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**Review Paper**

# Mindfulness and Yoga Based Practices for Reducing Academic Procrastination and Enhancing Well-Being Among Students - A Systematic Literature Review

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## ABSTRACT

Procrastination is a significant issue in academic environments, negatively impacting students' performance, well-being, and overall health. This thorough review of the literature examines theoretical frameworks and empirical data that investigate the connections between procrastination, mindfulness, health, and wellbeing. The review focuses on how yoga-based and mindfulness-based interventions might improve self-regulation and stress management while decreasing procrastination behavior. This study examines the ideas underlying procrastination and mindfulness, the instruments used to measure them, and the mechanisms by which mindfulness affects stress, health outcomes, and well-being by examining ten research publications published between 2012 and 2024.The findings highlight how incorporating mindfulness-based practices into academic curricula can enhance students' psychological resilience, reduce procrastination and stress, and improve overall well-being.

***Keywords:*** *Academic Procrastination, Mindfulness, Yoga, Stress, Health*

Students in contemporary educational environments, particularly those navigating the transition into tertiary education, face significant psychological and academic challenges that profoundly impact their general well-being and mental health (González-Brignardello et al., 2023; Li & Li, 2020; Martin et al., 2024; Parsons et al., 2022; Rumi & Mete, 2024; Shrestha, 2024). This period is frequently characterized by elevated levels of stress, anxiety, and depression (Narayanan et al., 2025; Sarah Ullrich-French & Cox, 2019; Sathyanarayanan et al., 2019; Singh, 2024; Sirois, 2023; Sirois & Tosti, 2012; Woodyard, 2011). According to reports from several countries, including the US and Australia, a sizable portion of college students suffer from severe stress, anxiety, psychological discomfort, and sleep difficulties (Parsons et al., 2022; Sirois, 2023).Specific student cohorts, such as those undertaking rigorous health-related courses like medicine and nursing, may encounter intensified academic and clinical circumstances that can raise the possibility of burnout and weaken their resilience (Martin et al., 2024). Beyond academic demands and time management difficulties, global events, including the COVID-19

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pandemic, have further exacerbated the burden of mental illness among students, contributing to increased anxiety and depression, as well as increased stress and procrastination (Li & Li, 2020; Parsons et al., 2022).

A prevalent behavioral manifestation of these challenges is academic procrastination, defined as the voluntary and needless deferral of academic tasks despite foreseeing potential negative outcomes (González-Brignardello et al., 2023; Suhadianto et al., 2024). This behavior is increasingly understood not merely as a deficit in time management, but rather as a complex disturbance in action control rooted in a failure of self-regulation, often driven by the avoidance of unpleasant thoughts, feelings, and actions associated with the task. Academic procrastination is widespread globally among university students, with prevalence estimates suggesting that between 50% and 95% engage in it to some degree, and rates in some regions exceeding 80% (Suhadianto et al., 2024). Engaging in academic procrastination is consistently linked to detrimental consequences, including reduced academic performance, diminished well-being, and amplified emotional distress, such as heightened stress, anxiety, and depression (González-Brignardello et al., 2023).

Research underscores a strong and dynamic interplay between stress and academic procrastination (Dr. Rajni Sharma, 2025; Li & Li, 2020; Martin et al., 2024; Narayanan et al., 2025; Parsons et al., 2022; Sirois, 2023; Sirois & Tosti, 2012; Woodyard, 2011; Yue et al., 2024). Across all student groups, academic procrastination and perceived stress have a moderately favorable correlation. Longitudinal studies suggest that a tendency to procrastinate predicts higher perceived stress over time, while stressful contexts can heighten vulnerability to procrastination. The temporal mood-regulation perspective posits that stressful situations deplete coping resources and lower tolerance for negative emotions, leading individuals to resort to procrastination as a low-effort strategy to avoid difficult task-related feelings (Sirois, 2023). This can perpetuate a cycle where stress drives procrastination, which, in turn, generates further stress (Sirois & Tosti, 2012). Depression can also contribute to procrastination through negative cognitions and feelings of helplessness that prompt task avoidance (Li & Li, 2020; Suhadianto et al., 2024; Yue et al., 2024).

In response to these interconnected challenges, mindfulness and yoga practices have gained attention as promising interventions to foster student well-being and academic success (Dr. Rajni Sharma, 2025; Marais et al., 2020; Martin et al., 2024; Parsons et al., 2022; Rumi & Mete, 2024; Sarah Ullrich-French & Cox, 2019; Singh, 2024; Suhadianto et al., 2024; Thye et al., 2016; Woodyard, 2011; Yue et al., 2024). Mindfulness involves cultivating non-judgmental present-moment awareness, while yoga is a holistic discipline encompassing physical postures (asana), breath control (pranayama), and meditation, integrating physical, mental, and emotional aspects. Particularly for health students, these contemplative activities have shown broad advantages for mental health and wellbeing, including notable decreases in stress, anxiety, and sadness. Additionally, they have been connected to enhancements in self-awareness, attention, emotional control, sleep quality, and general quality of life (Suhadianto et al., 2024). Research suggests that integrating mindfulness-based programs within university curricula can be a practical approach to stress and anxiety management (Parsons et al., 2022; Rumi & Mete, 2024).

