European Journal of Education Studies
ISSN: 2501 - 1111
ISSN-L: 2501 - 1111
Available online at: www.oapub.org/edu

DOI: 10.46827/ejes.v11i8.5470 Volume 11 | Issue 8 | 2024

THE RELATIONSHIP BETWEEN MINDFULNESS AND ACADEMIC ENGAGEMENT AMONG UNIVERSITY STUDENTS IN LIGHT OF SOME VARIABLES

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Abstract:
The current study aimed to reveal the relationship between mindfulness and academic engagement among university students in light of some variables. To achieve the objectives of the study, a sample of (537) male and female students was selected from the Al Qasimi Academic College of Education, within the Green Line in the city of Baqa Al Arabiya by purposive sample method, mindfulness scale and academic engagement scale were applied to them. The results showed that the level of academic engagement was high among the sample. The results also showed that there were statistically significant differences attributable to gender, as the arithmetic mean for females was higher than that of males, and there were no differences attributable to the academic specialization variable. The results showed a positive relationship between academic engagement and the dimensions of mindfulness: observing, describing, non-reactivity, interacting to inner experience, and acting with awareness.

Keywords: mindfulness, academic engagement, university students

1. Introduction

Individuals in all areas of their lives are exposed to many psychological, social, emotional and academic pressures. So, these pressures negatively or positively affect their engagement in different fields. Maybe the most important thing that concerns those in charge of the educational process in all educational and higher education institutions is the attempt to increase the engagement, involvement and participation of students in the educational process and increase their interaction.

Educational institutions have recently made every possible effort to provide education that fully engages students in the learning process through the efforts of teachers, faculty members and educational process administrators to urge students to achieve engagement in the learning environment (Karki *et al.*, 2020).

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The university education stage is one of the most prominent educational stages where students engage in their specializations and the subsequent theoretical and practical study courses and various activities. Academic engagement occurs at this stage when students delve deeply into learning activities and when they become cognitively, emotionally and socially immersed in the various courses, activities and academic tasks. Academic engagement also occurs when students achieve positive social interactions with each other (Hattie, 2003).

Recently, the concept of mindfulness has received a great deal of attention and has been suggested as a common factor across schools of psychotherapy, educational and cognitive psychology (Kabat-Zinn, 2003). The benefits of mindfulness are reflected in that it benefits the mental and physical health of the individual. It also involves an aspect of fundamental psychological change that is reflected in increased awareness of thoughts, feelings, and sensations in the present moment. Over time, it can help to realize the distance between observing experiences and responding to them through awareness and monitoring different cognitive processes. The ultimate goal of practicing mindfulness is to make healthier decisions based on productive mental habits (Walach *et al.*, 2007).

The relationship between mindfulness and academic engagement can be described by the fact that students who possess higher levels of mindfulness have higher levels of observation, description and awareness. Through mindfulness, the individual manifests his feelings towards himself; he touches his feelings, thoughts, and experience, and he becomes within the scope of awareness, thus increasing his levels of academic engagement, and he becomes more immersed in academic activities and tasks (Malinowski & Lim, 2015).

2. Literature Review

Amerstorfer *et al.* (2021) confirmed that academic engagement occurs among university students through deep learning concepts, going beyond some concepts of surface learning, such as content memorizing, fulfilling the requirements to achieve a passing grade in the course, repetition, and rote memorization. Engagement is a more general concept that includes drawing students' attention to intensive thinking activities such as analyzing concepts, understanding, rationalization of procedures and deriving meaning. It also includes social engagement with peers and teachers. This engagement is in the form of sharing experiences, knowledge, opinions and support.

Academic engagement is defined as the amount of physical, psychological, cognitive, social, and emotional energy that a student expends in the academic institution that he belongs to so that this energy is invested in areas such as participation in classroom and extra-curricular activities and achieving positive social interaction with students and faculty members (Astin, 1993).

