



ISSN : 2350-0743



## RESEARCH ARTICLE

### THE ROLE OF MEDITATION IN ENHANCING EMOTIONAL INTELLIGENCE AMONG STUDENTS IN SECONDARY LEVEL

Suman Kumar Shrestha<sup>1</sup>, Govinda Neupane<sup>2</sup>, Rajendra Pokharel<sup>3</sup> and Jantaraj Karky<sup>4</sup>

<sup>1</sup>Assistance professor at Tribhuvan University, Sanotimi Campus Sanothimi, Bhaktapur; <sup>2</sup>Teaching at Tribhuvan University, Sanotimi Campus Sanothimi, Bhaktapur; <sup>3</sup>Teaching at Tribhuvan University, Sanotimi Campus, Sanothimi, Bhaktapur; <sup>4</sup>Associate professor at Faculty of education, T.U., Dean Office, Balkhu

#### ARTICLE INFO

##### Article History

Received 19<sup>th</sup> December, 2024  
Received in revised form  
17<sup>th</sup> January, 2025  
Accepted 26<sup>th</sup> February, 2025  
Published online 28<sup>th</sup> March, 2025

##### Keywords:

Benefits, Challenges, Emotional  
Intelligent, Meditation, and Social Skills.

\*Corresponding author:  
Suman Kumar Shrestha

#### ABSTRACT

This study examines the role of meditation in students' emotional intelligence, self-awareness, and individual development. The study was conducted at Excel Public School, Kathmandu, using a qualitative, descriptive approach. The school was chosen through purposive sampling, and data were collected from stakeholders over six months through interviews, focus group discussions, and observations. According to research, meditation dramatically enhances kids' capacity to focus, manage difficult emotions, act appropriately in class, and be socially adaptive. Teachers saw increases in attention, patience, and interpersonal interactions, while students reported feeling less stressed, more self-aware, and more confident about their ability to study. Despite challenges like time constraints and administrative roadblocks, the effectiveness of mindfulness treatments is maximized through systematic, teacher-delivered sessions and continuous feedback. A mindful classroom environment generates emotional resilience, reduces acting-out, and promotes collaboration among students. Expanding meditation programs requires highly trained instructors who can modify techniques across ages and integrate mindfulness into curriculum. New developments could include technology-based tools and interdisciplinary approaches to maximize long-term impact. This study highlights the importance of sustained mindfulness programs in education; pointing to meditation's capacity for creating a supportive and engaged learning environment.

Copyright©2025, Suman Kumar Shrestha et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Suman Kumar Shrestha, Govinda Neupane, Rajendra Pokharel and Jantaraj Karky. 2025. "The role of meditation in enhancing emotional intelligence among students in secondary level", *International Journal of Recent Advances in Multidisciplinary Research*, 12, (03), 10864-10870.

## INTRODUCTION

Emotional intelligence (EI) is the ability to understand, access, and manage one's own and others' emotions (Goleman, 1995). Emotional intelligence (EI) refers to a person's psychological and emotional abilities, including motivation, self-regulation, emotion awareness, empathy, and social skills. Emotional intelligence (EI) is a crucial aspect of personality development that influences individuals' responses and interactions with emotional stimuli in their daily lives. Since emotional intelligence impacts peer relationship, academic achievement, and student well-being, it should be fostered in the secondary years (Mayer et al., 2004). Adolescence is a very critical stage of emotional growth, and the development of EI during this period has been linked with enhanced decision-making, problem-solving, and conflict management skills. Moreover, EI makes it easier for the learners to establish an effective relationship with the teachers and fellow students, handling study stress, and eliminating adolescence problems. Learning EI in high school thus impacts the learner's lifelong into adulthood. Meditation

