

Review of: "Student's Well-being and Academic Performance"

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Potential competing interests: No potential competing interests to declare.

Overall, the manuscript presents an experimental study investigating the effects of a Mindfulness-Based Stress Reduction (MBSR) program on student psychology, including stress, anxiety, well-being, and academic performance. The study uses a randomized controlled trial design and involves undergraduate students in a 12-week program, with various psychological measures, academic performance indicators, and qualitative data collected.

Introduction

Effectively sets the context and justifies the need for the study. However, the introduction could be enhanced by providing a more detailed overview of previous research in this area.

Methodology

Participants: Consider detailing demographics of participants, *'who are they'*, and any ethical considerations or consent processes involved.

MBSR Program Description: Provides a good overview of the intervention. More specifics on the content of the sessions might be helpful for replication purposes.

Results

Quantitative Results: There seems to be a lack of in-depth analysis or discussion of the statistical significance of the findings.

Qualitative Results: The qualitative insights are valuable, but it would be beneficial to integrate these findings more closely with the quantitative data to provide a holistic view of the program's impact.

Discussions

The discussion could be strengthened by comparing these findings with existing literature and exploring potential reasons behind the observed effects. While the implications for educational institutions are mentioned, a more detailed discussion on practical applications and recommendations for future research would be beneficial.

Figures and Tables

The manuscript could be enhanced with the inclusion of figures or tables summarizing the key quantitative and qualitative results for easier interpretation.

In sum, the paper would benefit from a more integrated, and in-depth, analysis of the results, a comparison with existing

literature, and a clear picture of the intervention and WHO participated. With these enhancements, the manuscript could potentially provide somewhat insights for educational institutions looking to support student development.