

*The Impact of Mindfulness Traits of Elementary School Students on Resilience in COVID-19 Era*

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**Abstract**

In an era of severe epidemic, the trait's of mindfulness is vital to the performance of students' resilience. The general social depression of students under the epidemic can enhance the inherent protective factors of their resilience through the display of mindfulness characteristics, which in turn affects their daily life, learning performance and the development of interpersonal relationships. Therefore, this study conducted a questionnaire survey of Mindful Awareness Attention Scale (MAAS) and Brief Resilience Scale (BRS) for 96 students aged 10-12 years old in Taiwan. At the same time, they used individual online and face-to-face interviews to understand their actual performance. The questionnaire analysis found the correlation between mindfulness and resilience. Up to  $p=0.00$ ;  $r=0.494$ ; It is learned from students' self-reports that anxiety during the outbreak can be adjusted by the performance of the trait's of mindfulness, so that learning and life can be maintained at a stable level. The results of the study found that: (1) Students' mindfulness traits are positively correlated with resilience; (2) Students can show positive and positive performance in online learning or in practice; (3) Students with higher trait's of mindfulness. Under the changing lifestyle of the epidemic, they can be highly adaptable, and be able to accept and abide by the relevant standards of epidemic prevention, so that the physical and mental condition and academic performance can be balanced. The Researchers put forward relevant suggestions based on the conclusions of the research, and put forward practical results for future researchers as reference.

Keywords: COVID-19 Era, Elementary Schools Student, Trait of Mindfulness, Resilience

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## **Introduction**

### **Life and learning development in the epidemic Era**

The novel coronavirus pneumonia (COVID-19) has been sweeping the world at an unprecedented rate in 2020 with the expansion of global epidemic. The strong development of the epidemic has changed daily lives. The various preventive measures have caused the estrangement of hitherto unknown people, and there have been many new topics in daily life, education and learning. Epidemic prevention measures have continuously changed the models of national economy, international exchanges and social order, and national epidemic policies also affect the individual mind and education model (Ding Shuguan, 2021). "Class suspension without school suspension" makes various forms of online teaching swarm out, so that teachers, students and parents can not quickly adapt to new teaching methods in the process of online learning, resulting in anxiety and stress of all parties. These major changes in life have a psychological impact on both children and adults. Personal and interpersonal relationship variables, such as personality, development level, cognitive and emotional ability, coping strategies and resilience, will affect children's (McDermott, berry, & Cobham, 2012) and parents' response to difficulties and family support system (Madrid, grant, Reilly, & redlener, 2006). In adversity, individuals can overcome difficulties, successfully deal with the negative effects of risk and trauma experience, and further develop adversity. Growth is resilience (Fergus & Zimmerman, 2005). In order to adapt to environmental changes, students also need to maintain a high level of self-control and self-management (Chen Weihong, 2020). Students with mindfulness have the ability of self and emotional adjustment in the environmental anxiety situation under the epidemic, so as to improve their sense of anxiety and stress state (Weis, ray & Cohen, 2021). Students with better emotional adjustment ability can develop high resilience and stabilize their individual physical and mental balance (yuan, 2021). In online courses and epidemic prevention environment, students need to effectively adapt to this change in a short time, so that they can stabilize their body and mind in the era of epidemic, and further achieve a balance between learning and life.

### **Trait's of mindfulness**

The word "mindfulness" comes from Eastern Buddhism and has become a new topic after de religiosity. It attaches importance to the current state of individual awareness, faces life with an open attitude and emphasizes the sense of existence all the time. In mindfulness activities, meditation and meditation activities are the most preliminary exercises, which can significantly help individuals in attention, observation and action (Kabat Zinn, 2006). However, in the turbulent era of the epidemic, students must have the ability to adjust their emotions, stimulate self exploration and strengthen self-awareness; therefore, to achieve a stable living state of individual happiness, adaptability and inner balance. Mindfulness trait is the characteristic expression of an individual (Creswell, 2017). Studies have pointed out that mindfulness traits are manifested in personal attention and self-awareness in the present sense (Brown & Ryan, 2003), curiosity in self-regulation, open acceptance and concentration (Lau, bishop, Segal, Buis, Anderson, Carlson, Shapiro & Carmody, 2006). Observation, conscious action, unconditional acceptance, description, non evaluation (Baer, Smith, lykins, button, krietmeyer, Sauer, Walsh, Duggan, Mark & Williams, 2008). The research of Greco, Baer and Smith (2011) pointed out that due to the different maturity of physical growth, there is a large gap in cognition and expression. Therefore, in the cultivation of mindfulness traits, the open attitude of awareness of the present, conscious action and unconditional acceptance is

