



The Role of Mindfulness Meditation in Managing Stress and Anxiety among Students: A Review

Dipendra Nath Subedi^{1*}, Gem kumari lamichhane², Janaki Sharma³

^{1,2,3}Ph.D. Scholar, Manipur International University, Centre for Academic Research, Education Wing, RERF, Mount Abu, Rajasthan, India.

*Corresponding author(s):

DoI: <https://doi.org/10.5281/zenodo.21872409>

Dipendra Nath Subedi, Ph.D. Scholar, Manipur International University, Centre for Academic Research, Education Wing, RERF, Mount Abu, Rajasthan, India.

Email: subedi.dipendra124@gmail.com

Citation:

Dipendra Nath Subedi, Gem kumari lamichhane, Janaki Sharma (2026). The Role of Mindfulness Meditation in Managing Stress and Anxiety among Students: A Review, India. International Journal of Multidisciplinary Research Transactions, 8(8), 21–33. <https://doi.org/10.5281/zenodo.21872409>

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Accepted: 8 August 2026

Available online: 9 August 2026

Abstract

In today's rapidly changing, highly competitive, and technology-driven world, students are increasingly exposed to psychological stress and anxiety. Academic pressure, examinations, career uncertainty, family expectations, and social comparison have become major contributors to poor mental health among school and university students. These challenges not only affect academic performance but also impair emotional stability, self-esteem, interpersonal relationships, and overall quality of life. Mindfulness Meditation has emerged as a scientifically supported, safe, and non-pharmacological intervention for promoting mental health and psychological well-being. The present review aims to examine the role of Mindfulness Meditation in managing stress and anxiety among students by synthesizing evidence from peer-reviewed research, systematic reviews, meta-analyses, and randomized controlled trials. The reviewed literature consistently demonstrates that regular mindfulness practice reduces perceived stress and anxiety while improving emotional regulation, attention, resilience, self-awareness, and overall psychological well-being. These beneficial effects are primarily mediated through psychological, physiological, cognitive, and neurobiological mechanisms that enhance adaptive coping and emotional self-regulation (Kabat-Zinn, 2003; Goyal et al., 2014; Hölzel et al., 2011; Creswell, 2017). Overall, the available evidence

suggests that Mindfulness Meditation is an effective and accessible strategy for supporting students' mental health. The review recommends integrating evidence-based mindfulness programs into educational institutions and emphasizes the need for further large-scale randomized controlled trials and longitudinal studies to strengthen the existing evidence base.

Keywords: Mindfulness Meditation, Stress Management, Anxiety, Students, Mental Health, Psychological Well-being, Emotional Regulation.

1. Introduction

1.1. Importance of Mental Health

Mental health is a fundamental component of human well-being that influences an individual's ability to think, understand, make decisions, regulate emotions, and interact effectively with others. According to the World Health Organization (WHO, 2022), mental health is a state of well-being in which individuals recognize their abilities, cope with the normal stresses of life, work productively, and contribute meaningfully to their communities. Good mental health is essential for academic success, personal development, social relationships, and overall quality of life.

1.2. Mental Stress among Students

Student life is a crucial stage of personal, emotional, and intellectual development; however, it is also characterized by numerous psychological challenges. In the contemporary educational environment, students frequently experience stress arising from academic workload, examinations, competition, family expectations, peer pressure, and uncertainty about future careers. Persistent exposure to these stressors can negatively affect attention, memory, concentration, sleep quality, decision-making ability, and self-confidence. If prolonged or unmanaged, stress may increase the risk of anxiety disorders, depression, and other mental health problems (American Psychological Association [APA], 2019; World Health Organization [WHO], 2022).

