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Mindfulness and Education: Effect on Focus and Academic Stress in University Students

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ABSTRACT This study investigated the impact of mindfulness practices on academic stress and focus among 60 university students at Hafr Al-Batin University. Participants were divided into a mindfulness intervention group and a control group in a quasi-experimental design. The intervention included eight sessions of various mindfulness techniques. Data were collected through questionnaires pre- and post-intervention and analysed using SPSS. The results indicated a significant decrease in stress levels (mean from 4.5 to 3.1) and increase in focus (mean from 3.2 to 4.6) in the intervention group, whereas the control group showed minimal changes. Statistical analysis confirmed the significance of these findings ($p < 0.01$ for stress, $p < 0.05$ for focus). The intervention group reported noticeable improvements in mental health and focus compared to the control group, with positive feedback on the program. These results suggest that mindfulness is an effective tool for enhancing mental health and academic performance.