is one of the ways of acquiring emotional intelligence, which is an exercise that enhances mindfulness and awareness of self, and can help students learn about emotional control and empathy (Zeidan et al., 2010). Meditation presents the potential to cultivate attention and emotional awareness, which enables students to observe their own emotions in the moment and non-judgmentally. Through daily meditation, students can regulate automatic reactions better and become more reflective, thoughtful in decision-making in emotionally charged situations. Meditation also provides the habit of empathy because it makes one learn how to step into another's shoes and hence sympathize with another. This ability to empathize can be applied to peer-to-peer and teacher-student relationships to create a school environment that is more cooperative and supportive. Meditation has been found to lower stress levels, improve concentration, and increase emotional responsiveness, leading to greater emotional intelligence in students (Chiesa & Serretti, 2009). Breathe exercises and mindfulness is the meditative processes that have shown to reduce physiological markers of stress, i.e., cortisol levels, while augmenting relaxation as well as calming at the same time. Both these interventions become particularly

significant in students experiencing significant levels of stress encompassing educational pressures, societal pressures, or extracurricular activities. Secondly, psychological functions like memory and attention that are critical functions in studies improve with meditation. As they grow more focused and less interrupted by emotional discord, their ability to work with emotions in a positive manner improves further, contributing further to the development of EI. Given the challenge and pressure that second-level students undergo, integrating meditation in their day-to-day activities can be an effective intervention towards emotional growth and ability to manage emotions in various situations (Kuyken et al., 2013). Second-level students are constantly exposed to stressors including academic examinations, interpersonal relationships, and transition into adulthood. Meditation provides a practice that could possibly allow students to face such challenges with greater courage and emotional equanimity. It has been found that meditating students on a regular basis feel more capable of controlling their emotions, less stressed out, and able to concentrate more effectively on studies. By introducing meditation to the curriculum or school after-school programs, students are given by their teachers an extremely useful lifetime EI development tool. This essay explores the ways in which practice of meditation can be a contributing factor in the enhancement of emotional intelligence among secondary school students, affecting their emotional and academic performance. Based on a review of literature on the effects of meditation on EI, this study attempts to develop an in-depth understanding of how meditation can be utilized as a powerful tool for emotional and academic development. Moreover, it will look at potential challenges and recommendations for implementing meditation in high schools so that the students will be able to take advantage of the complete benefits of such practice. Lastly, attaining emotional intelligence through meditation is a giant possibility for enhancing the ability of students to handle teenager challenges while paving the way toward future success in their personal and professional lives.

### Research Objectives

- To examine the role of meditation in enhancing emotional intelligence
- To explore the potential benefits and challenges of integrating meditation

**Statement of the Problems:** Emotional intelligence (EI) is found to be positively linked with the social relationships, well-being, and academic achievement of secondary school students. Emotional intelligence (EI) is the capacity to understand, comprehend, manage, and regulate one's own and others' emotions (Goleman, 1995). Adolescent emotional intelligence (EI) development can improve decision-making, conflict resolution, and interpersonal relationships by reducing the rapid outburst of emotion (Mayer et al., 2004). Yet, while it is of prime importance, most secondary education systems continue to fall short in implementing effective interventions that foster and build EI among students. Meditation is one such possible intervention that may be suitable for the management of one's own emotions, cultivating mindfulness, and enhancing empathy (Zeidan et al., 2010). Systematic meditation may result in reduced stress, improved concentration, and improved emotional responses, all of which make it a useful instrument to improve emotional intelligence

(Chiesa&Serretti, 2009). Such positive effects aside, the inclusion of meditation in secondary school settings is not widespread. While several studies have reported on the influence of meditation on EI, none of them have investigated how to successfully incorporate meditation within schools, particularly at the secondary level. In Kathmandu District, there has been no large-scale study on the potential value of meditation for developing EI in secondary school students. This research will therefore fill this gap by examining the extent to which the practice of meditation can be used to improve emotional intelligence in secondary students in this district. This research will elucidate the benefits of meditation in students' emotional development, highlighting a potential intervention to allow students to adapt better to adolescence challenges. By researching meditation and its use in EI development, the study will contribute to knowledge on meditation and emotional intelligence. It will also help educators and policymakers understand the need to integrate meditation into school curricula in order to build students' emotional intelligence and their academic and social performance.