Recognizing the potential benefits of these practices, educational policies in countries like India, particularly the National Education Policy (NEP) 2020, are increasingly advocating

for the incorporation of yoga and mindfulness into educational curricula from primary to higher education, promoting holistic student development, trained instructors, and a focus on mental health (Narayanan et al., 2025; Rumi & Mete, 2024). This policy shift underscores the growing recognition of yoga and mindfulness as valuable tools for enhancing student well-being and addressing psychological challenges (Martin et al., 2024; Shrestha, 2024).

Given the significant and interconnected issues of academic procrastination and stress among students, and the emerging evidence for the benefits of mindfulness and yogaa thorough synthesis of the body of available research is necessary. (Rumi & Mete, 2024; Sirois, 2023). The goal of this systematic literature review is to compile and critically assess the wealth of knowledge regarding the benefits of yoga and mindfulness practices, particularly in lowering stress and academic procrastination as well as enhancing students' general health and wellbeing (Parsons et al., 2022; Shrestha, 2024). By methodically searching over and synthesizing the results of many investigations, this review seeks to give a clear explanation of the function these contemplative practices can play in supporting students through the psychological and academic demands they face, informing future research, clinical practice, and educational policy.

***Review Questions***

1. Which theoretical frameworks explain the relationship between academic procrastination and mindfulness?
2. What tools and interventions have been used to measure and reduce academic procrastination through mindfulness?
3. What processes explain the connection between mindfulness, health, and stress in procrastinating individuals?
4. How do mindfulness and yoga-based interventions influence students' overall well-being in relation of academic procrastination and stress?

***Research Objectives***

Based on above research questions, this study aims to achieve the following research objectives:

1. To explore and analyze theoretical frameworks that explain the relationship between academic procrastination and mindfulness.
2. To identify and evaluate tools and interventions used to measure and reduce academic procrastination through mindfulness-based approaches.
3. To investigate the underlying psychological and physiological processes that connect mindfulness, stress, and health outcomes in individuals who procrastinate.
4. To assess the impact of mindfulness and yoga-based interventions on students' overall well-being in relation to academic procrastination and stress.

## METHODOLOGY

The author employed a systematic literature review to ensure a structured, transparent, and unbiased approach to addressing the research objectives. As such, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines has been adopted to report the quantity of studies identified, screened, excluded with reasons, and finally included (Lame, 2019). Selection bias is reduced by considering all empirical data that satisfy predetermined standards.

***Search strategy***

Initially, the researchers performed an extensive review of literature pertinent to academic context to gain a thorough understanding of the concept, formulate research objectives, and identify appropriate keywords. The search strategy included synonyms and related terms from social sciences to ensure comprehensive coverage. Three subgroups, “Mindfulness practices,” “yoga practices,” and “Academic Procrastination” were formed based on the research objectives. Synonyms within each subgroup were “Mindfulness-Based Interventions", "Mindfulness-Based Approaches", “Mind-Body Intervention”, "Wellbeing", "Procrastination", "Student Behavior", “Yoga based interventions”, "academic procrastination", "mindfulness”, "self-regulation", "yoga", "student stress" and "health." and connected using “OR,” while the subgroups were linked using the Boolean operator “AND.”

***Retrieval of article***

The researchers used the Scopus, PsycINFO, PubMed, and Google Scholar database to identify high-quality literature. As such, the search field was restricted to “title,” “abstract” and “keywords” fields to assure an honest and exhaustive search within the database. Subsequently, the search was confined to the field of social sciences, article-type documents, English language, and open-access publications. Moreover, the time frame was restricted to 2012–2024 to capture recent schoraly developments, particularly in how **mindfulness and yoga practices have been applied to reduce academic procrastination and enhance physical and mental health** among students. Given the dynamic nature of academic publishing, including very recent studies from 2025 posed practical challenges. The exclusion of studies published in 2025 is because the literature search was done before or early in 2025, pertinent papers from that year were not yet available or completely indexed at the time of the review. This limitation is acknowledged to ensure transparency and to guide future updates of this review.

***Selection of Relevant Articles:***

The study employed a four-step process for selecting relevant documents: identification, screening, eligibility assessment, and final inclusion. After retrieving initial records, they were exported, and the researchers conducted a manual review of titles, abstracts, and the full text of articles to exclude those deemed irrelevant.