Schaufeli and Bakker (2006) also define it as the student's success with the activities provided by the academic institution, in addition to the circumstances surrounding the individual that enhance continuity within the academic institution so

that this situation makes the student vital, cognitively flexible and actively participated within the classroom. Schreiber and Yu (2016) define it as the student's success in the activities provided to him by the academic institution, in addition to the circumstances surrounding the individual that enhance his continuity within the academic institution, and this is determined through purposeful activities, positive interaction and perception of the educational environment. Academic engagement refers to the levels of effort expended or participation devoted by students in meaningful academic and educational activities. Academic engagement is directly linked to academic outcomes, future work orientation and students' career success (Karki *et al.*, 2020).

It can be said that there are two types of engagement in educational institutions in general: academic engagement and social engagement. Academic engagement is defined as the student's ability to benefit from academic experience based on the student's academic performance and intellectual development within a specific educational environment. This requires that the student be able to meet the educational requirements of the academic institution. Moreover, the institution should also be able to meet the students' educational desires. Therefore, academic engagement often depends on the amount of energy expended in the learning process, getting good grades, and interacting with faculty (Astin, 1975).

Whereas Social engagement refers to the student's level of social participation and interactions with other students. This may include developing friendships, joining clubs and organizations and informal interactions with faculty and staff members to discuss or support social issues. Thus, academic and social engagement involves interactions with students and faculty members, focuses on intellectual fields, and supports emotional and psychological quality of life (Tinto, 1975).

It can be said that academic engagement is considered a proposed treatment for students' low academic motivation and achievement. Levels of academic engagement can also be controlled by creating diversity in learning environments, so such diversity may impose new responses from students that meet the requirements of academic engagement. Teacher behaviors and school climate also affect academic engagement in one way or another (Ogbu, 2003).

Prospero & Vohra-Gupta (2007) emphasized that the student's engagement in the university or college when starting learning has great importance. University is a new stage that the student experiences and it has its own characteristics and different stages. To achieve engagement, the student must abandon some previous academic and social experiences, such as the nature of studying and the quality of social relationships. Through academic engagement, the difficulties faced by students are overcome, and they can face various challenges, identify problems, and propose solutions to them with complete efficiency and effectiveness.

Recently, Mindfulness has become a means of drawing university students' attention, enhancing opportunities to increase their academic engagement, and achieving and promoting their mental health. Mindfulness is a way to teach students to pay attention to what is happening at the present time in the cognitive, emotional, and

physical fields and even the external environment considering the presence of levels of cognitive curiosity associated with mindfulness among students (Galante *et al*., 2021).

Mindfulness can be defined as a state of awareness of an individual's experience or momentary experience (Brown & Ryan, 2003). It can also be defined as the support that is used to develop a mental ability that makes awareness of one's experience and experiences at its highest levels (Kabat-Zinn, 2005). Black (2011) also defined it as a means of developing self-knowledge and wisdom. Gehart& Gehart (2012) defined it as a mental state that forms a set of skills and techniques that help the individual become aware of what is around him and increase his attention. Neff & Dahm (2015) defined it as seeing painful thoughts and emotions as they are without suppressing or avoiding them.

It can be said that mindfulness facilitates the student's engagement in his academic environment. Primarily, through the student's awareness of his experience and what is happening around him helps develop his cognitive processes and makes the learning process positive and effective. It also increases the possibility of the student's participation in various academic activities and tasks. Moreover, it brings the student to the stage of optimal psychological flow. This stage cannot be reached by the student without complete immersion and engagement in the elements of the educational process (Miralles-Armenteros *et al*., 2019).

Mindfulness also contributes to developing brain function, especially in the right hemisphere, enabling the student to participate and making the learning process available to him. Mindfulness also improves the student's psychological health and enhances the quality of his emotional life, thus keeping him away from negative academic emotions and feelings such as anxiety, tension, and boredom. When a student becomes more attentive and willing to perform tasks, he thus reduces his levels of psychological distress, improves memory, raises levels of creativity, increases levels of motivation and becomes engaged in many different academic activities (Axelrod & Santagata, 2021).