the main goal. In the process of meditation, through the natural breathing state, lead the consciousness to pay attention to the individual's present, so as to feel the existence and action. With the individual paying attention to his own performance, adjust and express the physical muscle tension and psychological negative emotion. However, studies have shown that when performing meditation activities, brain nerve regions will keep changing all the time, and make individuals face the events or states in a calm state with a rational state. Therefore, the activity of meditation helps to improve the performance state of individuals in mindfulness traits. (Behan, 2020) During the cultivation of mindfulness traits, it will affect the hippocampal gyrus and amygdala in the brain, improve learning performance and regulate emotional performance. Therefore, it will enable the balanced development of the left and right brain, reduce tension, fear and depression in negative emotions, and then strengthen the immune system, so as to achieve positive development of the body and mind (Kabat Zinn, 2006). Likewise, people who have mindfulness traits have the ability to develop in cognitive, social, emotional and health aspects. There are high development opportunities in emotion and health, so it also has a high performance state in adapting to difficulties and problem solving (Creswell, 2017). Under the high impact of the environment, students' adjustment and response to pressure and learning enthusiasm will also have high expressiveness (bazzano, Anderson, Hylton, & gustat, 2018; malboeuf Hurtubise, l é Ger goodes, mageau, joussemet, Herba, chadi, lefran ç OIS, Camden, Bussi è res, Taylor, É thier & Gagnon, 2021). Moreover, people with mindfulness traits have more resilience, and they reduce meditation and habitual worry (Shapiro, brown, & Biegel, 2007; verplanken & Fisher, 2014). Therefore, in a severe environment, if students have mindfulness, it will help to reduce worry and depression, promote mental health and show better resilience.

## **Resilience**

Resilience is defined as the process and results of an individual's ability to successfully adapt to difficult or challenging life experiences through psychological and behavioral flexibility and adjustments to internal and external needs (Reivich & Shatte, 2002; Ong, Bergeman, Bisconti, & Wallace, 2006). However, under the epidemic environment, students need to adapt to the environment and difficult situations more and more. And resilience becomes a key ability.

Since the 1980s, resilience research has focused on identifying the mechanism of action of risk factors and protective factors. Resilience is seen as a process of strengthening protective factors and adjusting to adversity (Zolkoski & Bullock, 2012). Later studies have identified risk factors and regarded resilience as a probability value that can estimate various risk levels in growth and may change with time and place (Li Yuching, 2018). Resilience is regarded as a dynamic structure in the interaction between individuals and the environment, which can still show the functional or behavioral results towards positive goals and good adaptation even in difficulties ( Wang Shufen, 2007 ; Masten, Best, & Garmezy, 1990). The view of resilience has changed from post-traumatic growth mode to active adaptation mode, which is divided into (1) harm reduction mode (2) protection mode (3) promotion mode (Davydov, Stewart, Ritchie & Chaudieu, 2010). Individuals have some healthy psychological traits or the ability to recover quickly (Kaplan, 2005). In the international resilience project hosted by Grotberg (1996), scholar summarized resilience into three characteristics: personal internal strength, the external support and resources, and social interpersonal skills. Studies have shown that children can show strong resilience, including high self-esteem and self-affirmation, their own abilities, the ability to live on their own, the ability to be

independent, the ability to think, the ability to solve problems, maintain correct views, and interact with other people (Maurice , Joanna, Annam, & Shelagh, 2002).

Students with mindfulness traits have good expressive and regulatory abilities in learning achievement, concentration, skill performance, social skills, emotional regulation, and self-efficacy performance, thereby promoting the development of resilience. Therefore, when they encounter trauma, they can use positive values and accept them calmly to help them restart a good life state ( Micklejohn, Phillips, Freedman, Griffin, Biegel, Roach, Frank, Burke, Pinger, Soloway, Isberg, Sibingga, Grossman & Daltzman, 2012 ; Thompson, Arnkoff, Glass, 2011).

In the plight of the epidemic, primary school students' daily life patterns and teacher teaching methods have changed, and they need to adapt to the great changes in daily life. If students have better resilience and mindfulness, they can better adapt to psychology and the environment in the face of life problems or learning difficulties. Also, they can use flexible characteristics to develop coping strategies to overcome difficulties.

### **Effect of mindfulness on resilience**

Under the effect of the epidemic, because students lose the resources of school institutions, the learning attitude, self-control, or the ability to learn independently. They must have distance learning may not be able to enter the situation in a short time, resulting in a short time of anxiety and panic (Behan, 2020). After mindfulness training, students can stabilize their emotions and enhance their cognitive control ability to reduce anxiety (Schonert - Reichl, 2015). Through the implementation of the protection mechanism, students can observe their negative emotions and attitudes in the current state, and then adjust their physical and mental state (Behan, 2020). So that students with mindfulness have better self-control and positive learning behavior than ordinary students. Therefore, mindfulness is an indispensable ability to stabilize students' psychological state and attitude in the learning of distance teaching.

