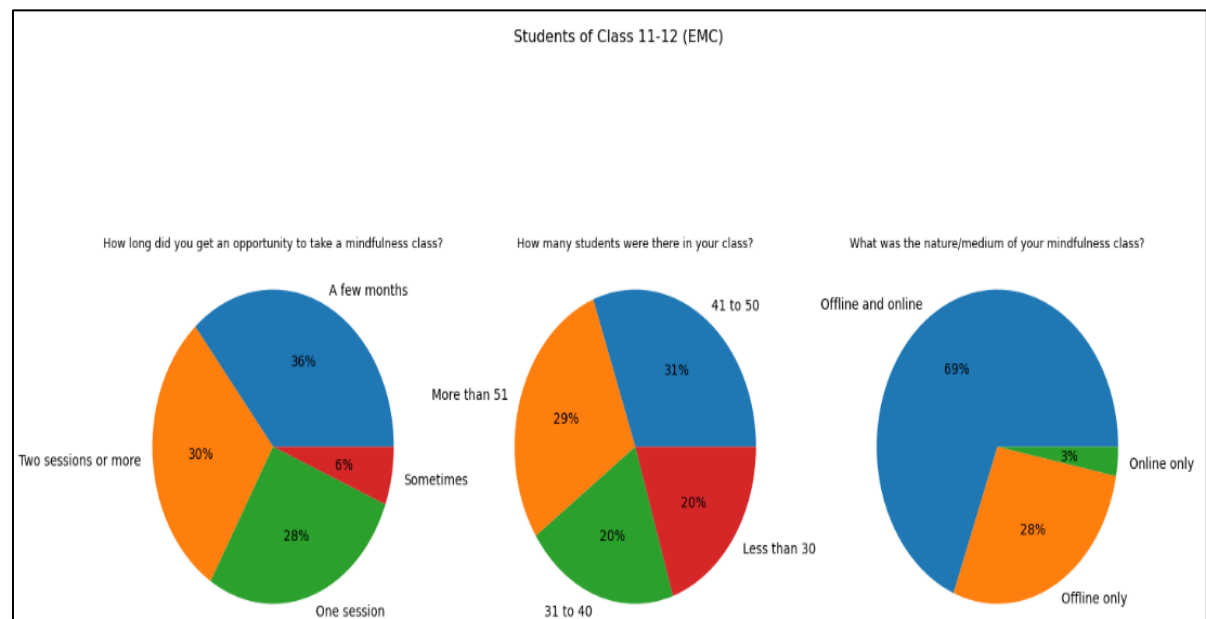
Questions 13-18 from the questionnaire were to know about the effectiveness of mindfulness in online mode for students, teachers, and other people. The research shows that mindfulness helped most students and teachers during the COVID-19 epidemic. This was the time when everyone was struggling for their necessities and other essentials. During that time, mindfulness helped them to stay positive and emotionally stable. However, more than 50% of the teachers responded that due to a lack of connectivity resources (smartphones, and the internet) most of the students could not be practiced the online medium, as shown in figure 5.



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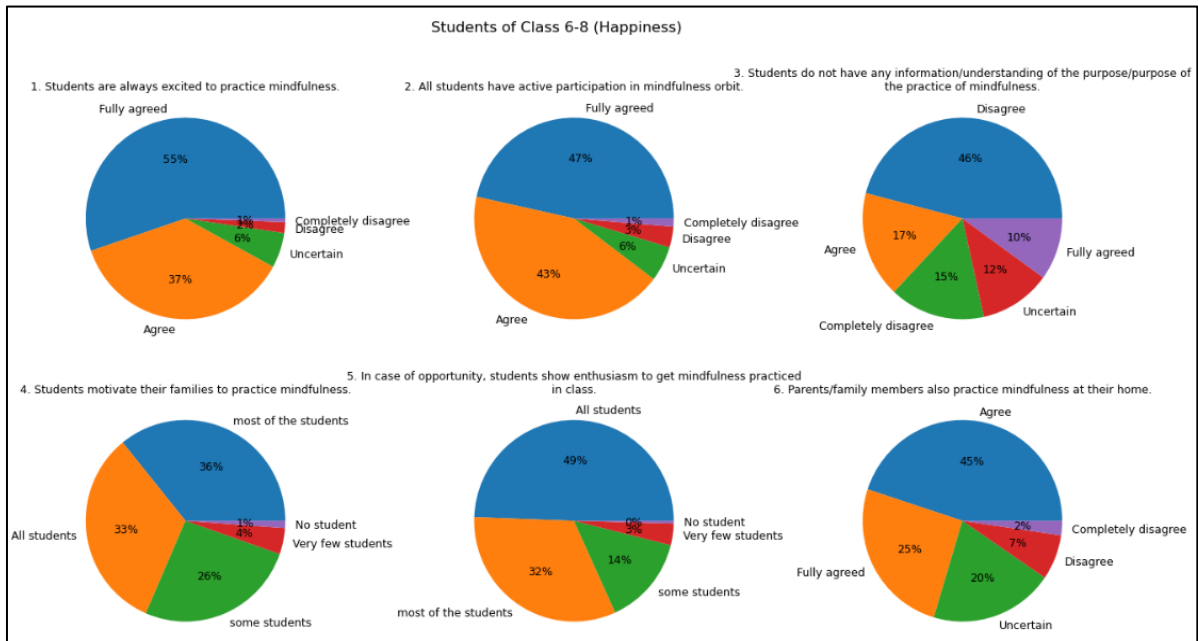