Baer *et al.* (2006) presented an improved model of mindfulness consisting of five dimensions. These dimensions are considered the most popular when talking about mindfulness, which the researcher adopted in this study. These dimensions are Observing: It is evident that the individual feels about himself and seeks his emotions, thoughts, and experience, and this is all within the realm of awareness and realization. Describing: description is represented by the individual's ability to define his feelings and talk about them. It also includes defining beliefs, opinions and expectations. Acting with Awareness: the most prominent characteristic of mindfulness is that it is the individual's awareness of what is happening around him. Even when he is not concentrating, he must be under awareness, attention and awareness. Awareness is concerned with the individual's present time. Non-judging of inner experience: this dimension is linked to the dimension of awareness, so the individual does not make any judgments about his thoughts, feelings, knowledge, and experience except under awareness as they are logical or illogical. Non-reactivity interacting with inner experience: Non-reactivity to inner experience refers to the individual's ability to

control his emotions toward his painful and difficult thoughts and not to have these emotions control his thinking.

Some previous studies that have been conducted dealt with the relationship between academic engagement and mindfulness, in addition to revealing differences in academic engagement in the light of some variables.

Casuso-Holgado *et al.* (2013) conducted a study aimed at revealing the relationship between academic engagement and academic achievement. To achieve the objectives of the study, a sample of (304) male and female students at the University of Malaga was selected, and the academic engagement scale was applied to them while achievement was measured by the cumulative average. The results showed that the level of academic engagement among students was medium.

Malinowski and Lim (2015) conducted a study that aimed to build a causal model of the relationships between positive affect, hope, optimism, well-being, mindfulness and engagement with work in considering that mindfulness and engagement are mediating variables. To achieve the objectives of the study, a sample of (299) individuals was selected in the United Kingdom. Positive emotions scale, mindfulness scale and engagement scale were applied to them. The results showed that mindfulness positively predicted engagement. The amount of explained variance of engagement was (0.145) of the total variance.

Al-Janadi and Talap (2016) conducted a study that aimed to reveal the perspective of future time in the light of academic engagement and academic achievement among a sample of female university students. To achieve the objectives of the study, a sample of (180) female students in the Department of Psychology at Qassim University was selected. The perspective of future time scale, academic engagement scale and academic achievement test were applied to them. The results showed that there were statistically significant differences in the responses of the study sample members on the academic engagement scale, for the largest arithmetic mean was for the humanities specialization.

Mahmoud (2017) conducted a study that aimed to identify the academic self-concept and the level of academic ambition and their relationship to academic engagement among university students. To achieve the objectives of the study, a sample of (150) male and female students at Qassim University was selected. The academic ambition scale, academic engagement scale, and academic self-scale were applied to them. The results showed that there were no statistically significant differences in the responses of the study sample members on the academic engagement scale due to gender.

Minkos *et al.* (2018) conducted a study aimed to reveal the effect of mindfulness on academic engagement. To achieve the objectives of the study, a sample of (40) male and female students at the University of Connecticut was selected. The mindfulness scale and the academic engagement observation checklist were applied to them. The results showed that students with high mindfulness showed an increase in academic engagement.

Miralles-Armenteros *et al.* (2019) conducted a study that aimed to build a causal model of the relationship between mindfulness, empathy, academic performance and academic engagement. To achieve the objectives of the study, a sample of (210) male and female students at the University in Spain was selected. The mindfulness scale, the empathy scale and the academic engagement scale were applied to them. The academic performance was measured by GPA. The results showed a positive, indirect, and statistically significant relationship between mindfulness and academic engagement.

A study conducted by Elphinstone *et al.* (2019) aimed to build a causal model of the relationship between mindfulness, academic engagement and the ability to adapt. To achieve the objectives of the study, a sample of (725) male and female students at the University of Technology in Australia was selected. The mindfulness scale, academic engagement, and ability to adapt scale were applied to them. The results showed that mindfulness is directly and positively related to academic engagement.