1.3. Concept of Mindfulness Meditation

Mindfulness Meditation is a mental training practice that involves intentionally paying attention to present-moment experiences with openness, awareness, and a non-judgmental attitude. During mindfulness practice, individuals observe their thoughts, emotions, bodily sensations, and surrounding experiences without attempting to suppress, avoid, or evaluate

them. Although mindfulness has its origins in Buddhist contemplative traditions, it has been extensively adapted and scientifically validated within modern psychology, medicine, and behavioral sciences as an effective intervention for promoting mental health and psychological well-being (Kabat-Zinn, 2003; Baer, 2003).

1.4. Objectives of the Review

The present review was undertaken with the following objectives:

1. To examine the concept and significance of Mindfulness Meditation.
2. To review the empirical evidence on the effectiveness of Mindfulness Meditation in reducing stress among students.
3. To review the empirical evidence on the effectiveness of Mindfulness Meditation in reducing anxiety among students.
4. To examine the psychological, physiological, cognitive, neurobiological, and behavioral mechanisms underlying Mindfulness Meditation.
5. To identify existing research gaps and suggest future research directions.
6. To highlight the practical implications of Mindfulness Meditation for educational institutions, teachers, counselors, parents, and policymakers.

2. Methodology

This study employed a narrative review design to examine the role of Mindfulness Meditation in reducing stress and anxiety among students. Relevant literature was identified through a comprehensive search of peer-reviewed journal articles, books, systematic reviews, meta-analyses, and reports published primarily between 2000 and 2026. Electronic databases, including PubMed, Scopus, Web of Science, Google Scholar, PsycINFO, and ERIC, were searched using keywords such as *Mindfulness Meditation*, *Stress*, *Anxiety*, *Students*, *Adolescents*, *Mental Health*, *School-based Interventions*, and *Mindfulness-Based Stress Reduction (MBSR)*.

Studies were included if they investigated the effects of mindfulness meditation on stress, anxiety, or related psychological outcomes among school, college, or university students. Randomized controlled trials, quasi-experimental studies, systematic reviews, meta-analyses, and relevant theoretical literature published in English were considered. Studies unrelated to

mindfulness meditation, non-student populations, duplicate publications, and articles lacking sufficient methodological information were excluded.

The selected literature was critically reviewed and synthesized thematically under major headings, including the concept of mindfulness meditation, mental health problems among students, mechanisms of mindfulness, empirical evidence, research gaps, practical implications, and future research directions. Page | 24

3. Literature Review

Over the past three decades, Mindfulness Meditation has received considerable scientific attention as an effective intervention for promoting mental health and psychological well-being. A growing body of evidence from randomized controlled trials, systematic reviews, and meta-analyses demonstrates that mindfulness-based interventions contribute to reductions in stress, anxiety, and depression while enhancing attention, emotional regulation, resilience, and overall psychological functioning (Baer, 2003; Goyal et al., 2014; Creswell, 2017). The following sections summarize the major findings of previous research.

3.1. Effect on Stress Reduction

Numerous studies have shown that Mindfulness Meditation is effective in reducing perceived stress among students and other populations. Goyal et al. (2014), in a comprehensive systematic review and meta-analysis, concluded that meditation programs significantly reduce psychological stress and improve overall well-being. Similarly, Sedlmeier et al. (2012) reported that regular meditation practice decreases negative emotional states while enhancing emotional balance and psychological health.

Physiologically, mindfulness practice reduces activation of the hypothalamic-pituitary-adrenal (HPA) axis and lowers cortisol secretion, thereby decreasing the body's stress response. It also suppresses excessive sympathetic nervous system activity while enhancing parasympathetic nervous system functioning, resulting in improved relaxation, lower heart rate, reduced blood pressure, and greater emotional stability (Benson, 1975; Pascoe et al., 2017; Creswell, 2017).

3.2. Effect on Anxiety Reduction

Research consistently indicates that Mindfulness Meditation is an effective intervention for reducing anxiety symptoms among adolescents and students. Meta-analytic evidence suggests that mindfulness-based interventions produce significant reductions in both clinical and non-

clinical anxiety by improving present-moment awareness and reducing excessive worry and emotional reactivity (Goyal et al., 2014; Zoogman et al., 2015). Likewise, Dunning et al. (2019) reported that mindfulness programs improve emotional regulation and reduce anxiety among children and adolescents. By encouraging individuals to observe anxious thoughts without judgment, mindfulness promotes adaptive coping and psychological flexibility (Hölzel et al., 2011; Creswell, 2017).