***Inclusion criteria:***

In order for a study to be the part of synthesis of evidence, it has to cover at least one of the research objective of the study. This specifically involved including studies that focused on **mindfulness-based or yoga practices aimed at reducing academic procrastination**, a key area of research explored in the sources. Studies that looked at how mindfulness or yoga-based exercises affected students' physical or mental well-being, a benefit that has been extensively reported in the literature were also included. The selection process also favored studies **grounded in relevant theoretical frameworks**, such as cognitive-behavioral theory, self-regulation theory, or the mind-body connection, which are concepts discussed in various sources related to mindfulness, yoga, and procrastination. Furthermore, studies providing **detailed explanation of the intervention design, tools, or scales utilized** to measure key variables like mindfulness, yoga engagement, academic procrastination, or health outcomes met the inclusion criteria, reflecting the methodological detail found in empirical studies and reviews.

***Exclusion criteria:***

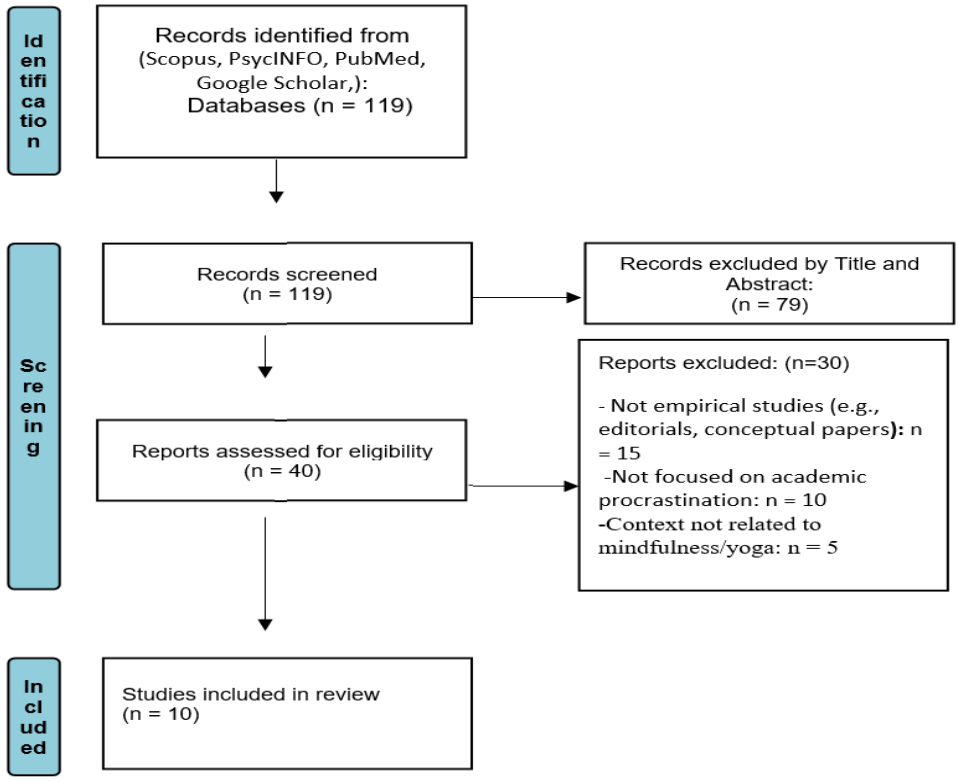
Studies were excluded if they **focused solely on unrelated topics**, such as general stress management techniques without incorporating mindfulness or yoga; if they **emphasized academic performance or behavior modification without reference to procrastination, mindfulness, or yoga**; if they investigated interventions targeting teachers rather than students; or if they **lacked empirical data**, such as opinion pieces or conceptual essays not based on research, ensuring the review focused on evidence-based findings shown in table 1:

*Table 1:* The criteria for inclusion and exclusion of research articles:

| Inclusion Criteria | Exclusion Criteria |
|---|---|
| Studies from Scopus, PsycINFO, PubMed, Google Scholar Databases related to academic Procrastination | Studies unrelated to academic procrastination |
| Published Research articles between 2012 and 2024 | Non – empirical papers (e.g., editorials, conceptual papers ) |
| Studies involving Mindfulness or yoga interventions for academic procrastination | Studies focused on general procrastination without educational context |
| Research article published in English language only | Research Article published in language other than English |

The selection process involved initial screening by title and abstract, followed by full-text evaluation. A total of 119 articles were retrieved, with 79 excluded at the abstract level and 30 excluded after full-text evaluation, resulting in 10 articles included in the final synthesis. The entire procedure is outlined in Figure 1.

***Figure I: PRISMA Framework***



The researcher used the TCCM (Theories-Characteristics-Contexts-Methods) framework for structuring the findings based on domain relevance (Paul et al., 2023). The Theories (T) component refers to the theoretical foundations and paradigms that explain the interrelationships among various constructs. Contexts (C) pertain to the specific areas or circumstances that influence the research environment. Characteristics (C) consult to the components of a construct and their connection to other pertinent variables. Methods (M) include details like the sample, research design, measurement tools, and analytical techniques employed. The findings from the 10 selected studies are systematically structured using the TCCM framework, as detailed in Table II of the appendix.