Mindfulness training is a method to cultivate resilience. Individuals who improve mindfulness characteristics due to mindfulness training can better deal with difficult situations and respond in an appropriate way (Bajaj & Pande, 2016). Studies have confirmed that people with mindfulness can improve life satisfaction and play an important role under the effect of resilience. Therefore, this study explores whether the difficulties encountered in the epidemic era have an impact on the lives of students with mindfulness through the performance of resilience.

### **Object and Process**

#### **Participants**

This study takes 20 primary school students aged 10-12 who have participated in mindfulness meditation training for more than four years as the research object.

#### **Research process**

In this study, Maas was used to test whether the students who participated in mindfulness meditation training have the tendency of mindfulness, and to test their resilience in the epidemic situation. And analyze whether students with mindfulness have better resilience. Then the interview outline was designed according to the theoretical connotation of literature

analysis. Since the subjects of the study are minors under the age of 18, the research ethics consent is given to the legal representative and students for consent and signature. The research is mainly based on individual interviews, supplemented by audio and video tools for data collection. After data collection, it is analyzed and summarized, summarized and put forward suggestions.

## **Research method and tools**

### **Research method**

In order to explore the impact of students' mindfulness traits on their resilience, we take students who have participated in mindfulness meditation activities as the research object, measure them with Mindful Attention Awareness Scale and Brief Resilience Scale questionnaires, supplemented by individual interviews as supporting data. This study conducted questionnaire survey and interview activities during the summer vacation. Online forms and video conferences were used as the source of research data.

### **Research tools**

In this study, a questionnaire survey and semi-structured interview were used as tools for research, analysis, and processing. Firstly, the scale was translated into Chinese, and then the appropriate words easy to understand by children were expressed according to the measurement object. The scale was tested by experts. Through the suggestions of three experts and scholars, the content of the questionnaire was obtained. To achieve test consistency, it was changed to reverse questions.

#### **Mindful Attention Awareness Scale (MAAS) :**

This scale is the research of Brown & Ryan (2003). There are 15 questions in total, all of which are reverse questions. It is a 6-point Likert scale, in which 1 point means "almost none" and 6 points means "almost always". Cronbach's  $\alpha$  the value is .81. This test table is a unidimensional scale. The test results are used to measure the performance of individuals on their own state of awareness (Chang Jenho , Lin Yicheng , & Huang Chinlan , 2011).

#### **Brief Resilience Scale (BRS) :**

This scale is the research of Smith, Dalen, Wiggins, Tooley, Christopher & Bernard (2008). It has 6 questions. It is a 5-point Likert scale, Cronbach's  $\alpha$  Between .80 and .91, this test table is a unidimensional scale. The test results are used to measure the performance of individuals in their own resilience state (Hsin Yuzong , 2020).

### **Semi-structured interview**

The semi-structured interview method is a collection method between structured and unstructured interviews. Before the interview, researchers set the interview outline through the understanding of the topic, research problems, and research objectives, which can be used as the guiding direction and auxiliary tool during the interview. During the interview process, the interview questions can be flexibly adjusted according to the actual situation (Pan Shuman , 2003). Due to the different views and life experiences of respondents, their responses will be different. Therefore, this study uses the content of the interview outline for semi-structured individual interviews. The interview time is set at about 15 to 20 minutes, and a complete verbatim collection is conducted by means of audio and video recording.

## **Result**

Based on the results of the interviews, this study found that 10-12-year-old students had a good ability to adjust their daily life, physical and mental state, and learning performance under the epidemic situation. The results of the quantitative data showed that neither boys and girls in this age group had Differential performance results.

### **Students make appropriate changes to adapt to their daily life under the epidemic**

Students can first observe the trend changes brought about by the epidemic and accept the government's response policies with an open and positive attitude in life. For example, they must wear masks all the time when going out. Even if they feel uncomfortable, they can quickly adapt and Make it a part of life.

"mm... First, look at the current situation of the epidemic, and then see if there is anything that needs to be changed, such as wearing a mask to go out! I will bring it all."

"Well... when the epidemic is happening now... everyone will be more nervous, then I will first recall the easier life in the past, and then focus on the important things, and I will be more willing to accept this life. "

"When you are running, you will find it difficult to breathe, and then sweating will stick the mask and it will be uncomfortable, but I will accept this situation, so I bring two more masks to class later, and I will change it after class to make myself comfortable. "

### **Adjusting the state of mind and body in the tense feeling of changes in the epidemic situation**

When the epidemic heats up, the tension and discomfort can be faced and accepted with a calm attitude, focusing on the current attitude to life, balancing the physical and mental state and further adjusting the emotional changes. They can also deal with the tension and pressure brought about by the way of class with a positive self-study attitude, so as to resolve the pressure and frustration brought about by learning achievements.