3.3. Cognitive Functioning and Academic Performance

Several studies have demonstrated that Mindfulness Meditation enhances cognitive processes that are essential for successful learning. Regular practice improves sustained attention, working memory, executive functioning, cognitive flexibility, and concentration while reducing mind wandering and cognitive overload (Zeidan et al., 2010; Lutz et al., 2008). School- and university-based mindfulness programs have also reported improvements in classroom attention, self-regulation, learning engagement, and academic adjustment, suggesting that mindfulness contributes positively to students' educational performance (Zenner et al., 2014; Dunning et al., 2019).

3.4. Emotional Regulation and Psychological Well-being

Mindfulness Meditation has consistently been associated with improvements in emotional regulation, resilience, self-awareness, self-compassion, and overall psychological well-being. Individuals who practice mindfulness become better able to recognize and regulate their emotions, respond calmly to stressful situations, and develop healthier coping strategies (Baer, 2003; Shapiro et al., 2006). Research further indicates that mindfulness interventions enhance self-esteem, life satisfaction, and emotional resilience while reducing symptoms of psychological distress among students (Galante et al., 2018; Halladay et al., 2019).

3.5. Neuroscientific Evidence

Advances in neuroscience have provided substantial evidence supporting the beneficial effects of Mindfulness Meditation on brain structure and function. Neuroimaging studies have demonstrated increased activation and connectivity in the prefrontal cortex and anterior cingulate cortex, regions responsible for attention, self-control, and emotional regulation. At the same time, mindfulness practice has been associated with reduced activation of the amygdala, the brain region involved in fear and stress responses (Brewer et al., 2011; Hölzel et al., 2011; Tang et al., 2015). These neuroplastic changes contribute to improved cognitive

performance, emotional stability, and resilience, providing biological support for the effectiveness of mindfulness in managing stress and anxiety.

4. Findings and Discussion

Page | 26

The present review synthesizes the available evidence regarding the role of Mindfulness Meditation in managing stress and anxiety among students. Overall, the reviewed literature consistently demonstrates that mindfulness-based interventions are effective in reducing perceived stress and anxiety while improving emotional regulation, attention, resilience, cognitive functioning, and overall psychological well-being. Although the studies differed in terms of participant characteristics, intervention duration, research design, and assessment tools, the overall findings strongly support the effectiveness of mindfulness as a complementary approach to promoting students' mental health (Goyal et al., 2014; Creswell, 2017).

One of the most consistent findings across the literature is the significant reduction in stress levels among students who regularly practice mindfulness meditation. Randomized controlled trials, school-based interventions, and systematic reviews indicate that mindfulness reduces psychological distress by promoting present-moment awareness, decreasing rumination, and improving adaptive coping strategies (Baer, 2003; Dunning et al., 2019; Halladay et al., 2019). These findings suggest that mindfulness helps students respond more effectively to academic pressure, examinations, and other everyday stressors.

The evidence also indicates that mindfulness meditation is beneficial in reducing anxiety symptoms. By encouraging non-judgmental awareness and acceptance of thoughts and emotions, mindfulness enables students to regulate emotional responses more effectively and reduce excessive worry. Meta-analytic studies have consistently reported moderate improvements in anxiety among children, adolescents, and university students following mindfulness-based interventions (Goyal et al., 2014; Zoogman et al., 2015).

Beyond reducing stress and anxiety, mindfulness meditation contributes to broader aspects of psychological functioning. Previous research has shown improvements in attention, working memory, executive functioning, emotional regulation, self-awareness, resilience, self-compassion, and academic adjustment. These outcomes are particularly important during

adolescence and young adulthood, when students experience significant academic, emotional, and social challenges (Zeidan et al., 2010; Lutz et al., 2008; Zenner et al., 2014).

