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Effects of the Medito Mindfulness App on Academic Resilience, Emotional Intelligence, and Self-Efficacy: A Quasi-Experimental Study

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Abstract
Academic resilience, or the ability to cope with academic challenges, relies on emotional intelligence (EI) and self-efficacy are important factors in building this resilience. This study explored how mindfulness intervention can improve academic resilience in undergraduate students. Participants took part in a 15-day mindfulness challenge using the Medito app. This app offers guided daily practices aimed at building emotional regulation. The study explored pre-test/post-test control group design. The study measured outcome with the Academic Resilience Scale (ARS-30), the Five Facet Mindfulness Questionnaire (FFMQ-15), the Schutte Self-Report Emotional Intelligence Scale, and the General Self-Efficacy Scale. The result showed that students in the mindfulness group had improvements in academic resilience, emotional intelligence and self-efficacy after the intervention. These findings demonstrate that practicing mindfulness can help students manage academic stress more effectively by strengthening their emotional and psychological resources. This would demonstrate that using mindfulness apps can help students feel better and perform better in their studies. This offers a practical way to support student well-being and academic performance.

Keywords: Academic Resilience, Mindfulness, Self-Efficacy, Emotional Intelligence, Intervention.

1. Introduction

The stage of young adulthood is regarded as a special stage of 18 to 25 years of age and can be extended to 26 years. The population of India in the age group 15-29 years is 371 million. The path to India's future lies in the imperative need to foster academic resilience, emotional intelligence, and self-efficacy in this huge youth bulge to build a nation of competitive, healthy, and self-empowered people.

Undergraduate students are challenged as adults. They move from high school to college, bringing major pressure, like academic and financial pressure, and they must adapt to the new surroundings as they leave existing support systems. Considering such problems, the notion of academic resilience has become significant. According to Wang et al. [1], academic resilience is the heightened likelihood of educational success despite personal vulnerabilities and adversities. This resilience is influenced by environmental conditions, experiences, and an understanding of motivation factors closely linked to academic performance. Students with high academic resilience perceive setbacks as manageable challenges, leading to greater persistence and success [2].

Academic resilience is not a singular trait but a network of interrelated psychological resources. Self-efficacy and emotional intelligence (EI) are two such resources that were identified as crucial in determining academic resilience (AR). Self-efficacy is defined as people's belief in their ability to control functioning and events that affect their lives. These self-beliefs influence various aspects of an individual's life, such as the goals for which individuals strive, the quantity of energy expended toward goal achievement, and the possibility of achieving specific degrees of behavioral [3]. Self-efficacy is proven by various studies to be able to significantly predict academic resilience among university students [5,2]. Sarwar et al. [6] described EI as a set of capabilities and competencies impacting students' ability to manage the varied academic pressures and demands. It is a personal resource consisting of abilities that facilitate the effective processing and use of emotional information to guide cognition [7].

Daniel Goleman defines emotional intelligence (EI) as a multifaceted capability encompassing the recognition of our own feelings and those of others, managing our emotions effectively, and skillfully navigating relationships. This intelligence is not limited to the cognitive ability (IQ), but is a key factor in life and career success. He breaks EI down into five domains: self-awareness (awareness of their own emotions), self-regulation (self-control of their own emotions and impulses), motivation (ability to pursue goals with energy and persistence), empathy (understanding the emotional makeup of others), and social skills (proficiencies in building relationships and leading change). Knowing how to acquire these emotional skills is essential for successful leadership and for life in general, as Goleman has stated [13]. Emotional intelligence (EI), defined as the ability to overcome, understand, control, and use emotions effectively, plays a major role in students' academic success and in social environments [7]. Students who have high emotional intelligence are very good at stress management and have stronger interpersonal relationships, and they are also highly adaptable [8,9]. While the AR and EI link has been previously established, an increasing number of studies have analyzed the EI-AR link. Chew et al. [9] found that students with more EI performed better in both continuous assessments and the final professional exams in medical students at University Putra Malaysia. Khajehpour [10] reported a significant positive relationship between EI and AR in high school students in Tehran, Iran. Meher et al. [11] showed a significant positive correlation between EI and AR in a 4-year integrated B.Ed. Students at Gangadhar Meher University, Sambalpur. Furthermore, EI has been shown to be a protective factor against stress and anxiety, which are common impediments to academic persistence [12]. Therefore, EI cannot be enhanced without a clear commitment to changing one's thinking and behavior through training and development. In summary, EI has been identified as one of the critical success factors affecting students' personal and academic lives. Thus, there is a call to improve the emotional competencies of students so that they can be successful [15].

