

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

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Potential competing interests: No potential competing interests to declare.

Khritish Swargiary thank you for sharing your research in implementing mindfulness based strategies within an education context.

The title of your article needs to clearly reflect the research you are presenting and the context. The title currently does not indicate the nature of the student well-being or academic performance being reported on or provide any insight into how this differs from all other articles on these themes. I would recommend including mindfulness-based stress reduction in the title as it is the intervention being studied.

Abstract:

'Various psychological measures' are stated and require further clarity as to what 'psychological measures' are utilised. At minimum it would be beneficial to outline if these measures are standardised clinical tests that assess the well-being impacts being evaluated including anxiety and stress levels.

Include mindfulness in keywords to enable search results for researchers in this area.

Introduction:

The introduction of 'mindfulness practices' requires a clear definition including the detail of the specific mindfulness interventions the study is referring to when using this terminology. Mindfulness is a broad term used for a great number of specific interventions so the specificity here is key.

Methodology:

When discussing the subgroups students were divided into it is not sufficient to state "relevant characteristics (e.g., academic majors)" - the characteristics used to divide the sample groups are key and need to be identified in full, each subgroup must be stated. It must also be clear if the control group were aware of the experimental group and wider study?

4. Data Collection:

The standardised assessments cannot be listed as "e.g...." they either were used for data collection or they were not. This is key information to ensure sound conclusions can be drawn based on the standardised questionnaire tools administered. List the questionnaires utilised within the study in full as fact, not as examples.

Student Well-being and Stress Assessment Questionnaire:

It is not clear why this questionnaire has been introduced at this point in the text. The questionnaires would be best provided as visuals/figures/tables or in appendixes as are lengthy in full and not well introduced.

Results:

Results are not clearly labelled control or experimental when presenting the baseline assessment, this is essential.

Experimental group (EG) GPA Differences:

This must be introduced. Your audience of readers may not necessarily be across these statistical evaluation tools and these need a rudimentary introduction to ensure all readers are able to understand the significance of the quantitative data results.

When "summarized responses" are introduced from the qualitative data collected it provides significant added value to the evidence for the effectiveness of the MBSR interventions. Including one or more direct quotes rather than summarized responses would potentially add further value here.

It is only in these questions where we become aware of some of the specific interventions e.g. mindful eating, body scans, and mindful breathing, as concepts/practices had not been introduced and defined. Meditation is referenced however, again, no specific form or definition of how this was completed with the experimental group. This is not replicable if it is not outlined what the interventions exactly were and how they were implemented.

70% of the experimental group feeling calmer during assignments and exams is a very significant finding. This warrants significant focus in discussion.

Discussion:

Control group:

Last dot point references the potential impact of the "placebo effect" however, this could also be noted as a potential limitation in diluting the overall effectiveness of the MBSR interventions over and above the standard improvements of the remainder of the cohort, with regard to GPA. Potentially worth discussing in limitations.

Discussion based on EG MBSR interview results:

When it is mentioned that a portion of students, approximately 10% found the interventions a negative experience, this is interesting as it may correlate with the general public with regard to the proportion of people who typically find mindfulness interventions to have the opposite effect to what is desired. There are certain groups for whom mindfulness is contraindicated, this could be worth mentioning to account for this population having a negative experience.

Limitations of the study are not identified as such. This would be standard and worthwhile to note.

Overall a good paper with good insights into the effectiveness of MBSR interventions on improving student well-being and academic outcomes. Requires further editing before publication however, will be a valuable contribution to a relevant journal once finalised.