**Significance of the Study:** This study is significant as it aims to examine the way meditative exercises can enhance emotional intelligence in secondary schools so that students can be empowered with crucial emotional and learning skills that are at the core of their growth. Emotional intelligence (EI) is particularly known to contribute to improved mental health, social competence, and academic achievement (Goleman, 1995). By learning how meditation reduces stress levels, enhances concentration, and controls emotions, this study contributes to the body of knowledge regarding how these can be utilized to help students overcome some of the various academic and social challenges faced in the process of learning. Adolescence, which comes with significant emotional and psychological growth, requires special interventions to allow students to learn resilience and acquire key life skills such as empathy, self-regulation, and conflict resolution (Mayer et al., 2004). This research will give valuable input on the application of meditation in the real life of schools, how meditation is to be used in the curriculum of a school or as a co-curricular activity. This integration will make the students benefit from the formal techniques that hone their emotions in addition to cognitive functions. Such mindfulness meditation skills as mindfulness and profound respiration have been proven to heighten students' control of emotion, lower their level of anxiety, and improve the concentration power, therefore maximizing study results as well as people relationships (Zeidan et al., 2010). The incorporation of meditation in schools provides an opportunity for schools to empower students with abilities to manage their feelings in challenging as well as common situations, creating a more positive and serene learning environment. Moreover, the findings of this study would be in a position to guide teachers, school administrators, and policymakers on the potential long-term benefits of fostering emotional intelligence through meditation. By equipping learners with the skills needed for stress management, decision-making, and emotional regulation, this study aims to foster a holistic education system that is not merely intellectual but also includes social and emotional development (Chiesa&Serretti, 2009). Therapeutic meditation can be a part of an integrated education process that can position students for achievement in their life and

academic pursuits. Foremost, emotional intelligence developed through meditation can lead to improved academic success, relationships with others, and act as a foundation for adult development, well-being, and adaptability.

## METHODS AND MATERIALS

This study focuses on school principals, teachers, curriculum developers, and students from classes 9 and 10 at Excel Public Secondary School, Kathmandu. Due to time and financial limitations, the research specifically examines how meditation helps improve students' emotional intelligence in secondary education. The study follows a qualitative, descriptive research design using both primary and secondary data. Primary data was collected over six months through interviews, observations, and group discussions with school principals, teachers, students, curriculum developers, and education officers. The school and participants were selected using purposive sampling. Data collection included semi-structured interviews, focus group discussions, and observations. One resource person was also included as a key informant. Interview protocols from Creswell (2011) were followed, and any doubts were clarified via mobile phone. Thematic analysis was used to interpret the data, incorporating insights from government curriculum guidelines and policy documents. Informed consent was obtained from all participants, their identities were kept confidential, and the questionnaire was written in simple Nepali for better understanding.

## FINDINGS AND DISCUSSION

**Purpose of meditation:** Meditation has come to gather immense attention as an instrument to achieve emotional intelligence, self-awareness, and holistic growth in students. Emotional intelligence involving regulation of self, empathetic attitude, and inter-relational ability plays a decisive role in scholastic functioning as well as general well-being. Studies demonstrate regular meditation increases regulation of students' emotions leading to better coping skills with stress as well as personal relationships (Goleman, 1995). Apart from that, meditation also enhances students' self-awareness by looking at their thinking, feeling, and behaving in order to become more aware and mentally clear (Shapiro et al., 2011). Therefore, by this study the researcher would like to know how meditation affects students' emotional intelligence, self-awareness, and overall development. In this context the teacher said, "I am learning meditation exhibit more emotional regulation and empathy. It is a sense of awareness of their actions, engage positively with their peers, and exhibit improved focus in class." Likewise, one of the student said, "After I started practicing meditation, I am more conscious about my feelings and thoughts. It keeps me relax in anxiety cases and increases my power of concentration towards studies." In conclusion, meditation enhances emotional control, compassion, and focus, ensuring healthy interaction among the students. Both students and teachers recognize its role in reducing stress and enhancing focus. Daily mindfulness practice results in a more disciplined and compassionate learning environment.

