MINDFULNESS: A TOOL FOR THE COMPREHENSIVE DEVELOPMENT OF HIGH SCHOOL STUDENTS
MINDFULNESS: UNA HERRAMIENTA PARA EL DESARROLLO INTEGRAL DE LOS ESTUDIANTES DE BACHILLERATO

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	ABSTRACT
Keywords: behavioral problems, emotions, stress, mindfulness.	High school students face numerous challenges during their education, such as stress, anxiety and negative emotions, difficulties that significantly affect academic performance, behavior and emotional well-being. Given this scenario, it is crucial to implement tools such as mindfulness that promote their comprehensive development. In this context, the present research aimed to determine whether high school students can develop greater awareness of the present moment, without making judgments about their thoughts and emotions, and responding more reflectively to their experiences. To obtain a detailed and quantitative view of the phenomenon, a descriptive field study was carried out. The sample consisted of high school students from an Ecuadorian educational institution. Through the administration of a survey, the information was collected. The analysis of the data reveals a promising start in the development of mindfulness among students, however, it reveals the need to delve deeper into specific aspects. Although there is a good awareness of actions, it is essential to strengthen attention to bodily sensations, environmental stimuli and mental processes. In addition, it is important for students to increase emotional vocabulary and develop effective communication skills, to build greater resilience and establish healthier relationships with themselves and with others.

RESUMEN

Los estudiantes de bachillerato se enfrentan a numerosos desafíos durante su formación, como el estrés, la ansiedad y las emociones negativas, dificultades que afectar significativamente el rendimiento académico, la conducta y el bienestar emocional. Ante este panorama, resulta crucial implementar herramientas como el mindfulness que promueva su desarrollo integral. En este contexto, la presente investigación tuvo como objetivo determinar si los estudiantes de bachillerato pueden desarrollar una mayor conciencia del momento presente, sin emitir juicios sobre sus pensamientos y emociones, y respondiendo de manera más reflexiva a sus experiencias. Para obtener una visión detallada y cuantitativa del fenómeno, se llevó a cabo un estudio de campo descriptivo. La muestra estuvo conformada por estudiantes de bachillerato de una institución educativa ecuatoriana. Mediante la administración de una encuesta, se logró recopilar la información. El análisis de los datos pone de manifiesto un prometedor inicio en el desarrollo de la atención plena entre los estudiantes, sin embargo, revela la necesidad de profundizar en aspectos específicos, si bien existe una buena conciencia de las acciones, es fundamental fortalecer la atención a las sensaciones corporales, los estímulos ambientales y los procesos mentales. Además, es importante que los estudiantes incrementen el vocabulario emocional y desarrollen habilidades comunicativas efectivas, para construir una mayor resiliencia y establecer relaciones más saludables consigo mismos y con los demás.

Introduction

Behaviors are observable and measurable actions performed by individuals in response to internal or external stimuli; these actions can be simple or complex and are influenced by a variety of factors, such as learning, genetics, social environment and cognitive processes. According to Skinner (1975), it is any performance of an individual that can be objectively observed, Bandura (1997), points out that it is the interaction of an organism with its environment, including both the observable responses and the internal processes that mediate them.

The behavioral difficulties experienced by students today are the result of an intricate interplay of psychological (anxiety, depression, stress, trauma, among others), biological (neurodevelopmental disorders, genetic factors, physical health problems, sleep disorders, among others) and social factors (unfavorable socioeconomic environment, exposure to violence, discrimination, conflictive interpersonal relationships, major family changes such as divorce or moving, inadequate parenting styles and unrealistic social expectations).

It is essential to recognize the multifactorial nature of these difficulties in order to design effective and personalized interventions, taking into account that the family, school and community, as well as individual experiences, play a crucial role in the manifestation and severity of the aforementioned problems.

Behavioral problems, which usually begin in childhood (lying, cheating, copying, etc.) and worsen in adolescence (stealing, etc.), are characterized by opposition to social norms and authority figures. These behaviors, persistent and varied according to age, can generate disturbances in the environment, adaptive difficulties and aggressive behaviors, if not properly addressed, can have long-term consequences on interpersonal relationships and individual well-being (Serrat, 2018).

