

Investigating the Relationship between Mindfulness, Critical Thinking, and Academic Persistence of Secondary School Female Students of Neyriz in the Academic Year of 2022-2023

Tayebeh Rahati¹, Behbood Khademi²

Abstract

The purpose of this study is to investigate the relationship between mindfulness and critical thinking and academic persistence of secondary school girls in Neyriz in the academic year of 2022-2023. This study is applied in terms of purpose and survey and descriptive-explanatory in terms of its method. The statistical population included all the female students of the second period secondary schools of Neyriz. For the current study, 311 individuals were recruited to via simple random sampling. The data collection instruments were Bauer, et al.'s (2006) five-factor mindfulness questionnaire, Ricketts' (2003) critical thinking questionnaire, and Martin and Marsh's (2008) academic persistence questionnaire. The analysis of the information obtained from the questionnaires was done at two levels of descriptive and inferential statistics (Pearson's correlation coefficient and linear regression). The results of this research indicated that there is a positive and significant relationship between mindfulness and critical thinking. There is a positive and significant relationship between the variables of observation, description, and lack of reaction with critical thinking. Also, there is a negative and significant relationship between action with awareness and non-judgment with critical thinking.

Keywords: academic persistence, critical thinking, students, mindfulness

¹ MA in Curriculum Studies, Neyriz Branch, Islamic Azad University, Neyriz, Iran. t.rahati62@gmail.com (corresponding author)

² Assistant professor, Department of Curriculum Studies, Neyriz Branch, Islamic Azad University, Neyriz, Iran. khademi.b@gmail.com