

Mindfulness as a Predictor of School Results and Well-Being in Adolescence: The Mediating Role of Emotional Intelligence

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Abstract : Globally, half of all mental disorders begin by age 14 and the current gap of poorly addressed adolescent mental health has future consequences in adulthood. Schoolwork pressure to achieve good performance in secondary education might lead to lower levels of life satisfaction in youth and individual emotional competencies are crucial in this life stage. The present study aimed to determine how mindfulness relates to school achievements and well-being in adolescence and whether such a relationship might be mediated by emotional intelligence. We also studied the moderation interaction effects of gender and the involvement in non-curricular activities. A sample of 597 Portuguese adolescents aged 15 to 17 years old (N=597; 292 girls; 298 boys), enrolled in secondary education completed self-report measures of mindfulness (CAMM), emotional intelligence (TEIQue-ASF) and well-being (SWLS) in their Portuguese versions. Using SPSS and AMOS, the results were obtained through path analyses and multiple linear regression. A Confirmatory Factor Analysis was also conducted. The correlation coefficients reported a positive and statistically significant relationship between mindfulness, emotional intelligence and well-being. Regression analysis indicated that mindfulness reduced its influence on well-being and on school results when emotional intelligence was added to the model. Overall, our results provided further evidence supporting the development of robust hypotheses by perceiving the relevance of mindfulness and individual emotional competencies to school achievements and well-being in a way of improving adolescents' health, wellness, and school success.

Keywords : mindfulness, emotional intelligence, well-being, adolescence, school

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