"I was a little uncomfortable at first, because I couldn't see other students and teachers, and I felt sad because I didn't have a playmate... During class, I would put the matter of playing with my classmates to the back of my head, and take the class seriously first, Then tell the teacher to give them some time to chat with friends after class."

"It is to focus on completing the tasks that you should complete, and then imagine the learning of the epidemic as real life, and then continue to concentrate on class."

### **Positive learning performance in physical and online courses**

When the epidemic situation is more severe, when the online courses are converted, students can quickly adapt to and adjust their learning attitudes and seek resources for the changes

brought by teachers' teaching methods and learning environment, and successfully solve the impact of the predicament.

"When the class is online, concentrate on listening, and then after class, turn over the textbook to see if there is anything you can't do, and if you can't, just ask the teacher or classmates directly, and I'm very willing to accept the current life even in the midst of the epidemic ."

"Well... first see how the teacher wants to teach, or what method to use, you have to get used to it and then adjust your learning style. At the beginning of the class, the mood will be more nervous, but I will relax myself first, and then try to adjust to the Learn it with the way the teacher."

### **Students trait's of mindfulness are positively correlated with their recovery**

Pearson product-difference correlation: This study calculates the Pearson's product-difference correlation between all variables, and has an overall understanding of the strength and direction of the association between the two variables. The analysis revealed that the association between mindfulness and resilience ( $p=0.000<0.05$ ,  $r=0.494$ ) was a significant moderate positive correlation.

### **There is no significant difference in age and gender**

There was no significant difference in mindfulness traits between age groups ( $p=.405$ ) and gender ( $p=.362$ ). It can be seen that whether students aged 10 to 12 years old have high or low levels of mindfulness traits, it is not determined by age. segment or gender. There was no significant difference in resilience between age groups ( $p=.365$ ) and gender ( $p=.864$ ). It can be seen that the level of resilience performance of 10-12-year-old students does not vary by age group. or gender effects.

At last, among the 10-12-year-old male and female students with high mindfulness, students have clear and good results in terms of life performance, learning attitude, and the ability to adjust their physical and mental balance in the face of the epidemic. The mindfulness trait is important for students to be resilient.

### **Discussion**

1: Students can observe the inconvenience and trouble caused by the epidemic situation, and make changes in a good and positive way at an appropriate time. People with mindfulness traits have more resilience, and they reduce depression thinking and habitual worry (Shapiro, brown, & Biegel, 2007; verplanken & Fisher, 2014). People with mindfulness have high development opportunities in cognition, social, emotion and health, so they also have high performance in adapting to difficulties and problem solving (Creswell, 2017). Through the literature and analysis, it can be seen that students with high mindfulness characteristics have better performance in adapting to the change of epidemic situation and adaptation. When the value of students' mindfulness trait is low, it will be more difficult to observe the content that needs to be changed.

2: Students were able to balance their psychological and physical changes due to the many inconveniences brought about by the epidemic era. Students with better emotional adjustment

skills are able to develop a high degree of resilience and stabilize their physical and mental balance (Yuan, 2021). For changes in teaching, under the high impact of the environment, students will have a higher performance in adapting and coping with pressure, and in their enthusiasm for learning (Bazzano, Anderson, Hylton, & Gustat, 2018; Malboeuf-Hurtubise, Léger - Goodes, Mageau, Joussemet, Herba, Chadi, Lefrançois, Camden, Bussières, Taylor, Éthier & Gagnon, 2021). The results of the analysis showed that students were able to use active self-study learning methods to overcome difficulties, find a variety of solutions, and focus on their studies and life. According to the above literature, it is also pointed out that students with mindfulness traits have the ability to adjust themselves and emotions in the context of environmental anxiety under the epidemic, thereby improving anxiety and stress (Weis, Ray & Cohen, 2021). Students with higher mindfulness traits can still find ways and focus on learning during the pandemic. When students' mindfulness trait values are low, they are more difficult to overcome when they encounter bottlenecks in learning and life.

3: The analysis shows that the mindfulness characteristics of students with mindfulness meditation training experience are positively related to their resilience. According to the data on the impact of students' mindfulness traits on resilience, it can be known that mindfulness traits have a positive impact on their resilience (Bajaj & Pande, 2016).

4: According to the research, differences in age group and age will not affect the problems of the above students, that is to say, regardless of the student's grade or gender, the problems of handling, observing and adapting to the epidemic are not affected. It is suggested that future researchers can explore primary school students in different regions to explore the possibility of cultural differences or differences in social and economic backgrounds and living environments.

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