Al-Najjar (2020) also conducted a study aimed at revealing the relationship between mindfulness, the need for knowledge and academic engagement among postgraduate students at the faculty of education. To achieve the objectives of the study, a sample of (105) students was selected and divided into (22) professional diploma students, (67) private diploma students, (15) master's students at Kafr Sheikh University. The mindfulness scale that Hassan translated (2017), the need for knowledge scale that Manchawi translated (2015) and the academic engagement scale were applied to them. The results showed a positive relationship between the dimensions of mindfulness and academic engagement.

Azila-Gbettor *et al.* (2021) also conducted a study that aimed to predict academic engagement through mindfulness and hope. To achieve the objectives of the study, a sample of (542) male and female students at the Ho Technical University in Ghana was selected. The mindfulness scale, hope scale and academic engagement scale were applied to them. The results showed that there is a positive and statistically significant relationship between mindfulness and students' academic engagement expectations. The results also showed that mindfulness mediates the positive relationship between hope and academic engagement.

Aylan and Al-Radam (2021) conducted a study that aimed to build an academic engagement scale and determine its level considering some variables. To achieve the objectives of the study, a sample of (250) male and female students at the Libyan University of Wasit was selected, and the academic engagement scale was applied to them. The results showed that the level of academic engagement was high among students.

Riggs (2022) conducted a study aimed at revealing the effect of mindfulness on academic engagement. To achieve the objectives of the study, a sample of (34) students was selected in a private school in the state of Kentucky, where the sample formed the experimental group according to the one-group design (a single case experimental design), and they were trained in mindfulness skills. After completing the training, their levels of academic engagement were noted via an observation list containing

indicators of the integration process. The results showed that mindfulness skills are effective in increasing students' academic engagement.

Liu *et al.* (2022) also conducted a study aimed at revealing the effect of mindfulness on the academic engagement of students who learn Chinese as a second language. To achieve the objectives of the study, a sample of (1693) male and female students at the Anhui Provincial Institute was selected. The academic engagement scale and mindfulness scale were applied to them. The results show that mindfulness is a positive variable that can be predicted in academic engagement.

2. Study Problem

The study problem emerged from the results of some previous studies (Malinowski & Lim, 2015; Minkos *et al.*, 2018; Miralles-Armenteros *et al.*, 2019). These results demonstrated the importance of achieving academic engagement for students within their different academic environments. It also showed that there are variables that may positively affect academic engagement and may increase its various levels. The researcher, by virtue of his work as a school principal, noticed that students do not have the characteristics of academic engagement such as vitality, cognitive flexibility, and effective participation within the classroom. Also, their interaction with the elements of the educational environment is very harmful, and their awareness of it is minimal, which affects the outcomes of the educational process in a very negative way. Since the results of the previous studies mentioned above recommended the mindfulness variable in influencing levels of academic engagement, the researcher decided to study these variables.

Accordingly, this study came to reveal the relationship between mindfulness and academic engagement among university students in light of some variables through the following questions:

1) What is the level of academic engagement among university students, and does it differ according to gender and specialization?
2) Is there a statistically significant relationship between the dimensions of mindfulness and academic engagement among university students?

3. Importance of Study

3.1 Theoretical Importance

This study is considered a new addition to the Arab Library, as it will provide the library with new information about the relationship between the variables of the study. In addition, it will provide postgraduate students and researchers in the psychological and educational fields with tools of scales of these variables and other recommendations and proposals for conducting similar studies.

3.2 Practical Importance

This study will help students and educators of the educational process improve the students' levels of academic engagement by increasing the students' levels of awareness of what is around them and the experience; thus, based on theoretical literature, it will provide sample members with ways that increase their levels of mindfulness, and thus it develops and advances academic engagement through these variables. This study will also provide educators of the educational process with methods that will enable them to develop the dimensions of the educational environment in order to achieve academic engagement. Teaching and evaluation methods, social relations between students and teachers, as well as the physical environment related to public facilities and various services are improved.