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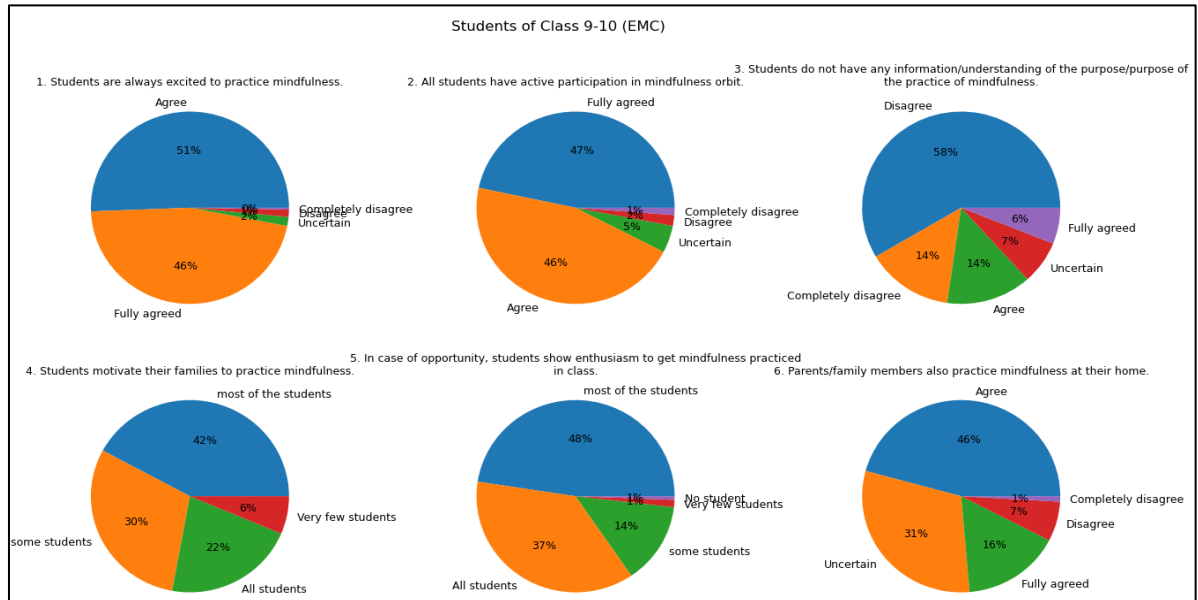


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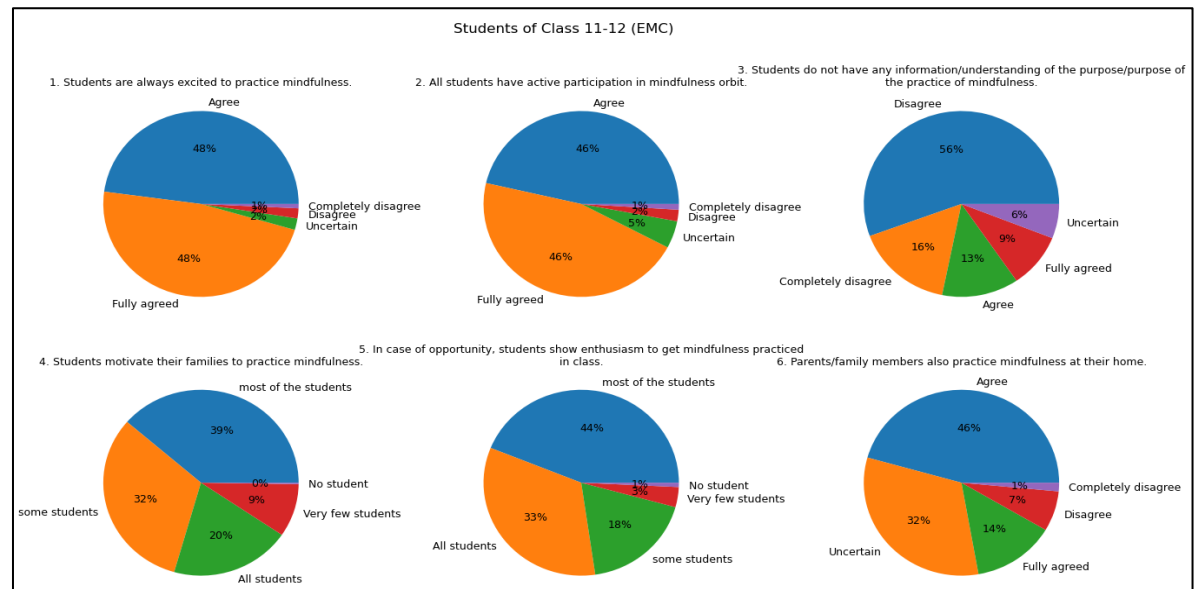
**Figure 2:** Percentage of students who attended the session in blended, online, and offline mode



(a)