## RESULTS

**Objective 1: To explore and analyze theoretical frameworks that explain the relationship between academic procrastination and mindfulness.**

**Theoretical Frameworks**: Two dominant theories underpinned the reviewed studies into how mindfulness and yoga can address academic procrastination: Mindfulness-Based Cognitive Therapy (MBCT) and the Psychological Flexibility Theory, which is central to Acceptance and Commitment Therapy (ACT) (Marais et al., 2020; Suhadianto et al., 2024).

**Mindfulness-Based Cognitive Therapy (MBCT):** Originally developed for depression, MBCT has been adapted into Mindfulness-Based Cognitive Therapy for Procrastination (MBCT-P). The modification of MBCT for academic procrastination had not been previously explored for shorter duration, making MBCT-P a new alternative intervention. MBCT-P conceptually uses cognitive therapy and mindfulness techniques from MBCT, but the program material content is adapted to the context of academic procrastination. MBCT-P addresses academic procrastination by teaching skills such as focusing on observing tasks, describing associated thoughts and feelings, responding mindfully (acting with awareness) rather than automatically avoiding tasks, and accepting academic tasks without judgment (non-judging and non-reactivity). This approach is considered reasonable because academic procrastinators often lack the ability to maintain concentration, have irrational thoughts about tasks (like deeming them too difficult or unpleasant), and exhibit low levels of mindfulness. Research evaluating the efficacy of MBCT-P has shown it can effectively reduce academic procrastination among university students. It has been found in studies to have a relatively large direct influence on university student's academic procrastination, with one study showing a 41% effectiveness. After completing MBCT-P sessions, participants reported being more focused, calmer, and more confident when receiving assignments, and improved in reducing procrastination behaviors such as trying to complete tasks on time and starting tasks earlier. This approach combines cognitive strategies (like addressing irrational thoughts) with mindfulness (accepting academic tasks), which is considered more promising than single approaches.

**Psychological Flexibility Theory:** This framework is derived from Acceptance and Commitment Therapy (ACT). Psychological flexibility is defined as the ability to act in line with one's values and life goals rather than reacting impulsively to situations. It encompasses six core processes: acceptance (tolerating difficult emotions or thoughts), cognitive defusion (seeing thoughts as just thoughts, not necessarily truths), present moment awareness (focusing on the here and now), self-as-context (observing one's thoughts and emotions from a broader perspective), clarity of values (understanding one's life goals), and engagement in actions related to these values. Mindfulness practices are understood as a means of

cultivating psychological flexibility. Increasing psychological flexibility through mindfulness-based programs can help individuals take perspective, remain connected to their values and needs, and choose behaviors most appropriate to attain their goals. Psychological inflexibility, conversely, has been linked to anxiety and depression symptoms. Studies suggest that enhanced psychological flexibility resulting from mindfulness-based programs can lead to improved well-being and optimal time use, including the absence of procrastination. This ability requires self-regulation, such as planning, task initiation, execution, and self-motivation.

**Objective 2: To identify and evaluate tools and interventions used to measure and reduce academic procrastination through mindfulness-based approaches.**

***Measurement Tools***

Research into how mindfulness and yoga address academic procrastination is often supported by specific assessment instruments and theoretical mechanisms.

***Assessment Instruments***

Several instruments are frequently used to measure academic procrastination and mindfulness:

- **Tuckman Procrastination Scale (TPS):**

This instrument assesses trait procrastination. The Indonesian version, adapted from Tuckman (1991), has demonstrated high validity and reliability. It consists of 11 items, with expert testing resulting in I-CVI and S-CVI scores of 1.00 each. CFA analysis showed an AVE of 0.501 and a CR of 0.915, indicating strong construct reliability. One study used this version to identify participants with medium to high academic procrastination levels. A preliminary study using this version indicated that irrational thoughts about assignments, such as perceiving them as too difficult, were the strongest contributing factor to procrastination.

The German version (TSP-D), based on Tuckman (2002), includes 16 items ranging from 16 to 80 scores. Higher scores indicate higher procrastination. A study using the TSP-D with experienced meditation practitioners reported an average score of 29.88 (SD = 6.80), far below the low procrastination range (35–49), suggesting extremely low procrastination among this group.

- **Five Facet Mindfulness Questionnaire (FFMQ):**

Developed by Baer et al. and later revised by Chinese scholars, this 39-item scale assesses mindfulness across five dimensions: describing, observing, non-judging of inner experience, acting with awareness, and non-reactivity. It uses a Likert scale of 5-point, with higher scores shows greater mindfulness. For youth, the FFMQ has shown strong reliability (Cronbach's $\alpha = 0.87$, test-retest reliability = 0.79).

An Indonesian version (16-item) adapted from Baer et al. showed AVE = 0.634 and CR = 0.8412. In other studies, Cronbach's alpha reached 0.90 for the 11-item version. The FFMQ effectively captures both state and trait mindfulness and has been applied in studies involving university students and adolescents. A 15-item revised version was used in some studies to assess trait-level mindfulness.