In this order of ideas, behavioral problems in childhood and adolescence are repetitive patterns that violate social norms and the rights of others, manifesting themselves in aggressiveness, destruction of property, lying, stealing and disobedience (American Psychiatric Association, 2013). Its causes are multifactorial, involving genetic, neurobiological, psychological, familial and social factors (Barkley, 1997; Patterson, 1982), affecting academic performance, social relationships and personal development. Therefore, early intervention (cognitive-behavioral therapy, social skills training, family therapy and, sometimes, pharmacotherapy) is essential to prevent chronicity and improve prognosis (Barkley & Wasserstein, 1997).

The dimensions of conduct problems (hyperactivity, disruptive behaviors, aggressiveness, dissocial disorders, oppositional defiant disorder, and violence) in childhood and adolescence represent a set of interrelated characteristics that underlie a wide range of disruptive and antisocial behaviors. These problems, as Patterson (1982) points out, often develop following dysfunctional family interaction patterns and are maintained through social learning processes.

1. Hyperactivity: is a behavioral expression of a dysfunction in the brain's self-regulatory systems (Barkley & Wasserstein, 1997). The causes of hyperactivity are multifactorial, including genetic, neurobiological (alterations in neurotransmitters and brain structure), and environmental (prenatal exposure to toxins, parenting style) factors. Characterized by a persistent pattern of inattention, impulsivity, and excessive motor activity, students with hyperactivity have difficulty sustaining attention on tasks, interrupt others, and constantly fidget, affecting academic performance, social relationships, and self-esteem (Custodio, 2018).

2. Disruptive behaviors: according to Freire (2012), these are those inappropriate behaviors that generate delays in the educational process and create inappropriate situations in the classroom, affecting interpersonal relationships. In that order of ideas, Calvo (2003), Cárdenas (2019), Jurado de los Santos and Justiniano Domínguez (2016), agree that disruptive behaviors interrupt and deteriorate the teaching and learning process, differentiating them from aggressive behaviors.

   Abellán (2020), Álvarez et al. (2016) and Díaz-Aguado (2005), note that the concept of disruptive behavior has been used broadly, including from mild disruptions to serious challenges to students and teachers. For their part, Jurado de los Santos and Justiniano Domínguez (2016), point out that an unstable family environment is the basis of students' disruptive behavior, which is reflected in the lack of academic support and the lack of parental presence, negatively affecting academic performance.

   Students with disruptive behaviors exhibit patterns of behaviors that interfere with their learning and social relationships. According to Barkley & Wasserstein, (1997) and Hinshaw (2007), these students often experience difficulty paying attention, controlling their impulses, and following rules. Impulsivity, aggressiveness and defiance of authority are common characteristics (Waschbusch et al., 2007), these behaviors can have a significant impact on student academic performance and emotional well-being, as well as classroom climate (Saco-Lorenzo et al., 2022).

3. Aggressiveness: in the school environment is a complex and multifactorial phenomenon, which manifests itself physically, verbally or relationally, negatively affecting the emotional well-being, academic performance and social relationships of the students involved. Various factors, such as neurodevelopmental disorders, mental health problems, learning difficulties, dysfunctional family dynamics and a hostile school climate, contribute to its onset and perpetuation. Recent studies, such as those of Salmivalli et al. (2021), have made significant contributions to the understanding and prevention of bullying and aggression in school settings, have delved into the complexity of these social dynamics offering new approaches to address them.

   To effectively address school aggression, evidence-based prevention programs, such as social skills and conflict resolution training programs, as well as individualized and family interventions, need to be implemented (Sabeh et al., 2017). Collaboration between teachers, psychologists, social workers and other professionals is essential to create safe school environments and promote the holistic development of students.

4. Dissocial disorders are becoming increasingly relevant in the field of behavioral problems. Its main characteristic is a repetitive and persistent pattern of behaviors that violate the rights of others and social norms. It is essential to intervene from childhood and adolescence to address these disorders, as they can have long-term consequences (Gonzalez et al., 2020).

