



A "Mindfulness" Examination of High School Guidance Programs

Halil İbrahim ÖZOK*^a, Rumeysa Nur ÇELİK^b

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Abstract

Mindfulness is a concept that has recently emerged as an important support in the treatment of many mental and physical disorders in the world. This study was conducted to investigate the extent to which this concept is included in the current education programs, taking into account the situations it contains. When the national education programs are examined, the guidance programs that deal with mindfulness the most are included in the document analysis. The content analysis method was used to reveal the data, which is commonly used in these types of studies. As a result of the study, it is seen that the concept of mindfulness is included in the concepts of attention, awareness, and consciousness. In general, it has been concluded that mindfulness can take more place in learning outcomes.

*Corresponding Author: haliliozok@yyu.edu.tr

^a Asst. Prof. Dr., Van Yuzuncu Yil University, Van /TURKEY, <https://orcid.org/0000-0002-6427-6335>

^bT Master Student, Van Yuzuncu Yil University, Van/TURKEY, <https://orcid.org/0000-0001-8562-4469>

Introduction

The first socialization of the individual begins in the family. In the period when school starts, the socialization process goes out of the family. School is one of the social environments where an individual spends the most time. Therefore, the greatest support for the individual's development is provided in the school environment. According to the National Education Secondary Education Institutions Regulation, among the objectives of secondary education institutions are to develop students in terms of physical, mental, moral, spiritual, social, and cultural qualities; to respect democracy and human rights; to prepare them for the future by equipping them with the knowledge and skills required by their age; and to develop a common general education system at the secondary education level. There is also the aim of preparing for higher education, professions, life and business fields by giving culture. When the regulation is examined, it mentions not only the academic development of the student, but also the holistic development of the student. In this context, guidance services also have important duties. The function of guidance is to create the environment that will enable this development and to help the student achieve his/her developmental tasks.

When the Regulation on Guidance and Psychological Counseling Services of the Ministry of National Education is examined, secondary education guidance and psychological counseling services are expressed as follows: higher education, vocational fields, and professions; developing effective learning and working skills; raising mindfulness about professions and their required features and professional and working life; individual It focuses on improving the level of mindfulness by evaluating its characteristics, maintaining individual and social development, and preparing for adult life.

While education enables the individual to keep up with the rapidly changing and diversifying world, it also helps him to be aware of himself and what is going on around him. Mindfulness, which we see among the purposes of guidance, is one of the most mentioned concepts today. Mindfulness is generally interpreted as being conscious or aware of something. This entails more than just mindfulness or knowledge; it entails the discovery of something obscure or even unexpected (Fromm & Anderson, 2017: 65). The term "mindfulness" is translated into English from the Pali word "Sati," which means "to be aware, to pay attention, and to remember." 2,500 years ago, Pali was a language used by Buddhists and mindfulness is the core teaching of this tradition (Germer, Siegel & Fulton, 2013). Many definitions have been made for the concept of mindfulness. Mindfulness is the voluntary and non-judgmental directing of attention to the flow of instant experiences (Kabat-Zinn, 2003). Mindfulness is based on directing attention to the present moment and observing instant experiences without judgment and acceptance (Roemer & Orsillo, 2002).

Mindfulness is a mind and body practice that involves focusing attention on momentary experiences and observing inner experiences. The practice of meditation in the East is where the concept of mindfulness originated. In this practice, called mindfulness meditation, attention is constantly focused on the breathing, body sensations, emotions, and the flow of the mind, namely thoughts. All these inner experiences are observed without judgment and with acceptance (Kabat-Zinn, 2005). Mindfulness is based on directing attention to the present moment, observing momentary experiences without judgment and acceptance (Çatak & Ögel, 2010).

Mindfulness, as a concept associated with "consciousness", is usually identified with human beings, and especially with psychologically developed beings. "Psychological consciousness" is accepted as the ability to notice relationships between emotions, thoughts, and behaviors, to look at oneself, to examine oneself, and to reflect on oneself in order to understand the causes of one's own experiences and behaviors (Appelbaum, 1973). As seen in the definitions of mindfulness, the most important factor of psychological consciousness is mindfulness.