The interplay between these constructs can be expected to achieve higher academic resilience as a result of the interplay of self-belief and emotional competence as a means to sustain the academic pressure. But even if you know the particulars of the connection, there is a barrier. What steps are being taken at the institute to enhance skills of the college students? This demonstrates that the traditional method is not always the best solution. Students in the modern world require easy-to-access, inexpensive and motivating tools that can be integrated into their daily activities. This is where Mindfulness Based Interventions (MBIs) come into play. Mindfulness has been defined as the state of being aware of the present moment experience in a nonjudgemental way [16]. It is reported to have a calming and stabilising effect on stress

and emotions. This is where mindfulness-based interventions (MBIs) present as a promising choice. Mindfulness is the sustained, nonjudgmental awareness of present moment experience [16]. It is said to benefit from stress reduction and emotional regulation.

Randomized controlled trials, such as the one conducted by Baumgartner and Schneider [2], have shown that Mindfulness-Based Stress Reduction (MBSR) can help prevent a decline in academic persistence and enhance grade point average (GPA) among university students. It helps in reducing stress; people see it as a treat instead of seeing it as a difficult situation that they will not be able to manage. It is improved by teaching skills by noticing the feeling instead of ignoring it for managing the emotion. These skills are the foundation of emotional intelligence and self-efficacy.

In a randomized controlled trial, Baumgartner and Schneider [2] reported that Mindfulness Based Stress Reduction (MBSR) was found to be effective in preventing a drop in academic persistence and improving Academic Grade Point Average (GPA) among University students. It helps to lessen stress; it is considered as a gift and not as a tough circumstance that they can't manage. It's enhanced when skills are taught that help to notice the feeling, rather than ignoring it for managing the emotion. These are skills that form the basis of emotional intelligence and self-efficacy. Although traditional mindfulness-based interventions are effective, they are not feasible logistically for students, such as with respect to time and cost, flexibility, etc. One solution is being offered by the use of smartphone applications, such as the Medito app [18]. This platform delivers structured mindfulness-based practices to students, overcoming the barrier. Although initial research indicates that digital mindfulness interventions can reduce perceived stress and increase well-being, there is a significant gap in the research evaluating the effectiveness of these app-based interventions in the areas of academic resilience, self-efficacy, and emotional intelligence. However, it has yet to be demonstrated empirically whether this app-based, self-directed mindfulness intervention can also positively influence psychological resources such as emotional intelligence and self-efficacy, which are essential to academic resilience.

It is contributed by this research by the growing niche of positive psychology and educational science by focusing on explaining a mechanism for change. If successful, this research will provide evidence to support the argument that practicing mindfulness proactively increases self-efficacy and emotional intelligence (i.e., the ability to control one’s feelings) and thus improves academic resilience. These findings will help improve educational theory regarding the formation of resilience.