5. Oppositional defiant disorder (ODD): is characterized by a persistent pattern of oppositional, defiant, and hostile behavior directed toward authority figures, Custodio (2018), notes that youth with ODD often actively defy adults, argue, get angry easily, and blame others for their problems. The causes of TND are multifactorial: genetic, neurobiological, environmental and parenting styles. Understanding this complex interaction between the various factors is critical to the development of effective interventions, which should focus both on modifying student behaviors and improving parenting skills and family dynamics.

6. Violence: according to the World Health Organization (WHO), violence involves the intentional use of physical force, power or threats against oneself or another person, this deliberate act causes various harms, ranging from physical injury to profound psychological consequences (developmental and emotional disorders). In addition, violence deprives victims of their rights and, in extreme cases, cause death (Roncero et al., 2017).

Identifying these dimensions is crucial to understanding the etiology and complexity of conduct disorders (American Psychiatric Association, 2013). According to Barkley (1997), hyperactivity, disruptive behaviors, aggressiveness, dissocial disorders, oppositional defiant disorder and violence are manifestations of the same problem with multifactorial roots, including biological, psychological and social factors. Bandura (1977) emphasizes the role of modeling and reinforcement in the development of aggressive and antisocial behaviors through a comprehensive approach (early interventions, multidisciplinary treatment, social skills training programs, cognitive-behavioral therapy, family interventions and modifications of the school environment).

Techniques to address cognitive-behavioral problems (CBT) are based on the premise that thoughts, emotions and behaviors are closely related, and that by modifying thoughts and behaviors, emotions are reflected in improved quality of life. Olivares and Méndez (2010) establish a classification of these techniques that allows them to be organized systematically and to better understand how they work (Table 1).

Table 1
Cognitive-Behavioral Techniques (CBT)

Techniques to Maintain and Increase Desirable Behaviors	
Ranking	**Description**
Positive reinforcement	It consists of presenting a pleasant stimulus or reward immediately after a desired behavior, with the objective of increasing the probability that this behavior will be repeated in the future.
Token economy	It is a reinforcement system in which objects (tokens, points, etc.) are used as immediate rewards for performing desired behaviors. These tokens accumulate and can be exchanged for larger prizes in the long run
Negative reinforcement	It consists of eliminating an aversive or unpleasant stimulus immediately after a desired behavior, with the objective of increasing the probability that this behavior will be repeated in the future. It is important not to confuse it with punishment
Modeling	It consists of learning a new behavior by observing, imitating a model. The model can be a real person or a fictitious character
Molding	It is a gradual learning process in which successive approximations to a desired behavior are reinforced. Used when the target behavior is complex and needs to be broken down into smaller steps
Behavioral contracts	It is a formal agreement between two or more people (therapist, teacher and student) that clearly establishes the target behaviors, the consequences (reinforcements and punishments) and the conditions under which they will be applied.
Techniques to Reduce Undesirable Behaviors	
Extinction	Occurs when a previously reinforced behavior is no longer reinforced, resulting in a gradual decrease in the frequency of that behavior.
Time out of reinforcement	It is a behavior modification technique that involves the temporary removal of all opportunities for positive reinforcement as a consequence of inappropriate behavior.
Punishment	The presentation of an aversive stimulus after a behavior, with the objective of decreasing the frequency of that behavior
Differential reinforcement	It consists of reinforcing a specific behavior while extinguishing other similar behaviors.
Stimulus control	It is a technique that involves manipulating the environment to increase or decrease the probability of a specific behavior occurring.
About	It is a behavior modification technique that involves the person making a response

correction	that is incompatible or contrary to the problem behavior, and also repairing the damage caused by such behavior
Saciation	A technique that involves presenting a reinforcing stimulus in large quantities until it loses its reinforcing value
Cognitive Techniques	
Self instructions	These are internal verbalizations that are used to guide through difficult situations or to accomplish tasks. They are like an internal dialogue that helps to maintain focus and control emotions.
Thought arrest	It is a technique that consists of voluntarily interrupting negative or ruminative thoughts that generate anxiety or discomfort.
Troubleshooting	It is a process that involves identifying a problem, generating possible solutions, evaluating the options and selecting the best alternative
Self-control	It is the ability to regulate emotions, thoughts and behaviors to achieve long-term goals.
Cognitive restructuring	It is a process that consists of identifying and challenging negative and distorted thoughts, replacing them with more realistic and adaptive thoughts.
Self-regulation	It is the ability to control and direct one's actions, emotions and thoughts in a conscious and effective manner.