3.3 Procedural Definitions

3.3.1 Academic Engagement

Afifi (2016) defines it as the amount of behavioral, emotional, and cognitive energy that a student expends in the academic institution to which he belongs so that this energy is invested in various fields, such as the behavioural domain, the emotional domain, and the cognitive domain. It is procedurally known as the score obtained by the student by answering the items of the academic engagement scale used in this study.

3.3.2 Mindfulness

Baer *et al.* (2006) defined it as an individual's ability to deal with events and stimuli within five dimensions. It is procedurally known as the score obtained by the student by answering the items on the mindfulness scale.

3.4 Limitations

The results of this study were determined as follows:

- The study sample consists of students of Al Qasimi Academic College of Education, who were selected by the available method within the second semester of the academic year 2022-2023.
- Measurement tools and their connotations of validity and reliability.

4. Material and Methods

This study adopted the descriptive correlational approach to suit the nature of the study.

4.1 Study Population

The study population consisted of all students of Al Qasimi Academic College of Education within the Green Line in the city of Baqa Al Arabiya, where their number reached (3,500) students, according to the statistics of the Admission and Registration Department.

4.1 Study Sample

The study sample consisted of (537) male and female students, who were selected by the available sample method for the second semester of the academic year 2022-2023.

4.2 Study Tools

4.2.1 Mindfulness Scale

The five-dimensional mindfulness scale (Baer *et al.*, 2006) was used. Al-Faqir and Muqabla (2021) translated its items and confirmed its validity and reliability implications on a sample of Yarmouk University students in Jordan. The scale consists of (36) items based on five dimensions: Observing, Describing, Acting with Awareness, Non-judging of inner experience and Non-reactivity to inner experience.

4.2.1.1 Face Validity

To verify the validity of the scale, it was presented to a group of (9) jurors with expertise in the field of educational psychology, measurement and evaluation, and they were asked to carry out the modification procedures. The jurors noted to delete two items.

4.2.1.2 Construct Validity

The construct validity of the Mindfulness scale was confirmed by applying it to a pilot-study sample consisting of (50) male and female students. The value of the corrected correlation coefficient between the item score and the total score for its field was extracted. The values of the corrected correlation coefficients ranged between (0.90-0.35), which indicates the construct validity of the scale (Leech & Onwuegbuzie, 2011).

4.2.1.3 Reliability

The internal consistency reliability coefficients (Cronbach alpha) and test-retest reliability were calculated. The values of the Cronbach alpha and test-retest reliability coefficients were respectively for the field of Observing (0.93, 0.91), Describing (0.90, 0.88), Acting with Awareness (0.81, 0.84), Non-judging of inner experience (0.70, 0.75), Non-reactivity to inner experience (0.75, 0.77), and for total scale (0.75, 0.80); this indicates that the scale has a high degree of reliability (Chang *et al.*, 1983).

4.2.2 Academic Engagement Scale

The researcher used the Afifi (2016) academic engagement scale. This scale consists of (61) items divided into three dimensions: behavioral engagement (22) items, emotional engagement (21) items, and cognitive engagement (18) items.

4.2.2.1 Face Validity

The jurors noted that an item should be deleted from the behavioral engagement dimension due to its inappropriateness for the academic context, and linguistic modifications should be made to some items.

4.2.2.2 Construct Validity

The corrected correlation coefficients between the item score and the total score for its field ranged between (0.32-0.78).

4.2.2.3 Reliability

The values of Cronbach's alpha coefficients and test-retest reliability were, respectively, for the behavioral dimension (0.90, 0.88), the emotional dimension (0.90, 0.91), the cognitive dimension (0.87, 0.90), and the overall scale (0.93, 0.91).

5. Results and Discussion

RQ1: What is the level of academic engagement among university students, and does it differ according to gender and specialization?

To answer this question, the means and standard deviations of academic engagement and its dimensions were calculated among the study sample members, as shown in Table 1.