The reviewed literature further suggests that the beneficial effects of mindfulness meditation are supported by multiple psychological, physiological, cognitive, and neurobiological mechanisms. Mindfulness reduces activation of the body's stress response, improves autonomic nervous system balance, lowers cortisol levels, and enhances neural functioning in brain regions responsible for attention, self-regulation, and emotional control (Hölzel et al., 2011; Tang et al., 2015; Brewer et al., 2011). These mechanisms provide a scientific explanation for the consistent improvements reported across many empirical studies. Page | 27

Despite the encouraging evidence, several limitations should be acknowledged. Many existing studies involve relatively small sample sizes, short intervention periods, and variations in mindfulness protocols and outcome measures. Such methodological differences limit direct comparisons across studies and reduce the generalizability of findings. Furthermore, most available research has been conducted in Western countries, while evidence from South Asian contexts, particularly Nepal and India, remains comparatively limited (Dunning et al., 2019; Halladay et al., 2019).

Overall, the available evidence indicates that Mindfulness Meditation is a safe, accessible, and evidence-based intervention for reducing stress and anxiety among students. Future research should focus on conducting large-scale randomized controlled trials, longitudinal investigations, and cross-cultural studies while adopting standardized mindfulness protocols and validated assessment tools. Such efforts will strengthen the scientific evidence base and facilitate the effective integration of mindfulness-based interventions into educational institutions and student mental health programs (Creswell, 2017; Tang et al., 2015).

5. Research Gaps and Future Directions

Although substantial evidence supports the effectiveness of Mindfulness Meditation in reducing stress and anxiety among students, several important research gaps remain. First, many existing studies have been conducted in Western countries, while comparatively fewer high-quality investigations have been carried out in developing countries, particularly in South Asia. Consequently, the generalizability of current findings across different cultural, educational, and socioeconomic contexts remains limited (Goyal et al., 2014; Creswell, 2017).

Second, a considerable number of studies have employed relatively small sample sizes, short intervention periods, and cross-sectional or quasi-experimental research designs. These methodological limitations make it difficult to determine the long-term effectiveness and sustainability of mindfulness-based interventions. More large-scale randomized controlled trials (RCTs) and longitudinal studies are therefore required (Black et al., 2009; Dunning et al., 2019).

Third, substantial heterogeneity exists in mindfulness intervention protocols, including differences in program duration, session frequency, training methods, instructor qualifications, participant characteristics, and outcome measures. The absence of standardized intervention procedures limits comparisons across studies and reduces the consistency of the available evidence.

Fourth, although previous studies have identified several psychological and neurobiological mechanisms underlying mindfulness practice, further research integrating validated psychological assessments with physiological and neuroimaging measures is needed. The inclusion of biomarkers such as cortisol, heart rate variability (HRV), electroencephalography (EEG), and functional magnetic resonance imaging (fMRI) would provide a more comprehensive understanding of how mindfulness reduces stress and anxiety (Hölzel et al., 2011; Tang et al., 2015).

Finally, relatively limited research has examined the effectiveness of mindfulness interventions across different student populations, including secondary school students, university students, students with learning difficulties, and those experiencing high levels of academic stress. Comparative studies among these groups would provide valuable evidence for designing population-specific interventions.

Based on these research gaps, the following directions are recommended for future research:

- Conduct large-scale randomized controlled trials involving diverse student populations.
- Undertake longitudinal studies to evaluate the long-term effects of mindfulness meditation on stress, anxiety, and psychological well-being.
- Develop standardized mindfulness intervention protocols and validated assessment instruments to improve methodological consistency across studies.