Consciousness includes mindfulness and attention. Mindfulness is the observer in the background of consciousness that constantly monitors the inner and outer environment. The individual may also be aware of stimuli that are not at the center of attention. Attention, on the other hand, is the process of concentrating on a certain section of an experience with increased mindfulness (Westen, 1999). Attention and awareness are constant features of normal functioning, but mindfulness can be defined as attention and awareness focused on the present experience (Ryan & Brown, 2003).

In order to understand what mindfulness is, it will be helpful to explain experiences in the unconscious state. Ryan & Brown (2003) explain that doing activities quickly without paying attention to them, breaking or spilling

objects out of carelessness or other thinking, failure to recognize physical tension or discomfort, forgetting a person's name immediately after hearing it, finding yourself planning for the future or dealing with the past, what qualities such as snacking without being aware of what one is eating originate from the state of unconsciousness, and these distract individuals from the present moment and exclude them from the state of mindfulness. When one is consciously aware, one's attention is not in the past or future, nor is it rejected or judged what is happening in the present; one is simply in the present. This kind of attention breeds energy, fun, and sobriety. And it is a skill that anyone can develop. Mindfulness helps to get out of the conditioning and see what is happening immediately (Germer, 2004).

It means focusing our attention on the moment we are in mindfulness and accepting whatever is happening in that moment in a non-judgmental, open and compassionate way. Today's children are exposed to many stimuli. So he gets distracted very quickly. With mindfulness practice, we get an experiential understanding of how our attention and mind work and how we get distracted. Students develop their capacity to recognize distractions so they can choose what they focus their attention on. Mindfulness exercises calm the mind and reduce stress and anxiety by balancing the amygdala, the fear and anxiety center of the brain. Being able to look at one's own feelings and thoughts in a non-judgmental, open, and compassionate way improves our empathy skills, as it also positively affects our perception of other people.

In the reports published by the American Pediatric Association (2001), attention to the factors that threaten child and adolescent health, anxiety, mood disorders, effects of violence in the media, AIDS, obesity, sexual activities, suicide, etc., has been added. Guidance services, one of the aims of which is to prepare the student for life and to ensure the development of the student in every aspect, are expected to provide the students with social and emotional skills and develop their mindfulness in order to cope with these difficulties. Because, thanks to programs that support mindfulness skills, besides such factors that threaten health, attention, focus, anger, anxiety, sleep problems, learning difficulties, etc., improvement in problems, gaining individuality, developing positive emotions and empathy, feeling good, etc., gains have been achieved.

Mindfulness practices in schools have increased in recent years in Turkey. There are experimental and relational studies in different age groups. There are studies examining the positive effects of mindfulness practices on attention, self-control, emotion regulation, positive behavior development, well-being (Öksüz, 2018) and life satisfaction (Özok & Tanhan, 2018). Mindfulness practices in the school environment are used to support the personal and educational development of students through different methods, such as group guidance studies or incorporating practices into the school curriculum.

The Classroom Guidance Program has been prepared on the basis of the General Objectives and Basic Principles of Turkish National Education expressed in the National Education Basic Law No. 1739 and the 2023 Education Vision. Parallel to the 2023 Education Vision, the program aims not only to gain skills, but also to contribute to students' transfer of acquired knowledge to skills and their skills to manners.

In this context, it is aimed to achieve the following general objectives with the program: These are: able to know themselves through learning experiences; able to understand and express their own and others' feelings; to develop interpersonal communication skills and character strengths; able to adapt to their environment and society; to develop problem-solving and decision-making skills; able to choose the appropriate course, branch/field, and profession; able to make academic and career plans; to adopt the importance of producing by working. It aims to raise individuals with advanced root values. For this purpose, the aims, competencies, and achievements of the academic, career, and social-emotional development areas have been determined (MoNE, 2020).

Secondary Education Guidance Services

This is the period when psychological counseling and guidance services are most needed. Educational, vocational, and personal/social guidance studies are carried out for individuals aged 15–18 in secondary education to form a healthy identity, prepare for adult life, realize their values, be willing to attend higher education institutions, orient themselves in a suitable field, and acquire a profession.