Note. Cognitive-behavioral techniques Olivares & Méndez (2010)

Cognitive-behavioral techniques (CBT) have evolved significantly with the incorporation of mindfulness. This practice, which involves observing thoughts and emotions without judgment, has been central to approaches such as Mindfulness-Based Cognitive Therapy (MBCT), developed by Segal et al. (2002). The integration of mindfulness into CBT allows students to develop skills to manage stress, reduce anxiety, and improve their quality of life (Segal et al., 2002).

In this sense, Moix et al. (2021) evaluated the effects of a mindfulness program on a group of students, noting that immediately after the intervention, youth in the mindfulness group experienced a significant decrease in symptoms of anxiety, depression, and stress.

Sabeh et al., (2017), highlights that the constant use of technology and various pressures, generates stress and tensions in children from an early age, triggering aggressive behaviors if not addressed properly and in time. Given this scenario, she proposes the implementation of mindfulness techniques as an effective tool to promote emotional regulation, empathy and peaceful coexistence in children. These studies demonstrate the need to integrate mindfulness in schools to improve the well-being of students, reducing aggressive behaviors, stress and anxiety to improve the quality of life of students, laying the foundation for healthy emotional development.

To define Mindfulness it is necessary to mention Buddhism, which is a tradition more than 2500 years old that has provided a whole host of teachings related to the mind. It is a term that refers to the ability of all people, in the particular case of students, to act in a reflective and conscious way, educating through meditation their self-awareness and acceptance (Brito & Araya, 2016).

Zabat-Zinn (2016) formulated the bases of Mindfulness practice, which are based on seven factors (Table 2) that are closely related to the attitudes of non-judgment, patience, student mentality, confidence, non-effort, acceptance and yielding, which are not independent, on the contrary, they will depend on the degree to which each person is able to cultivate the others, so it is necessary to cultivate them with awareness.

Table 2

Mindfulness Factors

Factors	Description
Do not judge	It is necessary to assume an impartial position of the lived experiences, for this it is important to become aware of all those internal and external experiences that very often trap the individual, however, the important thing is to learn how to get out of them.
Patience	Applying Mindfulness allows the human being to cultivate patience (mind and body), which is necessary when disturbing memories and events come to mind. It is to be open to every moment or situation and above all to accept it in its entirety.
Beginner's mentality	"Or mind ready to see everything as if it were the first time", it is important to feel free of those expectations based on previous knowledge, to take into account that each of life's events are different and unique, that is why it is important to look with new eyes.
Trust and confidence	Developing self-confidence and trust in one's feelings is a fundamental part of the preparation for meditation, it is important to trust one's intuition.
Not making an effort	Every person is always focused on doing or achieving something, in Mindfulness it is different "it is not doing", it sounds contradictory however this leads to a new version of ourselves in which the effort is less to become better.
Acceptance	From Mindfulness acceptance is to see things as they are in this moment, that is the only thing that should count, not the before or after, but the present, thus creating the necessary conditions for healing. Accepting does not mean agreeing with everything (erasing values, principles, customs) or that everything is to people's liking, or that nothing matters.
Yielding	Exercising the attitude of yielding, also known as non-attachment, is important for the practice of Mindfulness, in this sense to yield is to let things, situations or events be as they are and accept them as they are.

Note. Table prepared with data taken from the book "Vivir con plenitud las crisis" (Full Catastrophe Living).

Kabat-Zinn, 2013.