- Incorporate objective physiological and neurobiological indicators (e.g., cortisol, HRV, EEG, and fMRI) alongside psychological outcome measures.
- Conduct more cross-cultural research, particularly in developing countries such as Nepal and India, to strengthen the global evidence base.
- Examine the effectiveness of mindfulness meditation among different educational levels, including secondary schools, colleges, and universities.
- Evaluate digital and technology-assisted mindfulness interventions, including mobile applications and online mindfulness programs, for improving accessibility and student engagement.
- Investigate the combined effects of mindfulness meditation with school-based mental health programs, counseling services, and positive psychology interventions to enhance student well-being.

Addressing these research priorities will strengthen the scientific evidence base and support the development of more effective, culturally appropriate, and evidence-based mindfulness interventions for promoting students' mental health.

6. Practical Implications

The findings of this review have important implications for educational institutions, teachers, school counselors, mental health professionals, parents, and policymakers. Given the increasing prevalence of stress and anxiety among students, Mindfulness Meditation may serve as a practical, safe, and cost-effective strategy for promoting mental health and psychological well-being within educational settings (World Health Organization [WHO], 2022; Goyal et al., 2014).

Educational institutions may incorporate structured mindfulness programs into school and university wellness initiatives to help students develop emotional regulation, resilience, attention, and effective stress-management skills. Short, evidence-based mindfulness sessions integrated into the daily or weekly academic schedule may contribute to improved learning, classroom engagement, and overall student well-being (Zenner et al., 2014; Dunning et al., 2019).

Teachers can utilize simple mindfulness practices, such as mindful breathing, brief guided meditation, and present-moment awareness exercises, to create supportive learning environments and reduce classroom stress. Similarly, school counselors and psychologists

may incorporate mindfulness-based interventions into counseling and student support services to complement conventional approaches for managing stress and anxiety (Baer, 2003; Creswell, 2017).

Parents also play a vital role in encouraging regular mindfulness practice at home. Family support for mindfulness activities may help students improve emotional regulation, develop healthier coping strategies, and maintain better psychological balance during periods of academic and personal stress.

For policymakers and educational administrators, the growing body of scientific evidence highlights the importance of integrating evidence-based mindfulness programs into school mental health policies and student wellness initiatives. Such programs should be culturally appropriate, age-specific, and implemented by trained professionals to maximize their effectiveness.

Finally, researchers and practitioners should adopt standardized mindfulness intervention protocols, validated assessment instruments, and rigorous research methodologies to strengthen the quality and comparability of future studies. Collaborative efforts among educators, psychologists, healthcare professionals, and public health experts will further facilitate the effective implementation of mindfulness-based interventions for promoting students' mental health and well-being.

7. Conclusion

Mindfulness Meditation has emerged as a scientifically supported, safe, and non-pharmacological approach for promoting mental health and managing stress and anxiety among students. The evidence reviewed in this study consistently demonstrates that regular mindfulness practice reduces perceived stress and anxiety while enhancing emotional regulation, attention, self-awareness, resilience, cognitive functioning, and overall psychological well-being. These benefits are supported by psychological, physiological, cognitive, and neurobiological mechanisms that enable students to respond more effectively to academic and personal challenges (Goyal et al., 2014; Hölzel et al., 2011; Creswell, 2017).

The findings further indicate that Mindfulness Meditation can be effectively incorporated into educational settings as a complementary strategy for improving students' mental health, learning outcomes, and quality of life. Schools, colleges, and universities may benefit from

integrating structured, evidence-based mindfulness programs into student wellness initiatives, counseling services, and mental health promotion activities.

Despite the encouraging findings, the existing literature also reveals several methodological limitations, including relatively small sample sizes, short intervention periods, and variations in mindfulness protocols and outcome measures. Therefore, future research should focus on conducting large-scale randomized controlled trials, longitudinal investigations, and cross-cultural studies using standardized intervention protocols and validated assessment instruments. Further research integrating psychological assessments with physiological and neurobiological measures will also help clarify the mechanisms through which mindfulness influences stress and anxiety.