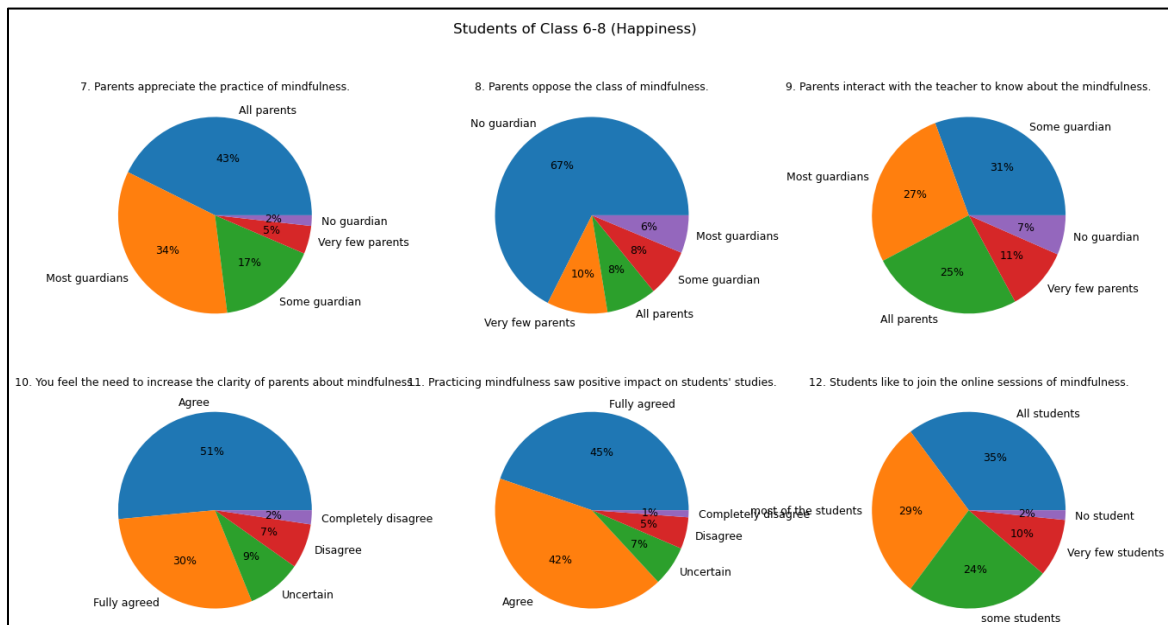


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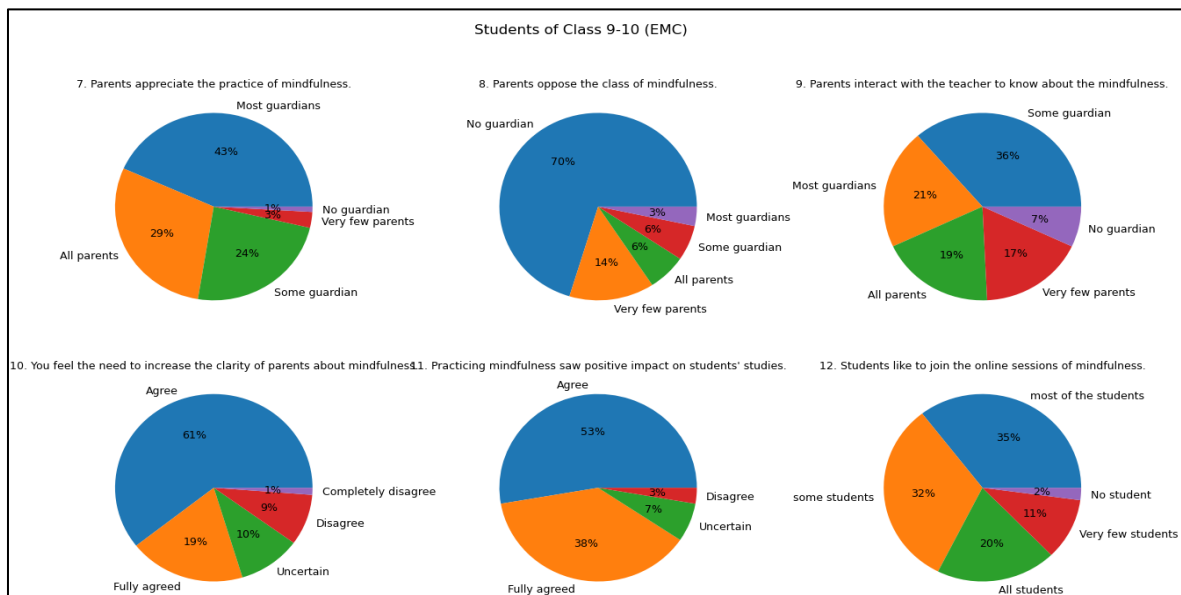


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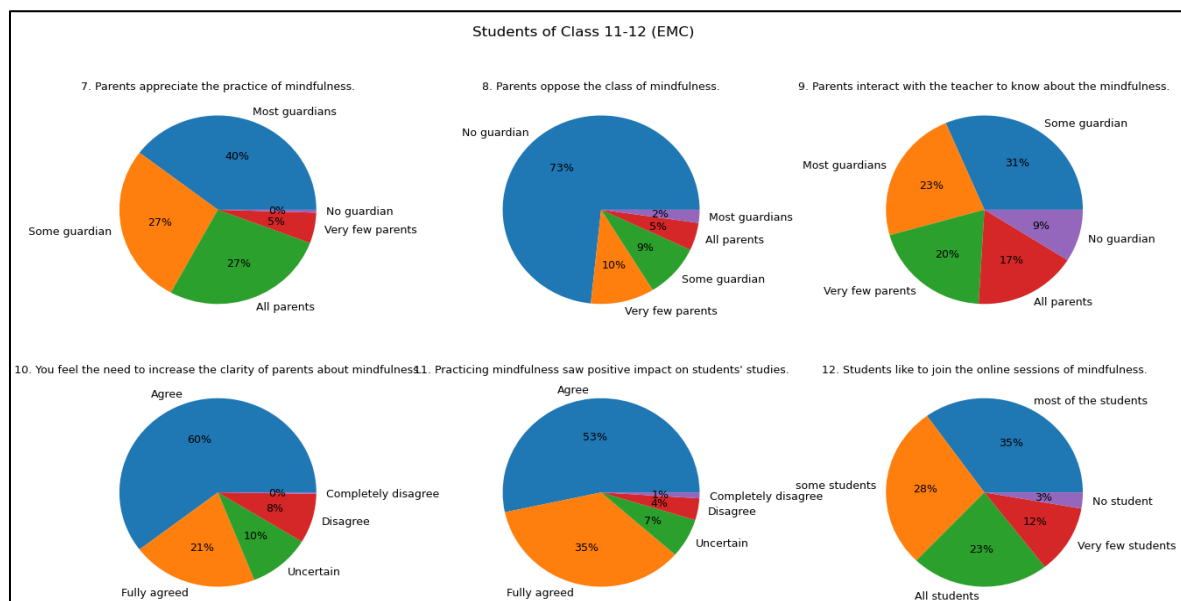
**Figure 3: Teachers' observation of students and their parents' involvement in a mindfulness activity**