Secondary education institutions are intended to fulfill the following functions: to ensure the integration of students both locally and nationally; to develop students' individual characteristics and abilities to the maximum level; to develop medium-qualified manpower; to raise constructive, creative, harmonious and entrepreneurial

individuals in the society; to enable students to deepen in science and technology and to ensure that they are individuals ready for higher education; to support students in establishing relations with industry and non-formal education related to business life; to increase international relations, entrepreneurship knowledge and skills and to develop foreign languages (MoNE, 2020).

Guidance services play an important role in fulfilling the above functions. In addition, while trying to prevent the adolescent from participating in harmful habits and groups against violence and terrorism with his/her friends, regular work habits can help him/her to set healthy goals, make realistic plans, and make the right decisions. Thus, a democratic environment can be created in which adolescents can express themselves freely and establish healthy relationships.

If the target and scope of guidance services in secondary education are examined in terms of three guidance fields; Personal and Social Guidance: in this age range, belonging to a group and peer support are higher compared to other periods. For this reason, cooperation groups and sports and artistic activities in groups develop the spirit of togetherness. In addition, during this period, students need to be considered and accepted as individuals. Studies are carried out to ensure that individuals participate in social life confidently and are ready for adult life.

Educational Guidance: Guidance studies are carried out in order to adapt to the development and socialization of the student and to attach importance to mental health. Students are helped to discover their hidden strengths, to know themselves, to make decisions about their future, to make realistic plans, to correct their bad study habits, and to eliminate their educational inadequacies. It aims to make realistic assessments about work and working life, recognize suitable options, and make appropriate decisions.

Mindfulness-based practices are carried out for many psychological problems, such as anxiety disorders, eating disorders, substance addictions, and stress. With mindfulness practices, which have become widespread in recent years and support adolescents in many areas psychologically, it has been tried to support both the success and positive personal characteristics and characters of high school students. In this sense, it is thought that it will make a unique contribution to the field in terms of examining how the Classroom Guidance Program deals with the concept of mindfulness. For this purpose, the Classroom Guidance Program proposed by the Ministry of National Education, General Directorate of Special Education and Guidance Services for the 2020–2021 academic year has been examined. The research is limited to the 2020–2021 Secondary Education Classroom Guidance Program of the General Directorate of Special Education and Guidance Services.

Method

The type of the study, study group, data collection tools, validity and reliability, data collection methods, data analysis, limitations were included in this section.

Research Design

A qualitative research design was used in this study. The qualitative research design attempts to understand differences and pluralism, as well as to provide detailed perspectives of the participants and understand their experiences in their own context. The researcher explores reality with his/her questions and attaches importance to the subjective point of view of the participants (Creswell & Hirose, 2019: 5; Karataş, 2015: 63). Content analyses provide a guide for researchers for future studies by pointing out the gaps and deficiencies in the relevant literature (Kanlı et al., 2014). Content analysis is a research technique that consists of organizing, classifying, comparing texts and drawing theoretical conclusions from them (Stemler, 2000).

The documents used in the research are the Classroom Guidance program proposed by the Ministry of National Education, General Directorate of Special Education and Guidance Services for the 2020-2021 academic year. From this program; 9th grade 32, 10th grade 31, 11th grade 34, 12th grade 33 outcomes were examined. In order to choose mindfulness-themed acquisitions, acquisitions including the concepts of noticing, awareness, focusing on the moment, recognizing and expressing feelings and thoughts, noticing individual characteristics and self-evaluation were selected. Within the scope of this research, document analysis and teachers' views were chosen as data sources. The data sources of the research are lesson curriculums which were published by the Ministry of National Education.

Data Collection Process

In the first stage of the study, two researchers came together and examined the studies in the literature. Thus, a common point of view has been tried to be established in order to examine the learning outcomes. Which outcomes about mindfulness will be discussed and which expressions will be included in these outcomes were determined by considering the literature studies. In the last part of this stage, learning outcomes that constitute the data of the current study were examined as a whole according to the mindfulness determined by the researchers. In the second stage of the study, which learning outcome is under theme was decided by mutual comparison method.