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

Originally developed by Brown and Ryan (2003) and later revised by Chen et al. (2012), this 15-item scale evaluates trait mindfulness, specifically the frequency of mindful states in daily life. It uses a 6-point scale (1 = almost always, 6 = almost never), with higher scores shows higher mindfulness. Example items include: "It seems I am 'running on automatic', without much awareness of what I'm doing."

The MAAS illustrates strong psychometric properties, having internal consistency ($\alpha = 0.87$ to 0.88) and reliability (as high as 0.82 in university samples). Convergent validity is shown through positive correlations with emotional regulation. Studies often use the MAAS to evaluate intervention effectiveness, sometimes alongside or instead of the FFMQ.

Studies using MAAS have explored:

- Mindfulness and executive functioning in adolescents.
- The relationship between mindfulness, learning vigor, and academic procrastination.
- The mediating role of low mindfulness in procrastination, stress, and health.
- The impact of yoga and meditation on student well-being and performance.
- The correlation between mindfulness and academic anxiety and emotional regulation.

Although some studies incorporate other instruments (e.g., MPFI, DASS-21), MAAS findings were often cited to support improved mindfulness outcomes. Compared to the FFMQ, MAAS measures a single mindfulness dimension focused on present-centered awareness.

**Objective 3: To investigate the underlying psychological and physiological processes that connect mindfulness, stress, and health outcomes in individuals who procrastinate.**
**Mechanisms Linking Mindfulness to Procrastination and Health.**

Research suggests several important processes by which mindfulness influences procrastination and overall well-being:

**Improved Attention Control:**
Mindfulness training helps individuals improve their ability to focus attention on the present experience and current tasks (Li & Li, 2020; Rumi & Mete, 2024; Suhadianto et al., 2024; Yue et al., 2024). Academic procrastinators often lack the ability to maintain concentration (Shrestha, 2024; Thye et al., 2016). By enhancing attention control, mindfulness makes learning tasks easier and reduces the propensity to delay. Training in mindfulness increases cognitive resilience and helps individuals pay attention to internal behavioral steps at the consciousness level, which shows positive effects on self-control ability and anti-interference capability (Sarah Ullrich-French & Anne E. Cox, 2019). Focused attention, cultivated through practices like breathing exercises and sitting practice with contemplation, is linked to increased concentration and cognitive function (Martin et al., 2024).

**Emotional Regulation:**
Mindfulness is recognized as an effective practice for emotion regulation (Sarah Ullrich-French & Anne E. Cox, 2019; Shrestha, 2024; Yue et al., 2024). It involves accepting experiences, both internal and external, without judgment (Sirois & Tosti, 2012; Suhadianto et al., 2024). High mindfulness allows individuals to tolerate unpleasant internal states, such

as boredom or frustration associated with learning tasks. By reducing reactivity to negative emotions and encouraging flexible techniques for controlling emotions, mindfulness decreases the urge to engage in avoidance behaviors like academic procrastination. People with strong emotional control can recognize and manage emotions effectively when faced with a task, avoiding negative judgments that encourage procrastination. Studies show improved ability to manage emotions after mindfulness interventions, leading to participants not automatically assessing tasks as unpleasant.

**Cognitive Defusion:**
Mindfulness helps individuals relate differently to their thoughts, viewing them as fleeting mental occurrences instead of absolute truths (Li & Li, 2020; Marais et al., 2020; Sirois & Tosti, 2012; Suhadianto et al., 2024; Yue et al., 2024). This process, known as cognitive defusion, is particularly helpful in countering the irrational or automatic negative thoughts about tasks that are common among academic procrastinators. By teaching skills like describing thoughts and feelings without judgment and accepting tasks without judgment, MBCT-P helps participants become more conscious of and less controlled by automatic negative thoughts. This non-reactive acknowledgment and acceptance allow difficult thoughts to dissipate, preventing them from triggering frustration, self-criticism, and impulsive abandonment of the task.

**Psychological Flexibility:**
It is the ability to act consistent with one's values and life goals rather than reacting impulsively, psychological flexibility is a important outcome of mindfulness practice (Marais et al., 2020). It encompasses processes like acceptance, cognitive defusion, present-moment awareness, and values-based action. Increasing psychological flexibility through mindfulness-based programs helps individuals take perspective, remain connected to their principles and needs, and choose behaviors most appropriate to attain their goals. Psychological inflexibility, conversely, is connected to depression and anxiety has been illustrated to give an explanation for a substantial amount of the variation in mental health indicators. Cultivating psychological flexibility through mindfulness can result in improved well-being and optimal time use, including the absence of procrastination. This requires self-regulation capacities like planning, task initiation, execution, and self-motivation.