Theoretical insights from the present study, which would clarify the mediating pathways between mindfulness, emotional regulation, and academic resilience, directly translate into potent practical applications for educational institutions. By validating how a structured Medito app intervention theoretically strengthens cognitive appraisal and self-efficacy, core tenets of the Transactional Model of Stress and Self-Determination Theory, the research provides the empirical foundation for its systematic integration into student support systems. Beyond this general advice, it gives a powerful tool for universities, for example, including the subject in the first-year course for building resilience skills. This will support students who are struggling in academics. This is cost-effective, stepped care for more acute needs while empowering students with an evidence-based skill to self-manage stress and bolster their academic perseverance. These points matter a lot for colleges and universities to help students do better and be healthier. If an app like Medito, which is free, easy to access, and quick to use, can show that it can

give students a good mental boost, it can help a lot of students. Universities could confidently recommend or integrate such apps into their student support services, orientation programs, or academic advising as a proactive mental health and academic support strategy. This is true now with more students having mental health issues on campus, limited counselling resources, and existing stigma.

Building upon the need for scalable and accessible mental well-being interventions in higher education, the current study seeks to bridge the gap between general mindfulness research and the specific, app-delivered support for key psychological resources in academic settings. This research rigorously examines the efficacy of a prescribed Medito app intervention in directly enhancing emotional intelligence, academic resilience, and self-efficacy among college students. The study hypothesizes that students who were in the Medito intervention will show significantly greater increases in emotional regulation and appraisal (emotional intelligence), adaptive coping and perseverance through academic setbacks (academic resilience), and confidence in managing academic tasks (self-efficacy) and develop mindfulness.

The growing need for accessible and effective psychological interventions for college students who experience increasing levels of academic stress, emotional pressure, and difficulties in coping with academic challenges still exists. These issues if not addressed can negatively affect students' emotional well-being, self-esteem, and academic performance. This is where the effectiveness of an app-based intervention, which is free, flexible, accessible, and easy to integrate into students' daily routines becomes important. This research analyzes the effectiveness of a mindfulness-based digital intervention using the Medito app in improving academic resilience, emotional intelligence, and self-efficacy among college students.

The findings of this study contribute to positive psychology, educational psychology, and digital mental health. They show how mindfulness practices can strengthen key psychological resources that support academic success and emotional well-being. The study may also assist educational institutions, counselors, and mental health professionals in using low-cost digital tools in student support services and wellness programs. Additionally, it lays the groundwork for future research on app-based mindfulness interventions for college students.

Method

Research Design and Techniques

The present study used a pre-test and post-test design following a quasi-experimental approach without a control group. In simple terms, the goal was to understand whether the intervention was effective in the participants' academic resilience, emotional intelligence, and self-efficacy. After acquiring consent, participants responded to the pre-test data collection to report how they were feeling before the program began. After they were exposed to the intervention, which is based on the Medito app, they later completed a post-test, which helped the researchers see if anything had changed. An independent variable in this research study is the Medito app intervention, a digital therapeutic technique for improved mental well-being. The dependent variables in this research study are academic resilience, emotional intelligence, and self-efficacy. The independent variable in this research study is Medito app. The study relied on four psychological tools for data collection.

Cassidy [5] developed the Academic Resilience Scale (ARS-30). This test is designed to measure a student's capacity to overcome significant adversity or stress in the academic setting. The scale conceptualizes resilience on Perseverance, Reacting and Adapting to Setbacks, and Seeking Support and Resources. The ARS-30 contains a total of thirty items. The reliability value is 0.9. This indicates a high level of internal consistency for the measurement instrument used.

The Five Facet Mindfulness Questionnaire (FFMQ-15) is a tool that measures the overall level of mindfulness in one's everyday life from five facets: Observing, Describing, Acting with Awareness, Non-Judging of Inner Experience, and Non-Reactivity to Inner Experience. This 15 item version is a brief reliable assessment of these key mindfulness skills; and the Cronbach's alpha reliability coefficient is 0.8. The Schutte Self-Report Emotional Intelligence Scale was created by Schutte et al. [14]. It draws on an emotional intelligence model which is a conceptual framework of an individual's perception, understanding, regulation and exploitation of their own and others' emotions. There are in all thirty-three items. The present study has a Cronbach alpha of 0.9 as a reliability value and The General Self-Efficacy Scale (GSE) was developed by Schwarzer and Jerusalem [20]. It reflects an important psychological trait - a person's consistent and relatively enduring self-assessment of their ability to cope with diverse situations of stress or challenge. It has 10 items. The reliability value (Cronbach's alpha) for the present sample is 0.7. The result of this is considered to have an acceptable degree of internal consistency on the research instrument.