**Role of Teachers and Observations in Meditation Practices:** Teachers are best placed to assess the impact of

meditation among students by observing their emotional behavior, focus, and engagement in class. Through everyday interactions, teachers can see changes in behavior, for instance, improved patience, better focus, and reduced anxiety as a result of meditation exercises (Napoli et al., 2005). Observational studies have shown that students who undergo mindfulness-based meditation show enhanced classroom engagement and emotional stability, leading to a healthy school environment (Roeser et al., 2012). Through the inclusion of meditation in classrooms and monitoring students' development, teachers come to know valuable information on the effectiveness of mindfulness in enhancing academic and emotional functioning. The teacher said, "I have discovered that students who regularly practice meditation show incredible improvement in their concentration and emotional balance. They are less nervous, calmer, and attend classes attentively, creating a better and interactive learning atmosphere." This comment indicates that the meditation practice by the students enhances their concentration, emotional stability, and tolerance. Meditation reduces anxiety and active participation in classroom activities. Meditation thus makes a better and more interactive learning environment.

**Enhancing Focus, Attention, and Academic Performance:** Meditation has also been shown to significantly enhance the attention, concentration, and mental development of students. Regular mindfulness practice enhances executive function skills such as working memory, impulse control, and vigilance, leading to greater academic success (Tang et al., 2007). It is empirically proven that mindfulness-based programs in students enhance cognitive flexibility and problem-solving abilities, which are essential to learning and academic success (Zeidan et al., 2010). Additionally, meditation reduces distractions since it conditions the mind to stay within the present moment, thus promoting self-initiated and alertness approach towards practice within the class (Jha et al., 2007). Such progress not only improves learning outcomes but also develops the intellectual resilience of students over an extended period. For instance, in this regard, the teacher indicated that

I have noticed dramatic changes in my students who meditate daily. They are more concentrated, less impulsive, and more organized students. They recall more easily, and they engage problem-solving activities with greater flexibility and confidence. Meditation seems to make them more alert in class with fewer distractions, and it contributes to a more concentrated and effective classroom."

On these points, one of the students Stated,

Ever since I started meditating, I have noticed a huge difference in my focus at school. I can sit and concentrate without wavering, and I have more control over my emotions and mind."Meditation has also helped me to control stress during exams so that I could recall information with ease and think more clearly. I feel more confident while studying, and my problem-solving ability has improved too.

These comments indicate that the routine meditation enhances the concentration, emotional regulation, and problem-solving

capability of students. Meditation reduces distraction, improves the recall of memories, and builds a more regulated and focused classroom environment. Also reported by teachers and students, meditation also reduces anxiety, boosts confidence, and leads to academic achievement.

#### **Developing Empathy, Understanding, and Social Skills:**

Meditation plays a crucial role in fostering social-emotional learning by promoting empathy, improving communication skills, and enhancing conflict resolution abilities. Research indicates that mindfulness practices encourage emotional regulation, allowing students to respond to social situations with greater patience and understanding (Goldin & Gross, 2010). Moreover, meditation has been linked to increased compassion and prosocial behavior, which strengthens peer relationships and classroom harmony (Flook et al., 2015). By cultivating self-awareness and emotional intelligence, students become more adept at recognizing and managing their own emotions, leading to improved interactions with their peers and educators. These social benefits contribute to a more cooperative and inclusive learning environment. In this context, the teacher expressed.