**Objective 4: To assess the influence of mindfulness and yoga-based interventions on student's overall well-being in relation to academic procrastination and stress.**

**Intervention Outcomes**
Mindfulness-based interventions, particularly Mindfulness-Based Cognitive Therapy for Procrastination (MBCT-P), have demonstrated significant effectiveness in reducing academic procrastination (Suhadianto et al., 2024). MBCT-P is a modification of MBCT-for Depression, adapted to the context of academic procrastination and typically delivered over a shorter duration, such as four weeks. Studies shows that MBCT-P has a strong effectiveness in decreasing academic procrastination among students in university, with one study reporting a 41% effectiveness—much better compared to other interventions like Strength-Based Training (14%) or group therapy focusing on irrational beliefs (8%).
The efficacy of MBCT-P is attributed to its structured method, which incorporates both mindfulness practices and cognitive therapy. Qualitative data from participants in MBCT-P interventions provides detailed observations into how it reduces procrastination. After completing the sessions, most participants noted improvements in mindfulness skills, like

being more focused, more conscious of their thoughts, feelings, and actions related to assignments, and more conscious of the consequences of their actions. They also reported trying to complete tasks on time, starting tasks earlier, and experiencing a reduction in the intensity of procrastination—from frequent to occasional. Participants further stated that they felt more confident, relaxed, and calmer when receiving assignments. These improvements are validated by findings that post-MBCT-P, participants better managed their emotions and no longer automatically assessed tasks as unpleasant. The structured formal exercises, when practiced regularly, were shown to enhance mindfulness.

The benefits of MBCT-P appear to be sustained over time, as the intervention showed a long-term reduction in academic procrastination among the experimental group, suggesting it is a viable and effective option for university students. Beyond structured programs like MBCT-P, mindfulness practices are also often embedded in or combined with physical practices like yoga (Martin et al., 2024; Rumi & Mete, 2024). Yoga, which emphasizes breath control and body awareness, often includes mindfulness and focused attention, thereby enhancing its benefits in addressing procrastination. Regular yoga practice can improve concentration, overall mental health and emotional regulation. It helps calm the mind, reducing stress that contributes to procrastination by quieting racing thoughts. Specific breathing techniques such as balanced breathing or Skull-Shining Breath can either calm the nervous system or energize the brain depending on the need.

Yoga and meditation promote self-awareness and self-compassion, contributing to increased self-acceptance and self-esteem. By enhancing awareness of thoughts, behaviors, and patterns—and by cultivating self-compassion—students can develop a more balanced and positive self-perception. Self-compassion is particularly important in alleviating stress within the mindfulness framework. These aspects are essential in countering the self-critical and defeatist thinking often linked to procrastination.

Ultimately, incorporating yoga, especially when it includes mindfulness and breathing technique, offers a comprehensive strategy for student well-being. By improving focus, enhancing emotional regulation, boosting physical health and reducing stress (Martin et al., 2024; Rumi & Mete, 2024), these practices support academic success and reduce procrastination. The combined use of contemplative practices like yoga and mindfulness provides students with practices for better mental health, greater task focus, increased self-confidence, and reduced anxiety (Suhadianto et al., 2024; Thye et al., 2016; Yue et al., 2024).

**Mindfulness and yoga-based practices significantly contribute to the enhancement of student well-being through various mechanisms, including reducing stress and anxiety, improving emotional regulation, and fostering greater self-awareness** (Li & Li, 2020; Rumi & Mete, 2024; Woodyard, 2011).

Here's a comprehensive breakdown of how these practices enhance student well-being:

**Reduction in Anxiety and Stress:**

- Both yoga and meditation are well-documented stress reduction techniques. Students frequently face academic, social, and extracurricular pressures, which can lead to high levels of stress, anxiety, and depression (Li & Li, 2020; Parsons et al., 2022; Rumi & Mete, 2024; Shrestha, 2024; Woodyard, 2011).

- Consistent practice of yoga, which includes breathing exercises (pranayama), physical postures (asanas) and meditation, helps activate the parasympathetic nervous system, promoting relaxation and reducing the body's stress response. Studies shows that students who regularly engage in these practices experience lower cortisol levels, a stress hormone, leading to a more relaxed state of mind (Woodyard, 2011).
- Mindfulness practices cultivate a sense of presence and calm, mitigating the effects of anxiety and stress. Many studies have reported the effectiveness of mindfulness programs in reducing stress and depression levels in university students (Parsons et al., 2022).
- In a scoping review of health students, mindfulness-based intervention approaches were found useful in decreasing depression, anxiety, and stress. Similarly, an intervention using Mindfulness-Based Cognitive Therapy for Procrastination (MBCT-P) effectively reduced academic procrastination by making students more focused, calm, and motivated, which indirectly addresses stress (Suhadianto et al., 2024).
- Higher levels of mindfulness are consistently connected with lower levels of academic anxiety (Shrestha, 2024).
- Yoga can mitigate stress and anxiety in general populations, including university students and academics (Rumi & Mete, 2024).