Data Analysis

The data obtained in the research were analyzed by descriptive analysis. According to this approach, the data obtained are summarized and interpreted according to the previously determined conceptual framework or themes. Descriptive analysis consists of 4 stages: creating a framework for descriptive analysis, processing data according to the thematic framework, defining findings, interpreting findings (Yıldırım & Simsek, 2005).

The literature on mindfulness was examined and the thematic framework was determined. Accordingly, themes were determined. A literature review was conducted for theme. While selecting the learning outcomes that will develop mindfulness were discussed. Each learning outcome is coded with one or more of the skills that are appropriate from critical thinking, creative thinking, analytical thinking and problem solving skills. The learning outcomes for each course are numerically indicated and tabulated.

Trustworthiness

Descriptive analysis and content analysis techniques were used to analyze the research data. descriptive analysis; It is an analysis technique in which the data obtained are summarized and interpreted according to previously determined themes, direct quotations are frequently used to reflect the views of the interviewees in a striking way, and the results are interpreted within the framework of cause-effect relationships (Yıldırım & Şimşek, 2005). The descriptive analysis technique was carried out within the framework of three activity steps (data reduction, data presentation, inference and verification) (Türnüklü, 2000). In the presentation of the data, the criteria of striking (different opinion), explanatory (suitability to the theme), diversity and extreme examples were taken into account for the selection of citations (Ünver, Bümen & Başbay, 2010). The data obtained from the forms were first transferred to the Office program, read several times and coding was created for this. Then, descriptive and content analyzes were carried out by bringing together the codes and revealing the themes that would form the main lines of the research findings.

In order to determine reliability in content analysis, consistency between coders is usually calculated. After the writing of the interview transcripts was completed, the interview coding key was prepared based on the interview questions. In order to determine the reliability of the interview coding key, two participant interview transcript forms were selected and duplicated by impartial assignment and evaluated independently by the researchers together with the interview coding key. The evaluation was made by marking the option found to be suitable for the opinion of the interviewees on the relevant interview coding key. In order to determine the consistency of the markings for the interview coding key, the answers to each question were examined and compared one by one, and after this stage, the interview coding keys were given their final form.

The researchers, independently of each other, read the interview transcript form of each participant and ticked the appropriate option containing the answer to each question in the relevant interview coding key. After this process, the evaluation of the researchers was checked, and the answer option given to the relevant question of the participant group was checked, and markings were made as "Agreement" and "Disagreement". If the researchers selected the same answer option for the relevant question, it was accepted as consensus, if they ticked different options, it was accepted as disagreement. In this study, the percentage of agreement formula was used to determine the reliability in content analysis. The percentage of agreement was calculated using the formula "Reliability = Consensus / (Agreement + Disagreement) x 100" (Miles & Huberman, 1994). According to Yıldırım and Şimşek (2005), when the percentage of agreement in the calculation of reliability is 70%, the percentage of reliability is considered to have been reached. In the study, the percentage of agreement in the coding using this formula; The general agreement level was calculated as 0.86 for the first question, 0.88 for the second question, 0.94 for the third question, 0.93 for the fourth question, and 0.90 for all questions in total

(Yıldırım & Şimşek, 2005). It is thought that the ratios above 70% are sufficient for the coding reliability of the researchers.

Findings

In this part of the research, the research findings obtained as a result of the analysis of the Secondary Education Institutions' Classroom Guidance Programs and the Secondary Education Activity Book prepared by the Ministry of National Education are presented. Within the scope of the research, the distribution of the achievements in the areas of development and competence at each grade level of secondary education was given.