"I have noticed that students who practice meditation regularly are more empathetic and patient in their interactions. They communicate more effectively, listen attentively, and show greater understanding toward their peers. Classroom conflicts have decreased, and students are more willing to resolve disagreements calmly. Meditation has truly created a more inclusive and respectful learning environment, where students support and uplift each other. "In this regards, one of the student said.

Ever since I started meditating, I feel more aware of my emotions and how they affect my actions. I've become better at staying calm in difficult situations and listening to others without immediately reacting. I also notice that I get along better with my classmates because I understand their feelings more. Meditation has helped me become more patient, kind, and cooperative in group activities.

In conclusion, meditation fosters empathy, patience, and effective communication among students, creating a more inclusive and respectful learning environment. It helps reduce conflicts, enhances active listening, and promotes mutual understanding. As both teachers and students observed, meditation strengthens emotional awareness, improves peer relationships, and encourages cooperative behavior in group settings.

**Challenges in Implementing Meditation in Schools:** While it is beneficial in so many ways, the integration of meditation into school curricula also has several obstacles like time constraints, student engagement, and institutional support. It is one of the key drawbacks that it is difficult to find particular time for meditation in a congested school schedule (Wisner, 2014). Additionally, some students can even resist participation initially due to lack of understanding or interest, and educators will need to use innovative and engaging techniques to ensure that they participate (Meiklejohn et al., 2012). Institutional challenges, such as poor administrative support or questions regarding the effectiveness of mindfulness as a teaching tool, contribute to implementation

issues. In order to counteract these obstacles, large-scale teacher training, policy support, and incremental implementation of meditation practices that are tailored to the specific requirements of students and schools are needed.

In this regards, teacher stated,

Meditation might be true in the sense that it has already created positive changes in the students whom I observed. But making it a part of our daily schedule by institutionalizing it is a task. Incorporating time for this into the packed calendar schedule is an adventure in itself. Not only do they take long to surrender in the initial stages but, since they are afraid to isolate themselves from their class group by acting differently, resistance must be overcome for many.

On the same lines, one of the students said

I wasn't particularly interested in meditation initially because I didn't understand how it would help me. Some of my friends were the same. But once we started practicing, I discovered that it actually relaxed me and helped me concentrate in class. I think that if meditation were made more fun and interactive, then more students would be willing to give it a shot and see what it could do for them.

In conclusion, the student and teacher both are optimistic about the welfare of meditation for students but also see the challenge in practicing it in school life. Although time constraints and initial resistance from students are challenges, they both believe that with proper training, interactive methods, and organizational support, meditation can be implemented step by step into school life. The student's personal experience supports this view, citing that when students learn about the positive influence, they are open to embracing it, especially if the process is interactive and fun.

#### **Creating a Positive and Mindful Classroom Environment:**

A mindful classroom presents a calming feel of peace, concentration, and emotional warmth that enhances learning overall for the children. A report shows classrooms practicing mindfulness have lower rates of disrupted behavior in the classroom and increased levels of collaborative behavior among students (Black & Fernando, 2014). Meditation promotes respectful and attentive culture, where the students are allowed to be in the moment more and are non-judgmental about learning (Schonert-Reichl & Lawlor, 2010). Through increasing emotional balance and stress reduction, mindfulness promotes the kind of classroom environment in which students feel secure, appreciated, and involved. The lasting influence of a good classroom environment reaches far beyond schooling, preparing learners with the emotional strength they'll need for enduring personal and vocational success. Referring to that, one teacher said,

I have observed a remarkable difference in my classroom since introducing mindfulness activities. Students are calmer, focused, and respectful of one another. The rate of interruptions has decreased, and they are more collaborative with one another. Meditation has been a serene and conducive learning atmosphere where students

are free to express themselves, focus on their assignments, and engage more.

Along these lines, one of the students supported,

Meditation in class has actually benefited me a lot. I feel more at ease and focused, and it is easier to stay calm even when things are frustrating. Our classroom environment is more serene, and I have noticed that my fellow students are more patient and tolerant with each other. It is easier to learn when people are respectful and supportive.