The practice of mindfulness in adolescents offers a wide range of benefits ranging from improved mental health to better academic performance. By cultivating mindfulness, young people develop crucial skills such as stress and anxiety management, emotional regulation, concentration and empathy. This translates into higher self-esteem, healthier interpersonal relationships and a better ability to cope with the challenges of adolescence. In addition, mindfulness can help prevent mental health problems such as depression and anxiety, promoting overall well-being and a higher quality of life.

Addressing the need to minimize behavioral problems and their relationship to various psychological variables such as stress, anxiety and well-being, the present study set out to identify whether these students can cultivate a greater awareness of the present, without judging their thoughts and emotions, and responding more reflectively to their experiences.

Method

The present study was framed within an empirical-analytical approach, using a descriptive field research design. The sample, of a non-probabilistic and intentional nature, was composed of 350 students of the Bachillerato General Unificado (BGU) of an Ecuadorian educational institution. This methodological choice allowed exploring and describing the facets of mindfulness in the studied population (Hernández-Sampieri & Mendoza, 2018).

Once the literature associated with the Facets of Mindfulness (FFMQ) was reviewed, the version translated by Quintana Santana, (2016) was selected and applied

The Five Facets of Mindfulness Questionnaire (FFMQ) is a psychological instrument that assesses the ability to practice mindfulness through five dimensions: observing our experiences without judging them, describing them in simple words, acting with awareness in the present, not making value judgments about ourselves or others, and not reacting automatically to stimuli. It is composed of 39 items grouped into the 5 facets, some of which are direct (D) and others inverse (I). It is a useful tool for measuring mindfulness practice and its relationship with various psychological variables such as stress, anxiety and well-being (Baer et al., 2006).

1. Observation (O): This facet refers to the ability to pay attention to thoughts, feelings and sensations of the present moment, both internal (thoughts, emotions, bodily sensations) and external (sounds, smells, sights), in an open and non-judgmental manner. The items in this facet are: 1, 6, 11, 15, 20, 26, 31and 36, all of them direct

2. Description (D): It involves labeling experiences in a simple and objective way, without embellishing or over-interpreting them. The items in this facet are: (2,7 27, 32 and 37) direct and (12, 16 and 22) inverse.

3. Acting with Conscience (ACC): This facet focuses on performing daily activities with full attention, being present in each moment and not being carried away by the wandering mind. The items in this facet are: 5, 8, 13, 18, 23, 23, 28, 34 and 38, all inverse.

4. Absence of Judgment (AJ): It involves accepting experiences as they are, without labeling them as "good" or "bad". The items in this facet are: 3, 10, 14, 17, 25, 30, 35 and 39, all inverse.

5. Absence of Reactivity (AR): This facet refers to the ability to respond to internal and external stimuli in a flexible and non-automatic manner, avoiding impulsive emotional reactions. The items in this facet are: 4, 9, 19, 21, 24, 29 and 33, all of them direct.

According to Hernández-Sampieri & Mendoza (2018), the instrument to be used in quantitative research must be valid and reliable. In this study the instrument was validated and its reliability was established by Aguado et al. (2015); Cebolla et al. (2012); Baer et al. (2006); Baer et al. (2012); Olivera and Gonzalez (2018); Quintana (2016), reporting reliability values of 0.88 for the total scale, and for each facet: O = 0.81; D = 0.91; ACC = 0.89; A J= 0.91; and AR = 0.80

With the intention of responding to the purpose of the research, a descriptive analysis of the data was carried out, and after collecting the information, it was organized and tabulated. The results obtained were presented in a clear and concise manner through a table, which allowed a deep and meaningful interpretation of the results.

Results and Discussion

The Five Facets of Mindfulness Questionnaire (FFMQ) is a fundamental tool in mindfulness research and clinical practice, developed by Baer et al. (2006), this instrument allows for an accurate and reliable assessment of an individual's tendency to respond to life experiences with mindfulness through five interrelated facets: observing, describing, acting with awareness, non-judgment and non-reaction.

The main objectives of the FFMQ are: (a) assess individual levels of mindfulness and its factor structure (Baer et al., 2006); (b) explore relationships between mindfulness and other psychological and physical variables, such as well-being, anxiety, and stress (Brown & Ryan, 2003); and (c) predict response to mindfulness-based interventions

(Fernandez, 2019). In addition, the FFMQ allows monitoring progress in mindfulness training programs and comparing levels of mindfulness among different population groups, thus contributing to a better understanding of the benefits of this practice in various contexts.