Table 1. Distribution of Learning Outcomes at Grade Level

| Fields | Qualifications | 9 th Grade | 10 th grade | 11 th grade | 12 th grade | Total |
|-------------------------------------|--|-----------------------|------------------------|------------------------|------------------------|-------|
| Academic Development | Adaptation to the School and its Environment | 5 | - | - | 2 | 7 |
| | Educational Planning and Success | 2 | 3 | 5 | 4 | 14 |
| | Academic Understanding and Responsibility | 2 | 3 | 2 | 4 | 11 |
| Career Development | Career Awareness | 4 | 1 | 3 | 2 | 10 |
| | Career Preparation | 2 | 6 | 2 | 1 | 11 |
| | Career planning | 2 | 2 | 1 | 6 | 11 |
| Social Emotional Development | Ensuring Your Personal Safety | 4 | 3 | 2 | 1 | 10 |
| | Self-Awareness | 5 | 3 | 8 | 4 | 20 |
| | Interpersonal Skills | 4 | 6 | 7 | 4 | 21 |
| | Understanding and Managing Emotions | 1 | - | - | 3 | 4 |
| | Decision | - | 3 | 3 | 1 | 7 |
| All Fields | | 1 | 1 | 1 | 1 | 4 |
| Total | | 32 | 31 | 34 | 33 | 130 |

When Table 1 is examined, it is seen that the achievements are divided into 3 development areas and 11 competencies belong to these development areas. A total of 32 achievements in the 9th grade, 31 in the 10th grade, 34 in the 11th grade, and 33 in the 12th grade were distributed over the 36-week program. There is no regular increase or decrease in the number of gains. The highest number of achievements at all grade levels belongs to the Social Emotional Development domain. The number of achievements in the field of social emotional development constitutes 47.69% of the total number of achievements. The achievements in the fields of career development and academic development are equal in number. Both development areas have 32 achievements. In the area called "All Areas," there is 1 achievement for each grade level. This achievement is considered the student's expressing his feelings and thoughts about all fields and self-evaluation. Interpersonal skills and self-awareness are the competencies with the most gains.

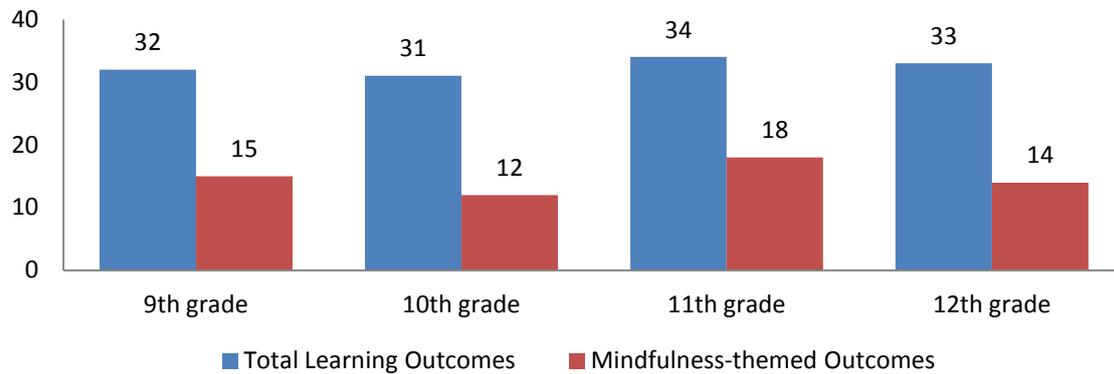


Figure 1. Distribution of Mindfulness-Themed Outcomes by Grade Levels

When Figure 1 is examined, it is seen that the highest number of achievements is found in the 11th grade. In addition, the highest mindfulness-themed achievements are at the same grade level. We can consider 46.87% of 9th grade achievements, 38.70% of 10th grade achievements, 52.94% of 11th grade achievements and 42.42% of 12th grade achievements as mindfulness-themed achievements. At the same time, the class level with the highest number of achievements in Self-Mindfulness and Interpersonal Skills, which includes the most mindfulness-themed acquisitions, is 11th Grade. The number of gains does not show a regular increase or decrease.

Table 2. Distribution of Mindfulness-Themed Achievements by Development Areas

| Mindfulness-themed Learning Outcomes | Academic Development | | Career Development | | Social Emotional Development | | All fields | | Total | |
|--------------------------------------|----------------------|------|--------------------|-------|------------------------------|-------|------------|------|-------|-----|
| | f | % | f | % | f | % | f | % | f | % |
| | 12 | 20,3 | 10 | 16,94 | 33 | 55,93 | 4 | 6,77 | 59 | 100 |

When Table 2 is examined, the distribution of mindfulness-themed acquisitions according to development areas is apparent. While choosing mindfulness-themed acquisitions, the acquisitions in which the concepts of noticing, mindfulness, being aware of and expressing feelings and thoughts, recognizing individual characteristics and self-evaluation, and focusing on the main points were taken into account. As seen in the table, the most mindfulness-themed achievements are seen in the social emotional development area. A total of 130 acquisitions were examined, and 59 of these acquisitions were selected as mindfulness-themed acquisitions. This number constitutes 45.38% of the total number of gains.