These comments indicate that the teacher and student both refer to the positive impact of mindfulness activities and meditation on the classroom. The teacher refers to changes in students' behavior, attention, and cooperation, with an addendum of a peaceful and harmonious learning atmosphere. Similarly, the student refers to personal gains like reduced stress, improved focus, and a peaceful classroom atmosphere. Both perspectives highlight that not only did meditation benefit the individual's health but also generated a more respectful, patient, and cooperative environment, making learning a success through which everyone had more fun.

**Optimal Meditation Practices and Their Long-Term Benefits:** Determining the correct frequency and amount of practice is essential for obtaining its entire emotional and psychological payoff. A study indicates that brief but routine mindfulness practice will cause significant effects in emotional management and stress alleviation (Tang et al., 2007). The results of experiments indicate that a practice of as few as 10–15 minutes daily is effective in improving attention, decreasing anxiety, and increasing long-term emotional stability (Creswell et al., 2014). But deeper psychological benefits, e.g., increased resilience and sustained attention, are more significant when they are part of longer-term mindfulness-based courses (Davidson & Kaszniak, 2015). The long-term consequence of meditation is decreased stress levels, improved decision-making ability, and increased psychological well-being overall, which points towards the importance of repeated practice. One of the teacher expressed in the context,

I have observed that even short but regular meditation sessions can make a noticeable difference in students' emotional well-being. Mindfulness practice, lasting 10 to 15 minutes daily, has been found to reduce anxiety, increase focus, and increase class engagement among students. On the other hand, I've found that pupils who meditate regularly grow more self-disciplined and emotionally resilient. Consistency is the solution to be able to experience the long-term benefits of mindfulness.

In that sense, one of the students stated,

Initially, I believed that meditation should be truly long in order to work, but even one or two minutes a day has relaxed me and made me focused." When I meditate daily, I don't even care about exams anymore, and I'm able to concentrate more in school. I feel like the more I do it, the easier it is to be able to control my emotions and be positive throughout the day.

In conclusion, teacher and student both agree about the beneficial influence of frequent, even brief, meditation practice on emotional balance, concentration, and classroom participation. The teacher says that brief sessions work, but long-term practice builds greater emotional resilience and self-discipline. The student supports this view by adding that daily few minutes of meditation have helped manage stress, improve focus, and maintain a healthy outlook. Both perspectives recognize the necessity for constant practice for unlocking the entire, long-term benefit of mindfulness.

**Expanding Meditation Programs and Instructor Feedback:** Large-scale adoption of school meditation schemes can improve well-being and achievement of students but depends on proper instructor-led classes. Scaling mindfulness programs requires there to be professional teachers who have the ability to modify meditation practices to diverse ages and learning environments (Greenberg & Harris, 2012). The results show that the students are helped more when there is appropriate guidance by instructors and meditation is part of the curriculum in schools (Felter et al., 2016). Ongoing feedback both from the students and teachers fine-tunes meditation techniques to a level where it remains very much within their reach. Strategies for successful implementation, such as interactive mindfulness practice and meditation through storytelling, can also enhance participation and long-term engagement by students in mindfulness exercises. Similarly, in the same way, as per one of the teachers,

Integrating meditation into the school curriculum on a larger scale has great potential, but its success depends on structured, instructor-led sessions. I've seen that students engage more when mindfulness practices are tailored to their age and learning style. With proper training, teachers can guide students effectively, making meditation a meaningful part of their daily routine. Continuous feedback also helps refine the techniques, ensuring meditation remains engaging and beneficial for all students.