This questionnaire has 39 items (Table 3) distributed in five facets, the student must opt for five response alternatives: never or rarely true (A), rarely true (B), sometimes true (C), often true (D), very often or always true (E). The maximum score of the questionnaire is 195 and the minimum is 39. There are direct (D) and inverse (I) items, in the inverse items high scores mean a lower level of mindfulness.

Each facet of the FFMQ provides specific information on a particular aspect (observing, describing, acting with awareness, not judging and not reacting), without implying a dependency between them. Together, these facets provide a comprehensive view of mindfulness skills and allow for the identification of specific areas for personal development.

Table 3
Application of the Facets of Mindfulness Questionnaire (FFMQ)

NO	Items	A	B	C	D	E
	OBSERVATION (O)					
1D	As I walk I become aware of the sensations of my body moving.	13,8	14,6	5,9	12,2	12,2
6D	When I shower or bathe, I notice the sensations of the water on my body.	13,2	10,7	14,9	9,8	14,6
11D	I become aware of how food and beverages affect my thoughts, body sensations and emotions.	14,7	10,8	11,1	12,2	12,2
15D	I pay attention to sensations, like the wind in my hair or the sun on my face.	11,4	11,1	16,6	16,3	12,2
20D	I pay attention to sounds, for example, the ticking of clocks, the chirping of birds or passing cars.	11,9	14,5	9,5	15,4	9,8
26D	I notice the smells and aromas of things.	10,8	13,5	15,1	9,8	12,2
31D	I notice visual elements in art or nature such as colors, shapes, textures, or patterns of light and shadow.	11,5	13,2	12,8	14,6	14,6
36D	I pay attention to how my emotions affect my thoughts and behavior.	12,7	11,7	14,1	9,8	12,2
	DESCRIPTION (D)					
2D	I am able to find the right words to describe my feelings.	11,5	14,1	16,4	12,8	8,2
7D	I can easily express my beliefs, opinions, and expectations in words.	12,7	13,2	21,4	4,4	4,1
12I	It is difficult for me to find words to describe what I think.	12,5	4,4	11,8	22,2	21,6
16I	I have difficulty thinking of the right words to express how I feel about things.	15,4	13,8	9,6	18,3	19,7
22I	When I have a sensation in my body, I find it difficult to describe it because I can't find the right words.	4,8	2,6	14,9	24,6	21,0
27D	Even when I feel very upset, I find a way to put it into words.	15,4	17,4	7,4	5,1	4,9
32D	I have a natural tendency to put my experiences into words.	14,8	15,9	9,6	7,0	7,4
37D	I can describe how I feel at any given moment, in quite some detail.	12,9	18,6	8,8	5,5	13,1
	ACT WITH CONSCIENCE (ACC)					
5I	When I'm doing something I get distracted easily.	5,4	14,4	14,1	14,1	11,0
8I	I do not pay attention to what I am doing because I am daydreaming, preoccupied with other things or distracted.	15,2	13,4	11,4	13,5	11,9