(a)

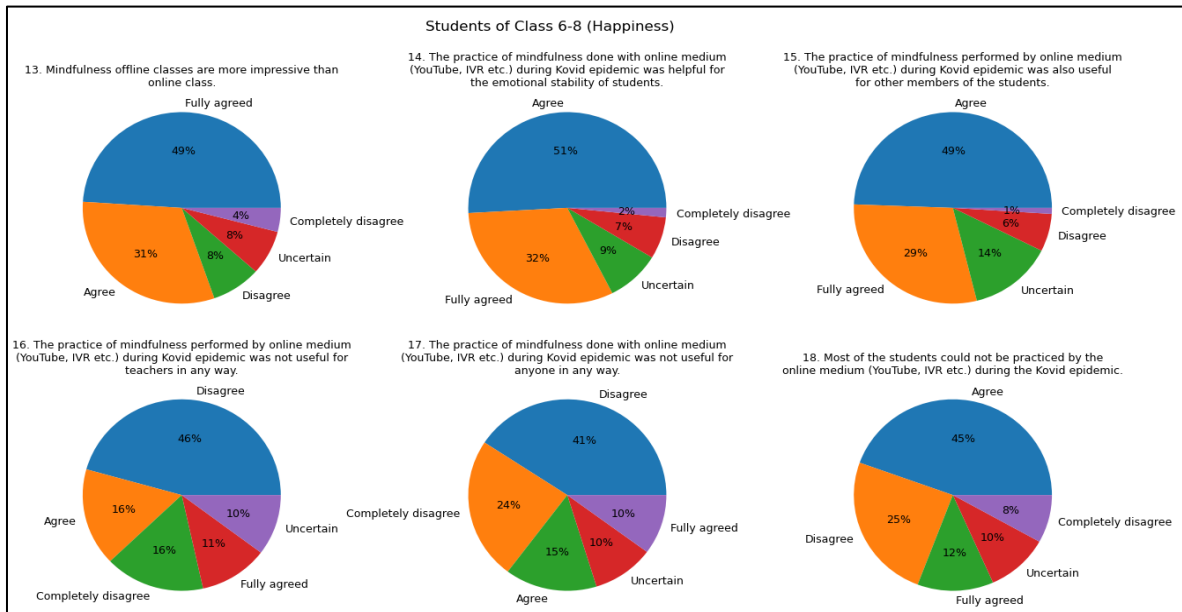


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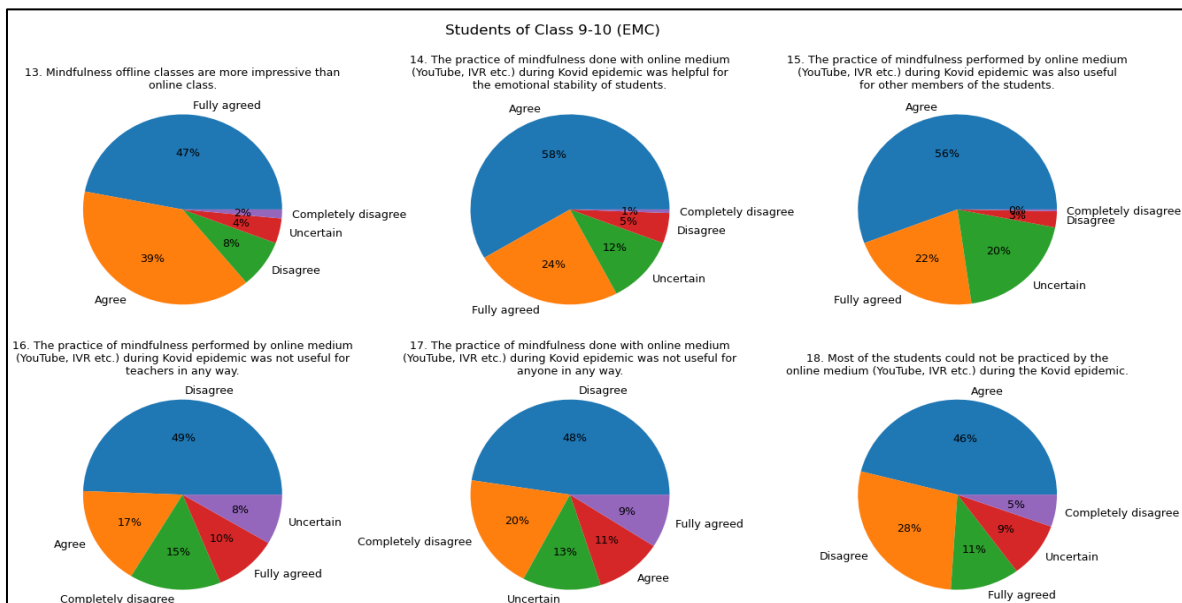