The Medito app

The Medito app's 15-day challenge is carefully planned to promote academic resilience through the gradual development of academic self-efficacy and emotional intelligence. By using these elements together in focused 10-minute sessions over a long period, the program truly builds academic resilience, and helps students develop the mindset and system to persevere in the face of challenges, bounce back from off days, and embrace their studies with greater confidence and adaptability.

Participants

The participants were 15 college students. The samples were chosen using a convenience sampling method. All participants were college students and took part voluntarily by completing the challenge and the questionnaires.

Sampling Procedure

Participants were assigned to single intervention using a convenience sampling procedure. No control group was used.

Data Collection Method

To quantitatively assess the impact of the intervention on core academic resilience, a pretest/post- test design was be implemented. Data were collected using four standardized, validated psychometric scales administered at two critical junctures: immediately before the intervention (baseline) and immediately after its completion. The selected instruments are designed to capture interconnected facets of academic success and well- being: Academic Resilience Scale (ARS), Five Facet Mindfulness Questionnaire (FFMQ- 15), Emotional Intelligence Scale (e.g., SSEIS), Academic Self-Efficacy Scale

Statistical Analysis

Descriptive statistics, summarized as means and standard deviations (SD), revealed positive pre- to post-test changes across all measured variables. Participants showed notable increase in mean score in Emotional Intelligence from 114.46 to 130.40, Mindfulness (45.06 to 50.86), Self Efficacy (SE: 29.00 to 32.00), Academic Perseverance (AP: 45.26 to 57.20), Academic Reflecting/Help-Seeking (AR: 31.33 to 40.06), Academic Negative Affect (AN: 20.36 to 23.20), and over all Academic Resilience (AT: 97.46 to 120.46). Analytical statistics, in the form of paired-samples t-tests, were conducted to determine if these mean differences were statistically significant. The results indicated significant difference between the pre- and post-test scores. The data shows in EI ($t = -2.542$, $p = .023$), SE ($t = -2.400$, $p = .031$), AP ($t = -5.124$, $p < .001$), AR ($t = -4.245$, $p = .001$), and Total Academic Resilience ($t = -4.778$, $p < .001$). However, the increases in Mindfulness ($t = -1.707$, $p = .110$) and Academic Negative Affect ($t = -1.257$, $p = .229$) were not statistically significant.

Results

Table 1: Paired Sample T-Test Values

Variables	Test	Mean	SD	T	P
Emotional Intelligence	Pre-Test	114.46	14.11	-2.542	0.023
	Post-Test	130.40	20.39		
Mindfulness	Pre-Test	45.06	4.58	--1.707	0.110
	Post-Test	50.86	10.98		
Self-Efficacy	Pre-Test	29.00	2.44	-2.400	0.031
	Post-Test	32.00	4.25		
Academic Perseverance	Pre-Test	45.26	9.51	-5.124	0.000
	Post-Test	57.20	4.16		
Academic Reflecting/Help-Seeking	Pre-Test	31.33	6.82	-4.245	0.001
	Post-Test	40.06	3.99		
Academic Negative Affect	Pre-Test	20.36	3.22	-1.257	0.229
	Post-Test	23.20	6.91		
Academic Resilience	Pre-Test	97.46	17.19	-4.778	0.000
	Post-Test	120.46	11.85		