Table 1: Means and standard deviations of academic engagement and its dimensions among members of the study sample

Rank	Engagement and Dimensions	Mean	Std. Deviation	Level
1	Cognitive	3.83	0.59	High
2	Behavioral	3.77	0.61	High
3	Emotional	3.60	0.58	Medium
Academic Engagement		**3.73**	**0.51**	**High**

It is clear from Table 1 that the level of academic engagement was high, and cognitive engagement ranked first within the high level, followed by behavioral engagement within the high level and the emotional engagement within the medium level.

This result can be attributed to the fact that students tend to engage cognitively by performing difficult tasks, mentally following lectures, mastering performance in academic courses, reviewing assignments and research in order to discover and correct errors, taking notes, planning topics, analyzing the main ideas into their components, and applying them in practical life. The students attempt to link ideas to each other to facilitate their study, aspiring to do more than what is required in various academic tasks and searching for areas of agreement and difference between new information and special experiences. Students also strive to be involved in the university's regulations and laws, not to miss classes, and participate with colleagues in discussions of academic tasks and requirements, which raise their levels of behavioral engagement. Regarding emotional engagement, it can be said that students feel pleasant emotions at the university, such as reassurance, comfort, and happiness. They also respect opinions and appreciate everything that happens within the university in terms of activities and events.

The means and standard deviations were calculated for the responses of the study sample members on the academic engagement scale according to gender and academic specialization, and Table 2 shows this:

Table 2: Means and standard deviations of the responses of study sample members on the academic engagement scale according to gender and academic specialization

Gender		**Mean**	**Std. Deviation**
Male	Scientific	3.6712	0.54415
	Humanitarian	3.6116	0.44254
	Total	**3.6372**	**0.48765**
Female	Scientific	3.7502	0.52502
	Humanitarian	3.7623	0.51596
	Total	**3.7567**	**0.51954**
Total	Scientific	3.7323	0.52931
	Humanitarian	3.7249	0.50226
	Total	**3.7282**	**0.51420**

It is noted from Table 2 that there are apparent differences between the means of the responses of the study sample members on the academic engagement scale according to the gender and academic specialization. To reveal the differences between the averages of the responses of the study sample members on the academic engagement scale according to gender and academic specialization, a 2 way-ANOVA without interaction was used. Table 3 shows this:

Table 3: Results of a 2 way-ANOVA without-interaction for the responses of study sample members on the academic engagement scale according to gender and academic specialization

Source	**Type III Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Gender	1.388	1	1.388	5.280	0.022
Specialization	0.003	1	0.003	0.012	0.914
Error	140.326	534	0.263		
Corrected Total	**141.721**	**536**			

It is noted in Table 3 that there are statistically significant differences at the level of significance (α= 0.05) for the responses of the study sample on the academic engagement scale due to gender, where the mean for females was higher than males. The results also showed that there were no statistically significant differences at the level of significance (α= 0.05) for the responses of the study sample on the academic engagement scale due to the academic specialization.

This result can be attributed to the fact that females are more interested in learning than males. Their level of motivation is relatively higher than males, as indicated by Singh *et al.* (2002). They also make great efforts when facing challenges and problems and participate deeply in work, tasks, and academic activities, allowing them to experience enthusiasm, inspiration, pride, challenge, and a sense of importance. Therefore, this leads them to increased levels of dedication. When females achieve some

requirements of academic engagement, they participate in these activities through learning many useful things during their studies and their levels of motivation increase.

The result of specialization can be attributed to the fact that all university students, regardless of their academic specializations, are required to achieve academic engagement and be involved in various tasks and activities. Furthermore, all specializations contain tasks, activities, and educational experiences that require students within the academic institution to implement and engage. For example, the languages significant requires the student to enrol in listening and speaking skills, go to language laboratories, and interact with the tasks presented by the faculty member. The statistics student also must engage in computer laboratories to learn statistical portfolios for different statistical software such as (SPSS, SAT, AMOS, TAT) and others.

This result can also be attributed to the feeling of the importance of fulfilling university graduation requirements for all students, regardless of their majors, as this can only be achieved by achieving at least moderate levels of academic engagement. It can also be said that students' attitudes towards academic engagement are the same. History students and physics students may be happy and proud when they succeed in a certain task, while they feel sad and embarrassed when they fail in another.