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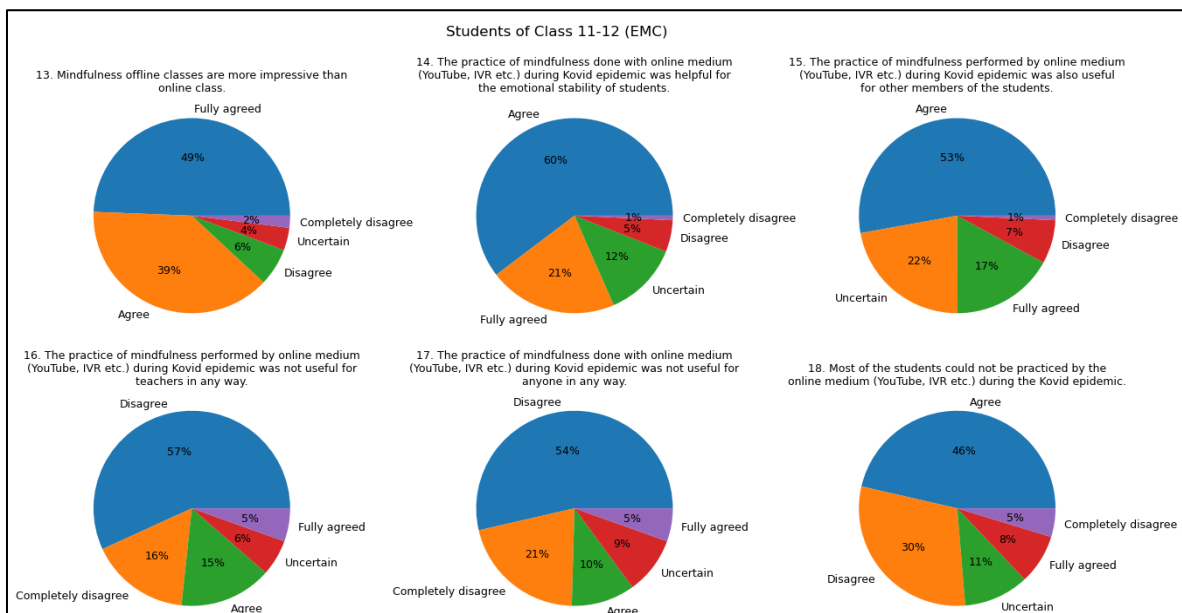
**Figure 4:** Teachers' observation of parents' point of view on mindfulness and its impact on students' academic interests



(a)