In this regards, the student said,

When our instructor leads meditation practice, it's simpler to focus and maintain concentration. Interactive practices and straightforward guidance make it more enjoyable, and I'm comfortable practicing regularly. I think meditation should be a part of our daily school curriculum because it helps me focus better and get less stressed. If schools do extend mindfulness classes, they should provide teachers with proper training and openness to students' feedback. In conclusion, both the student and teacher realize that adding meditation to the school curriculum can be highly effective but only if done under structured instructor-led sessions. The teacher emphasizes that mindful adaptation of age as well as learning style of the students, and proper teacher training and regular feedback, is required so that meditation continues to be interesting and effective. This view is agreed with by the student who defends that open instruction and activity drills enhance ease and practice enthusiasm. Both viewpoints embrace highly qualified educators and an open loop of commentary so that meditation can be integrated as a satisfactory and automatic aspect of the process of the school.

**Observed Changes, Personal Experiences, and Future Recommendations:** Observational studies and teachers' personal accounts reveal recognizable transformations in students' behavior, emotional resilience, and classroom atmosphere as a consequence of meditation. Teachers observe that students who practice mindfulness on a daily basis are more patient, compassionate, and self-aware, which results in a calmer classroom atmosphere (Roeser et al., 2012). Students' personal accounts also report reduced stress levels, improved sleeping patterns, and enhanced concentration (Kuyken et al., 2013). Future recommendations for the maximization of meditation's role in education include the incorporation of technology-driven mindfulness applications, particular training for teachers, and the integration of meditation into different subjects. Through the periodic revision of meditation programs based on feedback and research, schools can maximize the benefits of mindfulness for students' emotional and academic growth. In this context, the teacher believed,

I have noticed a truly remarkable shift in students who meditate on a regular basis. They are more patient, compassionate, and self-aware, which has helped create a more peaceful and cooperative classroom." Students also seem to handle stress better and approach problems with a clearer mind. In the future, I believe bringing mindfulness into different subjects and utilizing technology-based meditation programs can help increase its impact on students' emotional and academic development.

In this context, one of the students said,

Since I started meditating, I feel less anxious and my concentration is improved. I even sleep better, so I am more concentrated in class. Meditation also taught me to be more patient with my teachers and friends, and I can better manage my emotions. I think it would be great if schools utilized apps or on-line tools so they could make being mindful more fun and allow more students to benefit like I have." In short, both the teacher and the student credit to the deep positive effect of regular meditation on students' emotional stability, concentration, and interpersonal relationships. The teacher observes students meditating become patient, understanding, and tolerant of stress, making it possible to cultivate a respectful and empathetic classroom culture. The learner gains individually with reduced stress, improved concentration, and better sleep, all leading to increased overall academic achievement.

Both comments suggest that the introduction of mindfulness across other fields and through technology-facilitated platforms, such as apps, has the ability to further augment the reach and impact of meditation, touching and impacting more students in emotional and also academic development.

## CONCLUSION

This study focuses on the revolutionary impact of meditation on the intellectual and emotional development of students. With enhanced self-control, concentration, and kindness, meditation constructs a more ordered and socially harmonious learning climate. Both instructors and students value its worth in the reduction of stress, better problem-solving capabilities,

and favorable peer interactions. Despite challenges such as institutional barriers and time constraints, structured teacher-guided classes and continuous feedback can optimize the benefit of mindfulness interventions. For long-term success, schools must invest in in-depth teacher training, policy support, and engaging mindfulness practice tailored to different learning styles. Expansion of meditation programs through participatory exercises, storytelling, and technology can mainstream mindfulness among students and make it more accessible. Regular and persistent meditation practice not only improves the classroom environment but also builds lifelong emotional resilience and mental sharpness. As schools realize the value of mindfulness, the inclusion of formal meditation programs in daily routines can profoundly influence students' academic performance and development. Long-term effects and large-scale use of meditation in different learning environments need to be explored in future studies, thus making mindfulness a dynamic and developing practice in modern education.