The result of the current study agreed with the result of the study of Aylan & Al-Radam (2021), which showed that the level of academic engagement was high among students. While the result of the current study differed from the result of the study of Casuso-Holgado *et al.* (2013), Al-Janadi and Talap (2016), and Mahmoud (2017).

RQ2: Is there a statistically significant relationship between the dimensions of mindfulness and academic engagement among university students*?*

To answer this question, the Pearson correlation coefficient was calculated between the dimensions of mindfulness and academic engagement, as shown in Table 4.

Table 4: Pearson correlation coefficient between the dimensions of mindfulness and academic engagement

	Observe	**Describe**	**Act aware**	**Non-Judge**	**Non-React**
Behavioral	.188**	.308**	.160**	-0.023	.172**
Emotional	0.055	.208**	.158**	-0.070	.117**
Cognitive	.175**	.263**	.189**	-0.017	.144**
Academic engagement	**.159****	**.299****	**.193****	**-0.043**	**.167****
**. Correlation is significant at the 0.01 level (2-tailed).					

It is noted from Table 4 that the values of the statistically significant correlation coefficient between academic engagement as a whole and the dimensions of mindfulness ranged between (0.16-0.30), where the relationship between academic engagement and observing, describing, non-reactivity to inner experience, and acting with awareness was positive, while the relationship between academic engagement and non-judging of inner experience is not statistically significant.

This result can be attributed to the fact that the individual who monitors himself continuously feels it and perceives its emotions, thoughts, and experience, which are all within the scope of awareness and perception. Observing, as confirmed by De Jong & Westerhof (2001), makes what the student perceives actually more important than what others notice about him because students' perceptions direct their educational behavior based on their visions. The student's observation of his behaviors, emotions, and thoughts makes him appreciate his academic behavior in a way that is not exaggerated. Hence, it helps him make honest judgments about the extent of his participation in various academic tasks and activities. While the description helps the student to identify his feelings and talk about them, it also includes identifying beliefs, opinions, and expectations. For example, when a student describes his feelings as hostile toward the educational process, he thus identifies his problem and describes the phenomenon that made him unable to achieve academic engagement. He expresses his problem through description to others who can help him and identify his most prominent expectations and beliefs. If his levels of mindfulness are high, he basically goes beyond helping others and works consciously until he achieves what is required of him. Hence, working consciously is an essential factor in increasing levels of academic engagement, as it makes the student aware of what is happening around him and increases his levels of attention, concentration, and awareness.

This is not only the most prominent requirement for academic engagement, as it depends on attention and concentration, but it is also an essential requirement for it (Trowler, 2010). When students are attentive, they are more likely to actively participate in their learning and focus on the task at hand. Without attention, it will be difficult for students to deal with the material or activity, absorb information and engage in classroom activities.

Non-reactivity to inner experience also means the individual's ability to control his emotions toward his painful and complex thoughts, and these emotions do not control his thinking. This logically leads to increased levels of academic engagement, so the student is able to control his negative emotions and does not let them control him. In this case, he reflects this control towards increasing levels of academic engagement and exploits them to achieve this engagement (Sidelinger *et al.*, 2015).

The result of the current study agreed with the result of (Malinowski & Lim, 2015; Minkos *et al.*, 2018; Miralles-Armenteros *et al.*, 2019).

6. Recommendations

In the light of the results, the study led to the following recommendations*:*

- Encouraging university students to feel about themselves, to explore their emotions, thoughts, and experiences within the scope of awareness and understanding to identify and talk about their feelings and to work with high awareness and attention.
- Maintain high levels of academic engagement among students, especially males.

7. Conclusion

The current study aimed to find out the relationship between academic engagement and mindfulness. Based on the findings, it is logical to conclude that high levels of mindfulness among university students increase their academic engagement and enhance their integration into curricular and extracurricular activities at universities.

Conflict of Interest Statement
The author declares no conflicts of interest.

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