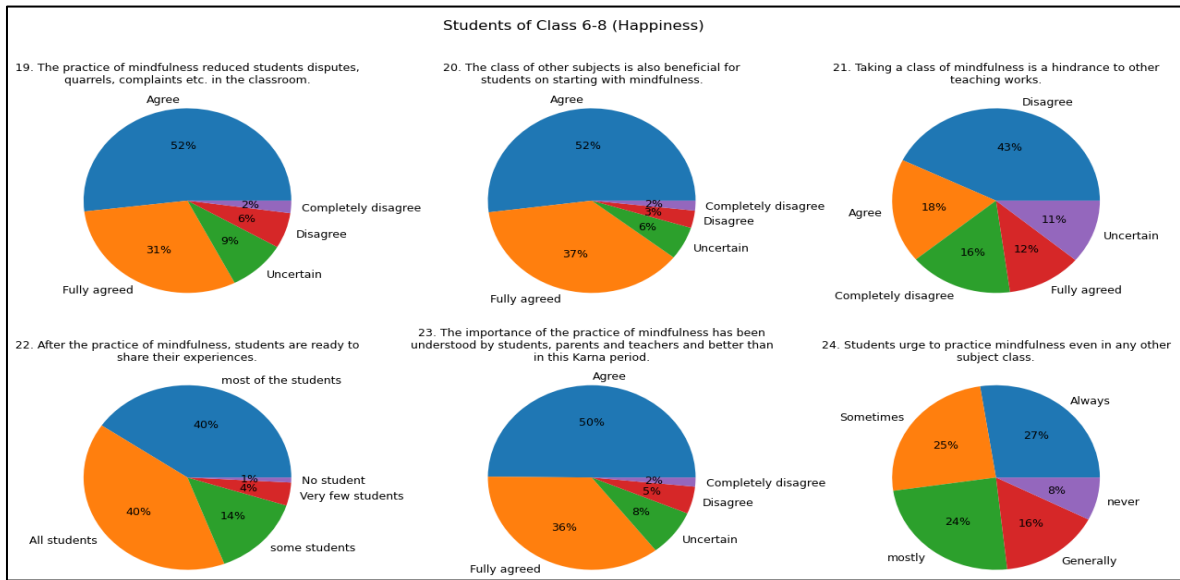


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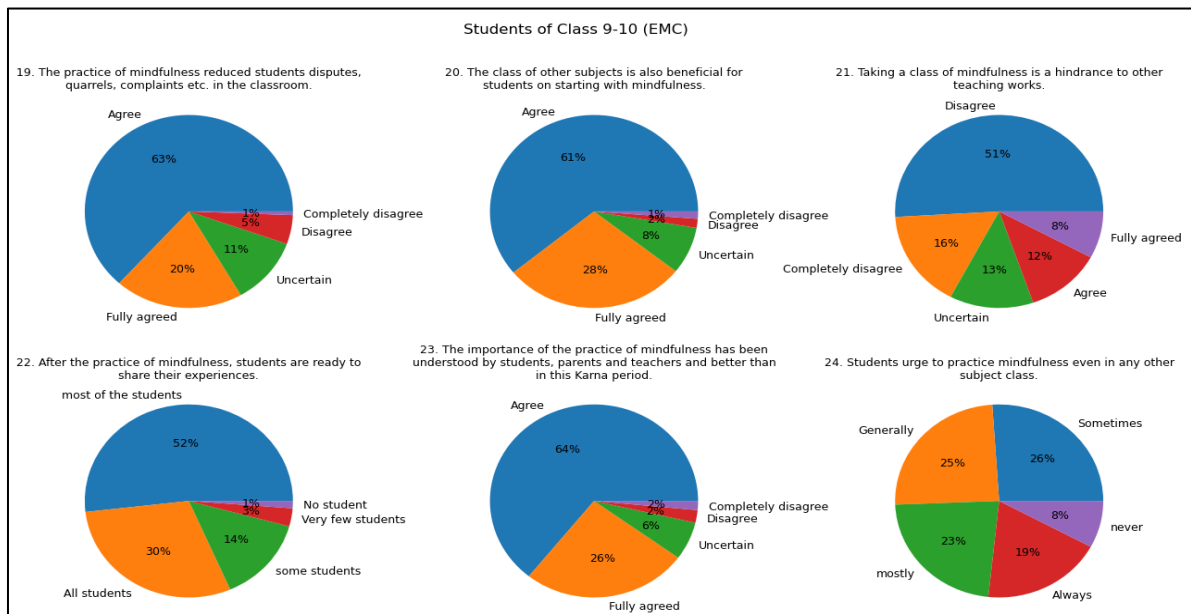


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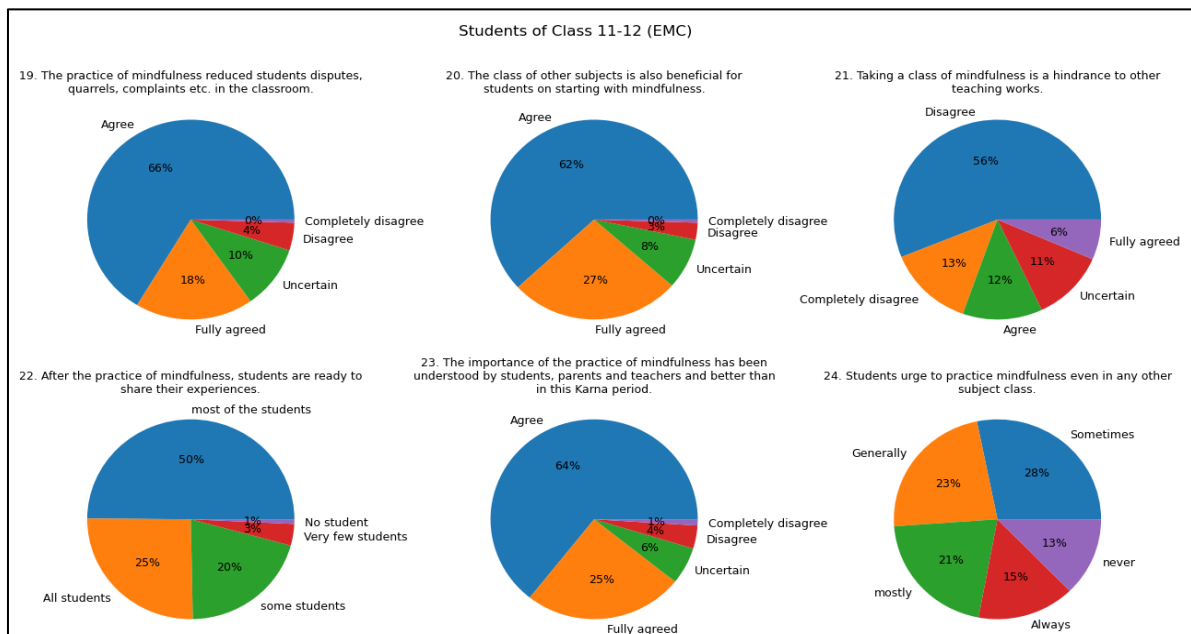
**Figure 5:** Teachers' observation on the effectiveness of mindfulness in online mode



(a)

