

Investigating The Relationship Between Mindfulness and Student Engagement Among University Students

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Abstract

This study explores the relationship between mindfulness and student engagement—specifically behavioral, emotional, and cognitive dimensions—among university students in Arab educational contexts. Mindfulness, defined as nonjudgmental awareness of the present moment, has gained recognition for its role in promoting attention, emotional regulation, and mental clarity. Meanwhile, student engagement is widely recognized as a multifaceted construct essential to academic success and overall student well-being. Using a cross-sectional survey design, data were collected from a sample of 600 students across various academic disciplines. Mindfulness was assessed using the Arabic version of the Mindful Attention Awareness Scale (MAAS), while student engagement was measured using the Arabic version of the University Student Engagement Inventory (A-USEI). Descriptive statistics revealed moderate to high levels of mindfulness and engagement among participants. Pearson correlation analysis showed significant positive associations between mindfulness student engagement all ($r=.374$), In addition to there is correlation between mindfulness and the three dimension of student engagement and behavioral ($r = .322$), emotional ($r = .374$), and cognitive engagement ($r = .205$), all at $p < .001$. Independent samples t-test and one-way ANOVA revealed no statistically significant differences in mindfulness based on gender or college affiliation. These findings suggest that students who are more mindful tend to be more involved, emotionally connected, and cognitively invested in their learning experiences. This study highlights the potential of mindfulness as an important psychological resource for enhancing student engagement in higher education settings and provides evidence for integrating mindfulness practices in academic environments to support student development and performance.

Keywords: Mindfulness, student engagement, behavioral engagement, emotional engagement and cognitive engagement