## REFERENCES

- Black, D. S., & Fernando, R. (2014). Mindfulness training and classroom behavior among lower-income and ethnic minority elementary school children. *Journal of Child and Family Studies, 23*(7), 1242-1246.
- Chiesa, A., & Serretti, A. (2009). *Mindfulness-based stress reduction for stress management in healthy people: A review and meta-analysis*. *Journal of Psychosomatic Research, 66*(1), 9-17. <https://doi.org/10.1016/j.jpsychores.2008.10.003>
- Creswell, J. D. (2011). *Mindfulness interventions*. *Annual Review of Psychology, 62*, 473-504. <https://doi.org/10.1146/annurev.psych.121208.1318>
- Davidson, R. J., & Kaszniak, A. W. (2015). Conceptual and methodological issues in research on mindfulness and meditation. *American Psychologist, 70*(7), 581-592.
- Felver, J. C., Celis-de Hoyos, C. E., Tezanos, K., & Singh, N. N. (2016). A systematic review of mindfulness-based interventions for youth in school settings. *Mindfulness, 7*(1), 34-45.
- Flook, L., Goldberg, S. B., Pinger, L., & Davidson, R. J. (2015). Promoting prosocial behavior and self-regulatory skills in preschool children through a mindfulness-based kindness curriculum. *Developmental Psychology, 51*(1), 44-51.
- Goldin, P. R., & Gross, J. J. (2010). Effects of mindfulness-based stress reduction (MBSR) on emotion regulation in social anxiety disorder. *Emotion, 10*(1), 83-91.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Greenberg, M. T., & Harris, A. R. (2012). Nurturing mindfulness in children and youth: Current state of research. *Child Development Perspectives, 6*(2), 161-166.
- Jha, A. P., Krompinger, J., & Baime, M. J. (2007). Mindfulness training modifies subsystems of attention. *Cognitive, Affective, & Behavioral Neuroscience, 7*(2), 109-119.
- Kuyken, W., Weare, K., Ukoumunne, O. C., et al. (2013). Effectiveness of the mindfulness in schools programme: Non-randomised controlled feasibility study. *British Journal of Psychiatry, 203*(2), 126-131.

- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). *Emotional intelligence: Theory, findings, and implications*. *Psychological Inquiry*, 15(3), 197-215. [https://doi.org/10.1207/s15327965pli1503\\_02](https://doi.org/10.1207/s15327965pli1503_02)
- Meiklejohn, J., Phillips, C., Freedman, M. L., et al. (2012). Integrating mindfulness training into K-12 education: Fostering the resilience of teachers and students. *Mindfulness*, 3(4), 291-307.
- Napoli, M., Krech, P. R., & Holley, L. C. (2005). Mindfulness training for elementary school students: The attention academy. *Journal of Applied School Psychology*, 21(1), 99-125.
- Roeser, R. W., Skinner, E., Beers, J., & Jennings, P. A. (2012). Mindfulness training and teachers' professional development: An emerging area of research and practice. *Child Development Perspectives*, 6(2), 167-173.
- Schonert-Reichl, K. A., & Lawlor, M. S. (2010). The effects of a mindfulness-based education program on pre- and early adolescents' well-being and social and emotional competence. *Mindfulness*, 1(3), 137-151.
- Shapiro, S. L., Brown, K. W., & Astin, J. A. (2011). Toward the integration of meditation into higher education: A review of research. *Teachers College Record*, 113(3), 493-528.
- Tang, Y. Y., Ma, Y., Wang, J.. (2007). Short-term meditation training improves attention and self-regulation. *Proceedings of the National Academy of Sciences*, 104(43), 17152-17156.
- Wisner, B. L. (2014). An exploratory study of mindfulness meditation for alternative school students: Perceived benefits for improving school climate and student functioning. *Mindfulness*, 5(6), 626-638.
- Zeidan, F., Johnson, S. K., Diamond, B. J., et al. (2010). Mindfulness meditation improves cognition: Evidence of brief mental training. *Consciousness and Cognition*, 19(2), 597-605.

\*\*\*\*\*