**Improved Emotional Regulation and Self-Awareness:**

- Yoga and meditation teach students to observe their thoughts and emotions without immediate reaction, fostering a greater sense of control over emotional responses. This helps students manage feelings like anger, frustration, and sadness more effectively (Rumi & Mete, 2024).
- Mindfulness encourages a non-judgmental awareness of the present moment, which can reduce the intensity of negative emotions and enhance emotional resilience. High mindfulness allows individuals to observe the contents of their consciousness more objectively, increasing tolerance for unpleasant internal states like boredom during learning, thereby reducing avoidance behaviors like academic procrastination (Sathyanarayanan et al., 2019; Yue et al., 2024).
- Mindfulness training improves emotional regulation by helping individuals recognize and manage emotions effectively when faced with tasks, preventing negative judgments that lead to academic procrastination. Individuals who have high emotional regulation tend to have low academic procrastination (Suhadianto et al., 2024).
- MBCT-P structured interventions teach skills like observing tasks, describing thoughts and feelings, acting with awareness, and accepting academic tasks without judgment, all of which improve mindfulness and emotional response.
- Yoga and meditation promote self-awareness through introspection and self-reflection, leading to a deeper understanding of one's thoughts, behaviors, and patterns, which enhances self-acceptance and self-esteem.

**Enhanced Focus, Concentration, and Cognitive Functions:**

- Mindfulness meditation and yoga significantly improve concentration and focus by cultivating present-moment awareness, leading to better attention during classes and studying. This translates to more effective learning and retention of information.

- Mindfulness training and practices results to improve cognitive functions such as attention, memory, executive function, and overall awareness (Martin et al., 2024; Singh, 2024; Suhadianto et al., 2024).
- Structured formal exercises in MBCT-P can improve mindfulness, leading to increased concentration. Breathing exercises and sitting practice in MBCT-P, similar to Tafakkur in Islamic teachings, specifically help train individuals to focus attention.

**Improved Sleep Quality:**

- Stress and anxiety often lead to sleep disturbances among students. Yoga and meditation shown to improve sleep quality by promoting relaxation and reducing stress levels (Martin et al., 2024).
- Practices such as yoga nidra and restorative yoga can be particularly effective in helping students achieve a restful state, leading to better sleep patterns and enhanced mental health.
- In one study, regular yoga practice resulted in a significant decrease in time taken to fall asleep, an increase in total sleep hours, and feeling more rested in the morning.

**Fostering Social Connection and Positive Environment:**

- Yoga and meditation practices often occur in group settings, which fosters a sense of community and social connection. This can enhance students' feelings of belonging and support, reducing feelings of isolation and loneliness, and contributing to overall well-being.
- The incorporation of these practices can create a more positive school environment, conducive to learning and motivating students to achieve higher academic standards (Martin et al., 2024).

**Overall Holistic Development and Resilience:**

- These practices are considered holistic interventions that support the comprehensive development of students, encompassing physical, mental, emotional, and spiritual growth (Singh, 2024; Woodyard, 2011).
- Mindfulness and yoga equip students with tools to navigate academic challenges more effectively, fostering resilience and well-being (Li & Li, 2020; Narayanan et al., 2025).
- Self-compassion, often cultivated through mindfulness and yoga, is strongly linked to overall well-being and can act as a buffer against negative emotions like homesickness and depression during the transition to university.

**In conclusion**, mindfulness and yoga provide students with a multifaceted approach to enhancing their well-being, addressing common challenges such as stress, anxiety, and difficulties with emotional regulation, while also building foundational skills like focus, self-awareness, and resilience essential for academic and life success (Narayanan et al., 2025; Shrestha, 2024).

## DISCUSSION

The synthesis of this review address four core objectives and offer comprehensive observations into the relationship between mindfulness, yoga, and academic procrastination. First, in theoretical frameworks, the review identifies Mindfulness-Based Cognitive Therapy (MBCT) and Psychological Flexibility Theory (central to Acceptance and Commitment

Therapy) as foundational models. These frameworks explain how mindfulness promotes attention control, emotional regulation, psychological flexibility, and self-compassion—key mechanisms that reduce procrastination. Academic procrastination is often rooted in difficulties such as distractibility, emotional dysregulation, negative self-perceptions, and avoidance-based coping. Mindfulness directly targets these issues by fostering present-moment awareness, non-reactivity, and cognitive defusion, enabling students to respond more adaptively to academic demands.

Second, the review highlights widely used assessment tools, including the Tuckman Procrastination Scale (TPS), the Five Facet Mindfulness Questionnaire (FFMQ), and the Mindful Attention Awareness Scale (MAAS). These instruments shown to be reliable in evaluating both mindfulness and procrastination, and they played a central role in measuring the effectiveness of various interventions. The findings affirm the utility of structured interventions like MBCT-P, which adapts core principles of cognitive therapy and mindfulness to the context of academic procrastination. Despite being delivered over a relatively short period (e.g., four weeks), MBCT-P was consistently effective in reducing procrastination and increasing students' focus, calmness, and motivation. Likewise, yoga-based interventions, which incorporate breathing techniques, physical postures, and mindfulness, proved effective in promoting concentration, emotional regulation, and stress reduction.