In conclusion, Mindfulness Meditation represents a practical, accessible, and cost-effective intervention for enhancing students' mental health and psychological well-being. Strengthening the scientific evidence base and promoting the systematic implementation of mindfulness-based programs in educational institutions may contribute significantly to healthier, more resilient, and emotionally balanced student populations.

Acknowledgement

The authors have no acknowledgements to declare.

Funding

This study has not received any funding from any institution/agency.

Conflict of Interest/Competing Interests

No conflict of interest.

Data Availability

The raw data supporting the findings of this research paper will be made available by the authors upon a reasonable request.

REFERENCES

- [1]. American Psychological Association. (2019). Mindfulness meditation: A research-proven way to reduce stress. <https://www.apa.org/topics/mindfulness/meditation>
- [2]. American Psychological Association. (2024). How to help children and teens manage their stress. <https://www.apa.org/topics/children/stress>
- [3]. Baer, R. A. (2003). Mindfulness training as a clinical intervention: A conceptual and empirical review. *Clinical Psychology: Science and Practice*, 10(2), 125–143. <https://doi.org/10.1093/clipsy.bpg015>
- [4]. Bamber, M. D., & Schneider, J. K. (2016). Mindfulness-based meditation to decrease stress and anxiety in college students: A narrative synthesis of the research. *Educational Research Review*, 18, 1–32.

