

EFFECTIVENESS OF MINDFULNESS PRACTICES ON ACADEMIC STRESS OF THE STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES: AN ASSESSMENT

ABSTRACT

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Academic stress continues to be a pressing issue among college students, significantly impairing cognitive performance, emotional regulation, and physical well-being. This study explores the effectiveness of mindfulness-based interventions in alleviating academic stress among third-year Bachelor of Science in Psychology students at Bestlink College of the Philippines. With the increasing academic demands placed on students, mindfulness—a mental practice centered on nonjudgmental awareness of the present moment—has emerged as a promising and evidence-based approach to stress management. The research investigates whether structured mindfulness exercises can meaningfully reduce stress levels and enhance students' overall mental and emotional resilience in an academic environment. This study adopted a quasi-experimental research design, employing cluster sampling to select 229 third-year Bachelor of Science in Psychology students. Data collection utilized two key instruments: a modified version of the Standardized Assessment of Academic Stress (SAAS) and a researcher-developed questionnaire that measured stress across five domains—cognitive, affective, physical, social, and motivational. Participants engaged in a series of structured mindfulness interventions over a specified period, which included guided meditation, focused breathing, and body scan exercises. Pre-and post-intervention assessments were administered to evaluate changes in stress levels. Statistical analyses were conducted to determine the significance and effectiveness of the mindfulness-based intervention in reducing academic stress. Prior to the intervention, students experienced high levels of academic stress, particularly in cognitive areas such as diminished concentration and memory difficulties, as well as physical symptoms including frequent headaches and elevated heart rates. Emotional challenges such as insecurity and fatigue were evident, alongside patterns of social withdrawal. However, post-intervention results revealed significant positive changes. Students reported improved cognitive clarity and focus, increased emotional resilience—despite minor residual self-doubt—reduced physical complaints (with only slight appetite disturbances remaining), decreased irritability, and a revitalized sense of motivation. Statistical analysis confirmed a strong inverse correlation between the frequency of mindfulness practice and the intensity of stress symptoms, affirming the effectiveness of mindfulness as a stress-reduction strategy in academic settings. The study affirms that mindfulness practices play a pivotal role in significantly reducing academic stress, underscoring their potential as a cornerstone of student mental health and wellness programs. The findings corroborate existing research emphasizing mindfulness's efficacy in enhancing cognitive focus, emotional regulation, and psychological resilience. Nevertheless, the long-term success of such interventions is contingent upon regular engagement and strong institutional backing. To support this, the researchers developed a structured mindfulness module, incorporating guided meditations, breathing techniques, and practical stress-management tools designed to encourage sustained practice and cultivate a proactive approach to student well-being within academic environments.

RECOMMENDED CITATION

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