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13I	I am easily distracted.	9,8	8,2	8,7	13,6	13,7
18I	I find it difficult to be focused on what is happening here and now, in the present.	14,1	10,3	11,6	12,9	12,6
23I	I have the impression that I "set the autopilot" without being very conscious of what I am doing.	10,9	10,3	16,1	11,0	12,5
28I	I perform activities without being really attentive to them.	16,3	10,3	9,3	12,6	13,6
34I	I perform work or tasks automatically without realizing what I am doing.	14,1	15,5	12,8	11,4	12,8
38I	I catch myself doing things without paying attention.	14,1	17,5	15,9	11,0	11,8
ABSENCE OF JUDGMENT (AJ)						
3I	I criticize myself for having irrational or inappropriate emotions.	15,9	19,0	10,2	12,8	12,3
10I	I tell myself that I shouldn't feel the way I feel.	13,6	14,3	12,6	12,8	12,1
14I	I think some of my thoughts are not normal or are bad and I should not think that way.	11,4	9,5	9,1	13,2	12,6
17I	I judge whether my thoughts are good or bad.	11,4	16,7	12,6	12,3	12,5
25I	I tell myself I shouldn't think the way I do.	11,4	9,5	14,2	12,4	12,4
30I	I think some of my emotions are bad or inappropriate and I shouldn't feel them.	13,6	11,9	13,4	12,3	12,5
35I	When I have thoughts or images that disturb me, the appraisal about myself is good or bad, in line with the content of that thought or image.	11,4	9,5	11,8	12,1	13,2
39I	I reproach myself when I have irrational ideas.	11,4	9,5	16,1	12,0	12,4
ABSENCE OF REACTIVITY (AR)						
4D	I perceive my feelings and emotions without having to react to them.	11,4	13,0	15,4	10,9	15,8
9D	I observe my feelings without getting caught up in them.	11,2	12,8	14,9	16,4	13,6
19D	When I have thoughts or images that disturb me, I "stop" and notice them without being carried away by them.	11,4	11,9	16,2	16,4	11,3
21D	In difficult situations, I can stop without reacting immediately.	10,3	14,7	13,9	14,5	20,4
24D	When I have thoughts or images that disturb me, I manage to calm down after a short time.	11,2	14,3	12,1	16,4	15,8
29D	When I have thoughts or images that disturb me, I am able to notice them without reacting.	11,3	14,6	11,5	14,5	13,6
33D	When I have images or thoughts that disturb me, I notice them and let them go.	33,2	18,7	16,0	10,9	9,5

Note. This table presents the percentages for each of the items applied to the sample.

From the data provided, it is observed in Table 3 that students, in general, present difficulties in observing (they have difficulty paying attention to bodily sensations, environmental stimuli and emotions in a conscious manner); describing (they have difficulty finding the right words to express their feelings and thoughts); acting with awareness (they tend to perform activities automatically, without paying full attention to what they are doing); absence of judgment (they criticize themselves for their thoughts and emotions); and absence of reactivity (they find it difficult to regulate their emotional responses and avoid reacting impulsively).

In relation to the observing facet, most students have difficulty paying attention to bodily sensations, environmental stimuli and emotions in a conscious manner, this is because their attention is divided, which makes it difficult to focus attention on a single thing. This can lead to superficial observation and decreased awareness of bodily and emotional sensations (Brown & Ryan, 2003). In addition, there is a tendency for the wandering mind, i.e., for thoughts to wander into the past or future, interfering with students' ability to remain present in the moment and observe their internal and external experience (Killingsworth & Gilbert, 2010). These results coincide with Chimbo (2023), when he points out that attention is indispensable for the teaching and learning process.

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A significant percentage of students struggle to find the right words to express their feelings and thoughts, as they lack the emotional vocabulary necessary to accurately express their feelings and thoughts, making it difficult to identify and understand their own internal experiences (Harris, 2009). In addition, concern about being judged or evaluated may inhibit students from sharing their thoughts and feelings openly and honestly.

In the facet acting with awareness, it is observed that most students have automatic behaviors, which makes it difficult to perform tasks with full attention, i.e., in a conscious and present manner (Baer et al., 2006). Added to this is the pressure to obtain good academic results, leading students to perform tasks in a hurried and careless manner, without paying attention to the quality of their academic work.

In the facet absence of judgment, it is observed that a considerable percentage of students judge themselves negatively for their thoughts and emotions, which hinders self-acceptance (Langer, 2007). While critical thinking is a valuable skill, when it becomes overly self-critical, it generates a great deal of stress and anxiety, compounded by the perfectionism that can lead students to set high standards for themselves, generating frustration and discouragement when they cannot achieve them.