- [5]. Basso, J. C., McHale, A., Ende, V., Oberlin, D. J., & Suzuki, W. A. (2019). Brief daily meditation enhances attention, memory, mood, and emotional regulation. *Behavioural Brain Research*, 356, 208–220. <https://doi.org/10.1016/j.bbr.2018.08.023>
- [6]. Benson, H. (1975). *The relaxation response*. HarperCollins.
- [7]. Bhue, R., & Shivam, S. (2025). The role of Rajyoga meditation in enhancing emotional resilience and mental well-being: A gender perspective. *International Journal of Advanced Research in Humanities, Education and Society (IJARHES)*, 2(3), 38–47. <https://doi.org/10.5281/zenodo.15738486>
- [8]. Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J., Segal, Z. V., Abbey, S., Speca, M., Velting, D., & Devins, G. (2004). Mindfulness: A proposed operational definition. *Clinical Psychology: Science and Practice*, 11(3), 230–241. <https://doi.org/10.1093/clipsy.bph077>
- [9]. Black, D. S., Milam, J., & Sussman, S. (2009). Sitting-meditation interventions among youth: A review of treatment efficacy. *Pediatrics*, 124(3), e532–e541. <https://doi.org/10.1542/peds.2008-3434>
- [10]. Breedvelt, J. J. F., Amanvermez, Y., Harrer, M., et al. (2019). The effects of meditation and mindfulness interventions in students: A meta-analysis.
- [11]. Brewer, J. A., Worhunsky, P. D., Gray, J. R., Weber, J., & Kober, H. (2011). Meditation experience is associated with differences in default mode network activity and connectivity. *Proceedings of the National Academy of Sciences*, 108(50), 20254–20259. <https://doi.org/10.1073/pnas.1112029108>
- [12]. Carsley, D., Khoury, B., & Heath, N. L. (2018). Effectiveness of mindfulness interventions for mental health in schools: A comprehensive meta-analysis. *Mindfulness*, 9(3), 693–707.
- [13]. Compas, B. E., Connor-Smith, J. K., Saltzman, H., Thomsen, A. H., & Wadsworth, M. E. (2001). Coping with stress during childhood and adolescence. *Psychological Bulletin*, 127(1), 87–127.
- [14]. Creswell, J. D. (2017). Mindfulness interventions. *Annual Review of Psychology*, 68, 491–516. <https://doi.org/10.1146/annurev-psych-042716-051139>
- [15]. Davidson, R. J., & Goleman, D. (1977). The role of attention in meditation and hypnosis: A psychobiological perspective. *American Psychologist*, 32(4), 291–308.
- [16]. Davidson, R. J., & McEwen, B. S. (2012). Social influences on neuroplasticity: Stress and interventions to promote well-being. *Nature Neuroscience*, 15(5), 689–695. <https://doi.org/10.1038/nn.3093>
- [17]. Dunning, D. L., Griffiths, K., Kuyken, W., et al. (2019). The effects of mindfulness-based interventions on cognition and mental health in children and adolescents. *Journal of Child Psychology and Psychiatry*, 60(3), 244–258.
- [18]. Erbe, R., & Lohrmann, D. K. (2015). Mindfulness meditation for adolescent stress and well-being: A systematic review of the literature with implications for school health programs. *The Health Educator*, 47(2), 12–19.
- [19]. Galante, J., Dufour, G., Vainre, M., et al. (2018). A mindfulness-based intervention to increase resilience among university students: A pragmatic randomised controlled trial. *The Lancet Public Health*, 3(2), e72–e81. [https://doi.org/10.1016/S2468-2667\(17\)30231-1](https://doi.org/10.1016/S2468-2667(17)30231-1)
- [20]. Goyal, M., Singh, S., Sibinga, E. M. S., Gould, N. F., Rowland-Seymour, A., Sharma, R., Berger, Z., Sleicher, D., Maron, D. D., Shihab, H. M., Ranasinghe, P. D., Linn, S., Saha, S., Bass, E. B., & Haythornthwaite, J. A. (2014). Meditation programs for psychological stress and well-being: A systematic review and meta-analysis. *JAMA Internal Medicine*, 174(3), 357–368. <https://doi.org/10.1001/jamainternmed.2013.13018>
- [21]. Hall, A., Thomas, E., & Bond, D. (2019). The effects of meditation, yoga, and mindfulness on depression, anxiety, stress, and academic achievement in tertiary education students: A meta-analysis. *Frontiers in Psychiatry*, 10, Article 193.
- [22]. Hall, H. G. (2016). Mindful learning: Effects of mindfulness interventions in education.
- [23]. Halladay, J. E., Dawdy, J. L., McNamara, I. F., et al. (2019). Mindfulness for the mental health and well-being of post-secondary students: A systematic review and meta-analysis.
- [24]. Hölzel, B. K., Lazar, S. W., Gard, T., Schuman-Olivier, Z., Vago, D. R., & Ott, U. (2011). How does mindfulness meditation work? Proposing mechanisms of action from a conceptual and neural perspective. *Perspectives on Psychological Science*, 6(6), 537–559. <https://doi.org/10.1177/1745691611419671>
- [25]. Kabat-Zinn, J. (1990). *Full catastrophe living*. Delacorte Press.
- [26]. Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hyperion.