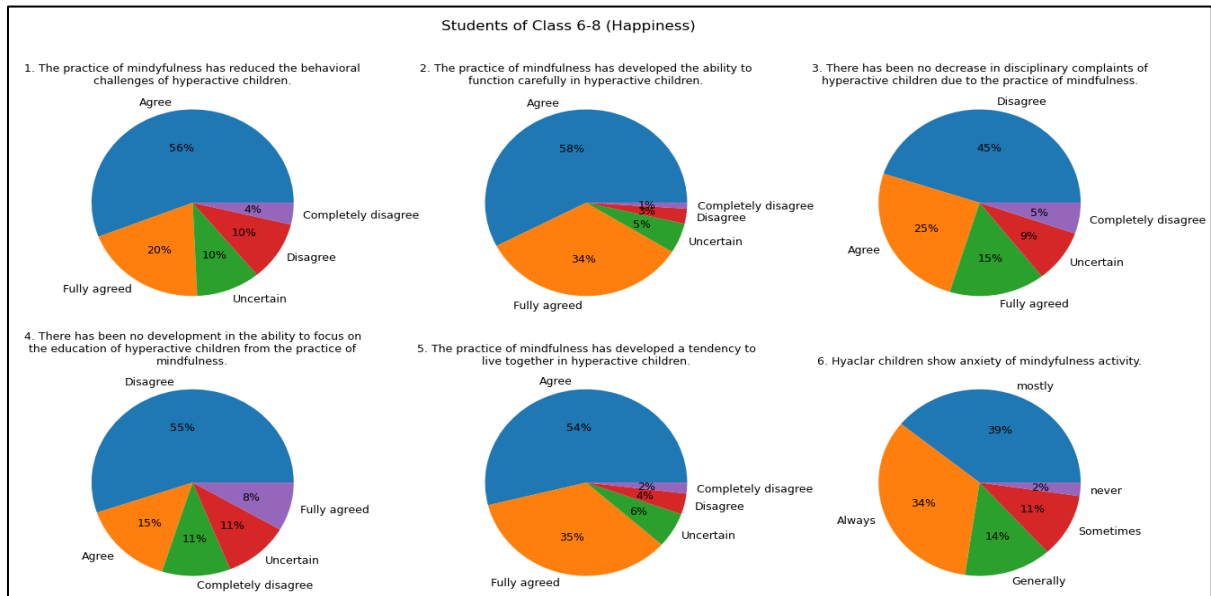


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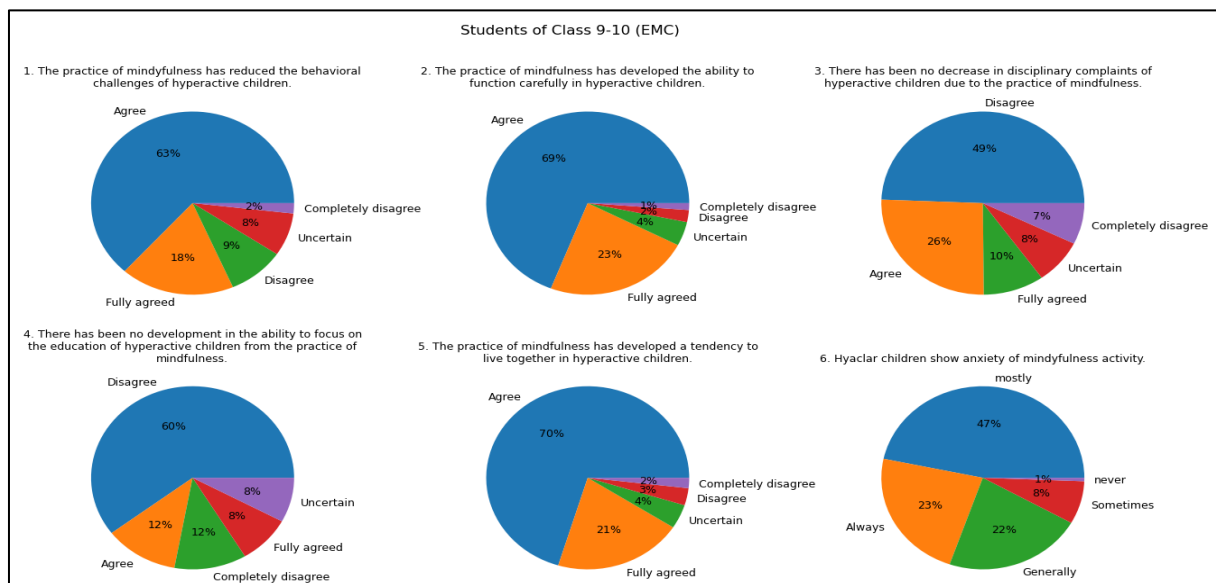


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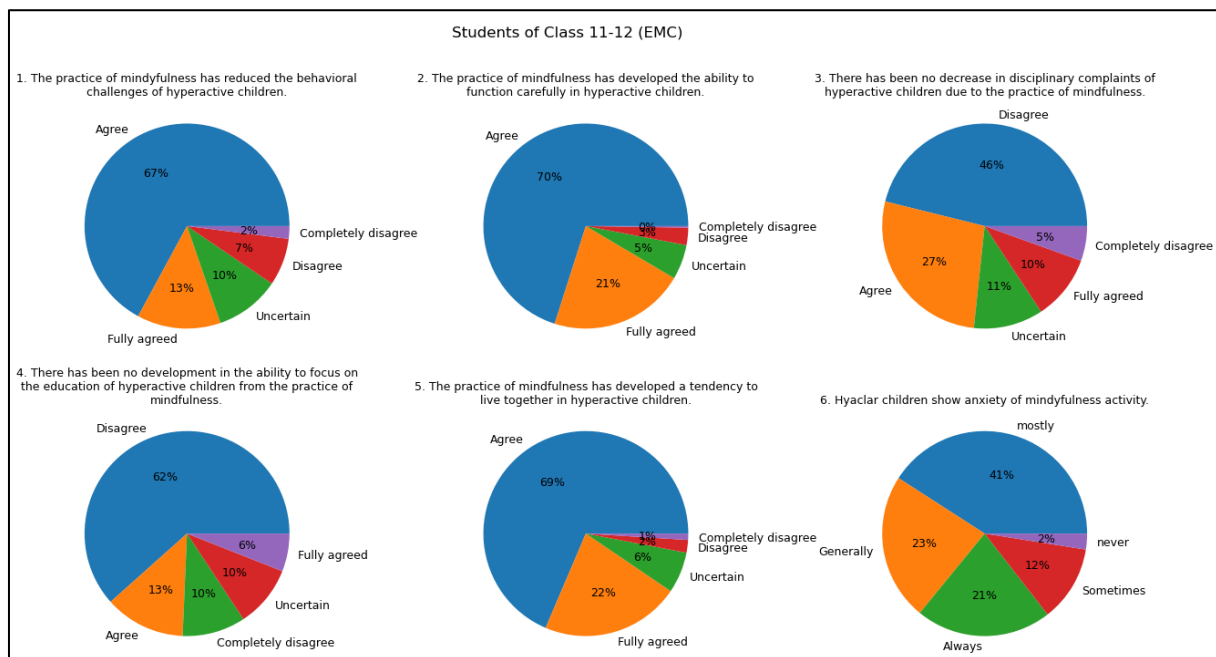
**Figure 6: Teachers' observations on students' behavior changes after practicing mindfulness**