In the facet of non-reactivity, which is one of the fundamental pillars of mindfulness, which refers to the ability to observe one's thoughts and emotions without judging them or reacting automatically, it is observed that most students find it difficult to regulate their emotional responses and avoid impulsive behaviors. However, numerous studies, such as that of Steinberg (2004), show that many students lack this ability. Academic pressure, lack of education in social-emotional skills and family patterns contribute to this difficulty. As a result, students experience difficulties in regulating their emotions, which manifests itself in disproportionate reactions to stressful situations, interpersonal conflicts and poor academic performance. By cultivating mindfulness, students can develop greater emotional awareness, reduce stress and improve their social skills, which in turn promotes holistic development and greater well-being.

Table 4
Distribution of FFQM facets in the total sample

Facets	Never or rarely true (A)	Rarely true (B)	Sometimes true (C)	Often true (D)	Very often or always true (E)
Observe	21,3	36,3	29,4	9,2	3,8
Describe	18,3	27,5	24,2	19,2	10,8
Acting with conscience	8,6	7,3	27,1	34,2	22,8
Non-Prosecution	4,6	3,5	15,8	50,2	26,0
Non-Reactivity	28,7	34,2	28,2	4,5	4,5

Note: This table contains the percentages of each FFQM in the total sample

In relation to Table 4, which corresponds to the FFQM facets of the total sample, the following is observed: Students show a tendency not to pay attention to bodily sensations, environmental stimuli and emotions consciously, the majority (36.3%) indicate that they are aware of these aspects. In addition, they have difficulty finding the right words to express their feelings and thoughts, with 27.5% (27.5%) falling into the rarely true category. These results coincide with the studies of Brown & Ryan (2003). This lack of attention to internal experiences could be related to the demands of modern life,

characterized by multitasking and constant distraction (Twenge & Campbell, 2009).

On the other hand, unlike the previous facets, students report a high level of awareness in their actions, the majority (34.2%) indicate that often true, indicating that they perform activities automatically, without paying full attention, with are inverse scores means that they present a lower level of mindfulness. According to Bishop et al. (2004), mindfulness involves not only being aware of actions, but also of thoughts and emotions.

In this order of ideas, students show a tendency to judge their thoughts and emotions, a (50.2%) indicate that often, they criticize themselves for their thoughts and emotions, presenting a low level of mindfulness, which is consistent with previous research findings suggesting that self-criticism and emotional reactivity are common obstacles to cultivate mindfulness (Kabat-Zinn, 1994).

Finally, students have difficulty regulating their emotional responses and avoid reacting impulsively, a very significant percentage of (34.2%) indicate that they rarely truly perceive their feelings without having to react to them, suggesting a lack of emotional awareness and a tendency to respond disproportionately to emotional stimuli, this lack of emotional regulation brings as long-term consequences so it is crucial to address this problem proactively and from a holistic perspective. This aligns with findings from previous studies that have linked low mindfulness with higher levels of anxiety and depression (Bishop et al., 2004).

Conclusions

Finally, the conclusions of the article will be presented in a last section, followed by the main conclusions. Where appropriate, limitations and proposals for continuity will be included. The analysis of the data reveals a diversity in the students' profiles, evidencing a good start in the development of mindfulness, but also highlighting areas of opportunity. While many students show good awareness of their actions, it is necessary to deepen the practice of paying attention to bodily sensations, environmental stimuli and mental processes. In addition, it is crucial to enrich students' emotional vocabulary to facilitate the expression of their inner experiences and foster the development of effective communication skills. The study suggests that, although there is genuine interest in mindfulness, it is necessary to design specific pedagogical interventions to foster attention to objects, the enrichment of emotional vocabulary and the development of communicative skills, in order to enhance the emotional well-being and holistic development of students.

To foster an integral development of mindfulness in students, it is essential to promote unconditional acceptance of all experiences, both positive and negative, without value judgments. The high level of self-criticism evidenced in the students suggests a tendency to evaluate their thoughts and emotions negatively, which generates stress and anxiety. At the same time, it is necessary to develop emotional regulation skills, encouraging more conscious and flexible responses to internal and external stimuli. The results of the study reveal a tendency to react impulsively to emotions, indicating a low capacity to manage them effectively. By cultivating acceptance and emotional regulation, students will be able to develop greater resilience, improve their psychological well-being, and establish healthier relationships with themselves and others.

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