- [27]. Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144–156. <https://doi.org/10.1093/clipsy.bpg016>
- [28]. Khunti, K., Boniface, S., Norris, E., Oliveira, C. M. D., & Shelton, N. (2023). The effects of yoga on mental health in school-aged children: A systematic review and narrative synthesis of randomized controlled trials. *Clinical Child Psychology and Psychiatry*, 28(3), 1217–1238. <https://doi.org/10.1177/13591045221136016>
- [29]. Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. Springer.
- [30]. Lu, S., Wei, F., & Li, G. (2021). The evolution of the concept of stress and the framework of the stress system. *Cell Stress*, 5(6), 76–85. <https://doi.org/10.15698/cst2021.06.250>
- [31]. Lutz, A., Slagter, H. A., Dunne, J. D., & Davidson, R. J. (2008). Attention regulation and monitoring in meditation. *Trends in Cognitive Sciences*, 12(4), 163–169. <https://doi.org/10.1016/j.tics.2008.01.005>
- [32]. Mandlik, G. V., Siopis, G., Nguyen, B., Ding, D., & Edwards, K. M. (2024). Effect of a single session of yoga and meditation on stress reactivity: A systematic review. *Stress and Health*, 40(3), e3324. <https://doi.org/10.1002/smi.3324>
- [33]. Mehta, B. M., & Agrawal, G. (2025). Brahma Kumaris Rajyoga Meditation as an effective tool to manage mental well-being. *International Education and Research Journal*, 11(8).
- [34]. Ospina, M. B., Bond, K., Karkhaneh, M., Tjosvold, L., Vandermeer, B., Liang, Y., Bialy, L., Hooton, N., Buscemi, N., Dryden, D. M., & Klassen, T. P. (2007). Meditation practices for health: State of the research (Evidence Report/Technology Assessment No. 155). Agency for Healthcare Research and Quality.
- [35]. Pascoe, M. C., Thompson, D. R., Jenkins, Z. M., & Ski, C. F. (2017). Mindfulness mediates the physiological markers of stress: Systematic review. *Psychiatry Research*, 269, 270–278.
- [36]. Selye, H. (1956). *The stress of life*. McGraw-Hill.
- [37]. Selye, H. (1976). Stress in health and disease. Butterworths.
- [38]. Shapiro, S. L., Brown, K. W., & Astin, J. A. (2011). Toward the integration of meditation into educational settings.
- [39]. Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B. (2006). Mechanisms of mindfulness. *Journal of Clinical Psychology*, 62(3), 373–386. <https://doi.org/10.1002/jclp.20237>
- [40]. Srinivas Reddy, A., & Rajani Devi, B. (2026). Effect of Rajyoga Meditation on stress management among secondary school students: A quasi-experimental study.
- [41]. Sukumar, S., Shettigar, D., Vaishali, K., et al. (2026). Yoga and mindfulness interventions for adolescents with lifestyle-related health risk factors: A systematic review. *Advances in Integrative Medicine*. <https://doi.org/10.1016/j.aimed.2026.100664>
- [42]. Tang, Y.-Y., Hölzel, B. K., & Posner, M. I. (2015). The neuroscience of mindfulness meditation. *Nature Reviews Neuroscience*, 16(4), 213–225. <https://doi.org/10.1038/nrn3916>
- [43]. Tang, Y.-Y., Ma, Y., Wang, J., Fan, Y., Feng, S., Lu, Q., Yu, Q., Sui, D., Rothbart, M. K., Fan, M., & Posner, M. I. (2007). Short-term meditation training improves attention and self-regulation. *Proceedings of the National Academy of Sciences*, 104(43), 17152–17156. <https://doi.org/10.1073/pnas.0707678104>
- [44]. World Health Organization. (2022). World mental health report: Transforming mental health for all. World Health Organization.
- [45]. Subedi, D. N. (2026). Impact of Rajyoga meditation on academic performance among high school students: A narrative review. *International Journal of Multidisciplinary Research Transactions (IJMRT)*, 8(6), 1–12. <https://doi.org/10.5281/zenodo.20408442>
- [46]. Zeidan, F., Johnson, S. K., Diamond, B. J., David, Z., & Goolkasian, P. (2010). Mindfulness meditation improves cognition: Evidence of brief mental training. *Consciousness and Cognition*, 19(2), 597–605. <https://doi.org/10.1016/j.concog.2010.03.014>
- [47]. Zenner, C., Herrnleben-Kurz, S., & Walach, H. (2014). Mindfulness-based interventions in schools: A systematic review and meta-analysis. *Frontiers in Psychology*, 5, Article 603. <https://doi.org/10.3389/fpsyg.2014.00603>
- [48]. Zimmer-Gembeck, M. J., & Skinner, E. A. (2011). Review: The development of coping across childhood and adolescence. *Infant and Child Development*, 20(1), 1–17.
- [49]. Zoogman, S., Goldberg, S. B., Hoyt, W. T., & Miller, L. (2015). Mindfulness interventions with youth: A meta-analysis. *Mindfulness*, 6(2), 290–302. <https://doi.org/10.1007/s12671-013-0260-4>