Table 3. Distribution of Mindfulness-Themed Learning Outcomes by Competence Areas

| Qualifications | Mindfulness-themed Learning Outcomes | |
|--|--------------------------------------|------------|
| | f | % |
| Adaptation to the School and its Environment | 2 | 3,38 |
| Educational Planning and Success | 6 | 10,1 |
| Academic Understanding and Responsibility | 4 | 6,77 |
| Career Awareness | 10 | 16,94 |
| Career Preparation | - | - |
| Career planning | - | - |
| Ensuring Personal Safety | 3 | 5,08 |
| Self-Awareness | 20 | 33,89 |
| Interpersonal Skills | 5 | 8,47 |
| Understanding and Managing Emotions | 3 | 5,08 |
| Decision making | 2 | 3,38 |
| All Fields | 4 | 6,77 |
| Total | 59 | 100 |

When Table 3 is examined, it is seen that Self-awareness is the competence area with the highest mindfulness-themed acquisition. Career Mindfulness and Educational Planning and Success come after the Self Mindfulness competency area. Except for the Career Preparation and Career Planning competencies, there are mindfulness-themed gains in every competency area. At each grade level, the Self-awareness competency area is the competency area with the highest mindfulness-themed learning outcomes.

Discussion and Conclusion

In this study, the Secondary Education Classroom Guidance program proposed by the Ministry of National Education, General Directorate of Special Education and Guidance Services for the 2020–2021 academic year was examined. There are 130 learning outcomes in total. In the program, the achievements are distributed into 3 development areas and 11 competency areas that belong to these development areas. As seen in Table 1, the area of development with the highest achievement is the area of social and emotional development. At the same time, the acquisitions with the highest mindfulness theme belong to this development area. A total of 59 mindfulness gains were identified in the program. The program shows that self-mindfulness and career mindfulness competency areas, as well as mindfulness themes, are more common in new programs. In the new program, the gains are based on the individual's mindfulness of his own characteristics; mindfulness and expression of his feelings and thoughts have increased.

Academic development includes a sense of harmony and belonging to the school, taking responsibility and making an effort in academic studies, and possessing the knowledge, skills, and attitudes required for academic success. development area, gaining career mindfulness, career preparation, career planning; The area of social and emotional development is based on the purpose of people: getting to know themselves, establishing the right relationships, making decisions, providing personal security, and developing life skills. There are gains related to the choice of profession that creates stress due to the mental and physical changes and confusion brought on by the adolescence period of the students in the secondary education period and the fact that it will greatly affect their future in this process. However, there are not enough gains for mindfulness and solution of negative emotions that may result from these situations. The number of gains against these situations, such as substance abuse, stress management, anger control, eating disorders, and conflict management, which are frequently encountered in adolescence and need guidance, is not included enough in the program.

The concept of mindfulness has been shaped by recognizing the importance of life values, professional values, individual differences, character strengths, and expressing emotions in 9th grade acquisitions and raising mindfulness of these issues. Mindfulness of class achievements is based on the self-mindfulness of the individual. The concepts of self-evaluation and recognition and acceptance of development are used. In the 11th grade acquisitions, it is planned to realize their personal characteristics and academic characteristics and to raise mindfulness about the relationship between external factors such as family, peer group, and their own choices and preferences. Self-mindfulness competence areas came to the fore. In the 12th grade achievements, the gains related to raising mindfulness about the intense emotions that may occur in the individual due to the upcoming exam period and managing these emotions are more prominent. However, the emotionally intense part has not been adequately explained. While there is no gain related to anxiety, there is only 1 gain related to stress. It is seen that these situations, which were given more place in the previous programs and were handled more, especially at the 11th and 12th grade levels, are not included in the new curriculum.