(a)



(b)



(c)

**Figure 7: Teachers' observation of hyperactive students' activities**



**Table 2: Mindfulness Questionnaire and the Mean of Teachers' Response Score**

S. No.	Question	Class 6-8 (Happiness)	Class 9-10 (EMC)	Class 11-12 (EMC)
1.	Students are always excited to practice mindfulness.	4.44	4.42	4.4
2.	All students have active participation in the mindfulness orbit.	4.3	4.35	4.34
3.	Students do not have any information/ understanding of the purpose/ purpose of the practice of mindfulness.	3.4	3.61	3.56
4.	Students motivate their families to practice mindfulness.	3.95	3.79	3.69
5.	In case of opportunity, students show enthusiasm to get mindfulness practiced in class.	4.27	4.19	4.06
6.	Parents/ family members also practice mindfulness at their home.	3.84	3.69	3.63
7.	Parents appreciate the practice of mindfulness.	4.12	3.97	3.88
8.	Parents oppose the class mindfulness.	1.78	1.62	1.55
9.	Parents interact with the teacher to know about mindfulness.	3.54	3.27	3.19
10.	You feel the need to increase the clarity of parents about mindfulness.	2.01	2.12	2.07
11.	Practicing mindfulness saw a positive impact on students' studies.	4.24	4.26	4.18
12.	Students like to join the online sessions of mindfulness.	3.87	3.6	3.63
13.	Mindfulness offline classes are more impressive than online classes.	4.13	4.22	4.27
14.	The practice of mindfulness done with online mediums (YouTube, IVR, etc.) during the Covid epidemic was helpful for the emotional stability of students.	4.04	4.01	3.96
15.	The practice of mindfulness performed by online mediums (YouTube, IVR, etc.) during the Covid epidemic was also useful for other members of the students.	4	3.95	3.78
16.	The practice of mindfulness performed by online mediums (YouTube, IVR, etc.) during the Covid epidemic was not useful for teachers in any way.	3.39	3.42	3.64
17.	The practice of mindfulness done with online mediums (YouTube, IVR, etc.) during the Covid epidemic was not useful for anyone in any way.	3.74	3.58	3.74
18.	Most of the students could not be practiced the online medium (YouTube, IVR, etc.) during the Covid epidemic.	3.28	3.3	3.23
19.	The practice of mindfulness reduced students' disputes, quarrels, complaints, etc. in the classroom.	4.03	3.97	3.98
20.	The class on other subjects is also beneficial for students on starting with mindfulness.	4.2	4.14	4.11
21.	Taking a class on mindfulness is a hindrance to other teaching works.	3.34	3.56	3.58
22.	After the practice of mindfulness, students are ready to share their experiences.	4.15	4.06	3.96
23.	The importance of the practice of mindfulness has been understood by students, parents, and teachers better than in this Corona period.	4.13	4.11	4.08
24.	Students urge to practice mindfulness even in any other subject class.	3.39	3.18	2.98
25.	The practice of mindfulness has reduced the behavioral challenges of hyperactive children.	3.88	3.87	3.82
26.	The practice of mindfulness has developed the ability to function carefully in hyperactive children.	4.2	4.11	4.1
27.	There has been no decrease in disciplinary complaints of hyperactive children due to the practice of mindfulness.	3	3.19	3.09
28.	There has been no development in the ability to focus on the education of hyperactive children from the practice of mindfulness.	3.46	3.55	3.57
29.	The practice of mindfulness has developed a tendency to live together in hyperactive children.	4.16	4.05	4.08
30.	Hyperactive children show anxiety about mindfulness activities.	3.91	3.84	3.67

The last six questions out of twenty-four questions focused on the behavioral changes in the students, the benefits of mindfulness in other subjects' understanding and their urge to start with mindfulness, teachers' perspective on hindrance due to mindfulness in their teaching work, and the importance of mindfulness understood by everyone. It's been observed that mindfulness helped in reducing quarrels, disputes, and complaints in the classroom and the students had a better understanding of other subjects as well if they start with mindfulness. The teachers observed that the students were ready to share their experiences after this activity and it never became any hindrance in their teaching work. Also, the parents, teachers, and students understood the importance of mindfulness better during COVID time but only some students were urged to practice mindfulness in other subjects, as shown in figure 6.

The final six questions out of the total thirty questions were related to the hyperactive students' behavioral challenges such as their belongingness with other students, their disciplinary activities, and their focus on education. Figure 7 shows that the teachers found a positive impact on the hyperactive students. Mindfulness has helped in reducing their behavioral challenges, developed their ability to function carefully and focus on their education, and developed a tendency to live together. However, the teachers didn't find many changes in their disciplinary complaints and they were anxious while practicing mindfulness.

Table 2 shows the mean of the teachers' responses against each question from the questionnaire on a scale of 1-5. The higher the value, the more they agree with the question e.g. least teachers observed that parents

oppose the mindfulness activity (question 8).

### 5. CONCLUSION

Mindfulness is one of the key activities which is beneficial for the mental and physical health of everyone. Mindfulness of body, feelings, and mind help a person to aware of beneficial things for the body, aware of pleasant, unpleasant, or neutral feelings, and understand the quality of the mind. The research shows that mindfulness has a positive impact on students, teachers, and parents in all situations. The impact of mindfulness observed by the teachers in the online and offline modes of classes was positive and helped the students to be focused on the things they were engaged in and confident in the situations they were struggling. The study may be extended to know the impact of mindfulness from students' and their parents' point-of-view.

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