Third, the review identifies key psychological processes, such as improved attention control, emotional regulation, cognitive defusion, and increased psychological flexibility, that mediate the connection between mindfulness and reduced academic procrastination. Mindfulness practices enhance the ability to focus on present tasks, tolerate uncomfortable emotions, and detach from irrational or automatic negative thoughts. These internal shifts help students to manage anxiety and stress effectively, maintain academic engagement, and avoid the avoidance behaviors typically seen in procrastinators. Moreover, psychological flexibility allows students to remain aligned with long-term goals, personal values and when faced with academic discomfort or pressure.

Finally, the impact of mindfulness and yoga-based interventions on student well-being is evident across the reviewed studies. These practices support students holistically, contributing not only to reduced procrastination but also to enhanced emotional resilience, cognitive clarity, and self-compassion. Yoga, especially when practiced with mindfulness and breath control, helps regulate emotions, quiet racing thoughts, and improve physiological markers such as sleep quality and stress hormone levels. As such, these interventions cultivate a healthier mental and emotional state, empowering students to handle academic challenges with greater confidence and balance. Overall, the findings underscore that mindfulness and yoga offer not just strategies for academic improvement but also tools for sustained well-being and personal development.

## CONCLUSION

Procrastination is a complex behavioral issue that negatively affects both academic outcomes and student well-being. This review highlights that mindfulness and yoga-based interventions serve as effective practices not only for mitigating academic procrastination but also for improving emotional regulation, attentional control, psychological flexibility, and overall well-being. These strategies help students develop healthier coping mechanisms, reduce stress levels, and enhance their ability to stay focused and motivated.

Mindfulness acts as a mediating factor in the stress, procrastination, well-being relationship by fostering present-moment awareness, self-compassion, and non-judgmental acceptance. Similarly, yoga complements these benefits by enhancing emotional resilience, physical relaxation, and mental clarity, factors that are directly connected with improved well-being.

Due to increment in ratio of mental health challenges faced by students, educational institutions should actively consider integrating mindfulness and yoga-based programs into their academic settings. These contemplative practices offer evidence-based, scalable solutions for improving students' academic performance and promoting holistic well-being.

Future research should aim to explore the long-term effects of these interventions, include culturally diverse student populations, and examine outcomes specifically related to psychological and emotional well-being across different academic contexts.

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***Conflict of Interest***

The author(s) declared no conflict of interest.

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## APPENDIX

***Table II: TCCM Framework Summary of Reviewed Studies:***

| Author(s) | Theories (T) | Context (C) | Characteristics / Major Findings (C) | Methods (M) |
|---|---|---|---|---|
| Suhadianto et al. (2024) | MBCT-P | University students (Indonesia) | Mindfulness mediates between procrastination and stress; improves emotional regulation. | Quantitative; TPS & MAAS; SEM |
| Yue et al. (2024) | Psychological Flexibility (ACT) | Chinese undergraduates | Low mindfulness correlates with high procrastination; psychological flexibility is key. | Cross-sectional survey; FFMQ, TPS |
| Martin et al. (2024) | Mindfulness and Yoga Integration | Post-COVID student recovery | Yoga improves resilience and academic focus; integrates mind–body techniques. | Mixed-methods; intervention analysis |
| Li & Li (2020) | Self-Regulation Theory | Secondary education (China) | Mindfulness improves attention, regulation, and academic outcomes. | Experimental; MAAS/FFMQ/TPS |
| Thye et al. (2016) | Attentional Control Theory | Malaysian adolescents | Mindfulness reduces emotional reactivity and task avoidance. | Correlational; FFMQ, TPS |
| Rumi & Mete (2024) | Yoga Psychology | College students (Turkey) | Yoga enhances emotional balance and task focus. | Quasi-experimental; control vs. intervention |
| Sirois & Tosti (2012) | Self-Compassion, Temporal Discounting | North American university students | Procrastination linked to poor health; mindfulness buffers negative outcomes. | Survey; MAAS, TPS |
| Shrestha (2024) | Biopsychosocial Stress Model | Nepalese higher education | Mindfulness improves coping and learning attitudes. | Scoping review of mixed-methods |
| Sarah Ullrich-French & Anne E. Cox (2019) | Mindfulness, Self-Compassion, Executive Function Theory | Adolescents in physical education settings | Mindfulness and self-compassion enhance executive functioning and reduce stress; key mediators in student behavior and emotion regulation. | Quantitative; process model testing; stress and executive function scales |
| Marais et al. (2020) | Psychological Flexibility (ACT); Mindfulness-Based Interventions (MBIs) | Academic staff in higher education | MBIs significantly improve psychological flexibility, time management, well-being, and mental health in academic populations. | Quantitative; pre-post assessments; validated mindfulness and well-being measures |