The concept of mindfulness is mostly given in the program through the individual's self-mindfulness, recognizing and realizing himself in every way and creating a positive perception. It is seen that the concept of mindfulness takes place more in the new program. Considering that today's children are exposed to too many stimuli, focusing on the moment and paying attention to the present has become even more important. For this reason, it has become even more important that mindfulness enters the programs.

The self-mindfulness competence area and related acquisitions that take place more in the program are important in terms of recognizing and accepting their own body, feelings and thoughts, which can cause problems for students who are in adolescence. It is more involved than previous programs. In the program, which focuses on self and career awareness gains, awareness about the outside world is not enough.

It can be said that social media, the challenging exam environment in schools, economic inequalities, and the current pandemic period create a negative environment for the psychological health of students. Mindfulness

practices can be used by students to get rid of the negative emotions that these situations will create. Studies show that mindfulness is effective on emotion regulation and well-being. Şahin (2019) examined whether mindfulness has an effect on life satisfaction and well-being levels in university students. As a result of the research, a positive and significant relationship was found between mindfulness scores and life satisfaction scores, and a significant positive relationship between mindfulness scores and mental well-being scores. There are not enough gains in this subject in the program. In addition, mindfulness practices were not included. There is not enough information about how to gain the mindfulness gains given to students. The preparation of a book, such as a sample activity book previously prepared by the Ministry of National Education, within this program can be more understandable and effective for both teachers and students.

Adolescence experiences rapid development and change in many ways. These changes affect the individual in different ways in terms of psychological, biological, social, and mental aspects. This process can also cause some psychological problems in adolescents. It would be beneficial if the guidance program also included preventive guidance studies. The relationship between the level of mindfulness and stress, addiction, anxiety, and eating disorders has been the subject of many studies. In the study conducted by Şehidoğlu (2014), the relationship between the level of mindfulness and problematic internet use in adolescents aged 15–17 was examined. Considering the results of the research, a negative and strong relationship was found between the level of mindfulness of adolescents between the ages of 15 and 17 and problematic internet use. In the study conducted by Dinç (2019), the predictive role of self-sensitivity and mindfulness on test anxiety in adolescents was examined. As a result of the research, it was found that there were moderately significant and negative correlations between the total scores of self-compassion and mindfulness and the total scores of test anxiety and affectivity. van der Heide et al. (2021) investigated the relationship between the level of mindfulness and the way of coping with stress and the symptoms of depression, anxiety, and stress in university students. As a result of the research, a negative significant relationship was found between the level of mindfulness and stress symptoms in university students. In addition, a significant negative correlation was found between the level of mindfulness and depression. In the research conducted by Gál, Ştefan, and Cristea (2021), it was aimed to examine the relationships between mindfulness, emotion regulation, and anxiety levels of individuals in adolescence. According to the results of this study, while low levels of mindfulness were found to be associated with increased anxiety levels and dysfunctional emotion regulation, the opposite results were obtained in high-level mindfulness. In his study, Arslan (2021) investigated the relationship between psychological maltreatment and psychological well-being. As a result of the research, it has been determined that there is a need to design a more comprehensive prevention and intervention approach for improving people's psychological well-being in the context of psychological maltreatment. According to Barrows and Van Gordon (2021), a negative relationship was found between addiction, stress, anxiety, and mindfulness. In other words, as the level of mindfulness increases, the rates of stress, anxiety, and addiction decrease. For this reason, it is recommended that guidance programs include practices that will increase the level of mindfulness.

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Halil İbrahim Özok studied English Language and Literature. He later earned a PhD in Curriculum and Instruction. He has many researches and publications on Educational Psychology. He worked as an English instructor at Van Yuzuncu Yil University for many years. He now works as an Assistant Professor at the Faculty of Education at Van Yuzuncu Yil University. He is the head of the Department of Information Technologies and Addiction.

Rumeysa Nur Çelik graduated from the classroom teaching department and then started to work as a teacher at the Ministry of National Education. She holds a master's degree in Curriculum and Instruction she. She has studies on first reading and writing.