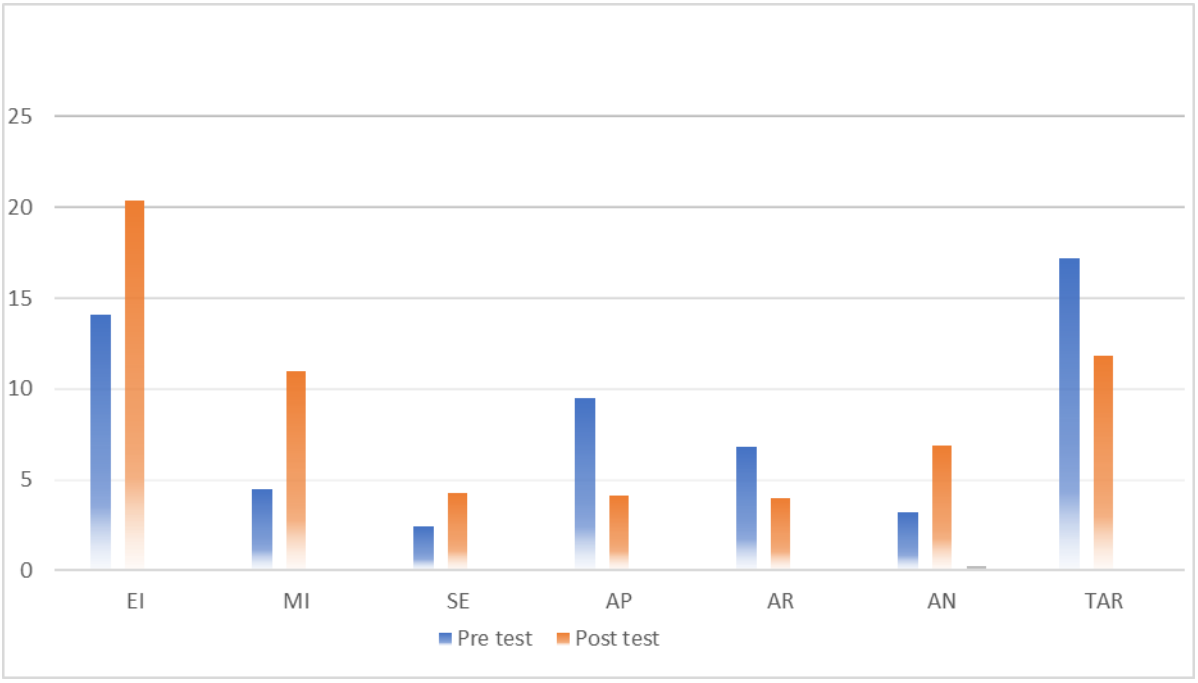

Table 1 shows the variables, test, mean, standard deviation, t-value, and significance differences of the variable's emotional intelligence, mindfulness, self-esteem, academic perseverance, academic reflecting and adaptive help-seeking, academic negative affect and emotional response, and the Academic Resilience Scale. From Table 1, we can understand that for the variable emotional intelligence, the pre-test mean is 114.46 with a standard deviation of 14.11, and the post-test mean is 130.40 with a standard deviation of 20.39; the t-value is -2.542, and the significance difference is 0.023. For the variable mindfulness, the pre-test mean is 45.06 with a standard deviation of 4.58, and the posttest mean is 50.86 with a standard deviation of 10.98; the t-value is -1.707, and the significance difference is 0.110. For the variable self-esteem, the pre-test means 29.00 with a standard deviation of 2.44, and the post-test mean is 32.00 with a standard deviation of 4.25; the t-value is -2.400, and the significance difference is 0.031. For the variable academic perseverance, the p re-test mean is 45.26 with a standard deviation of 9.51, and the post-test mean is 57.20 with a standard deviation of 4.16; the t-value is -5.124, and the significance difference is 0.000. For the variable academic reflecting and adaptive help-seeking, the pre-test mean is 31.33 with a standard deviation of 6.82, and the post-test mean is 40.06 with a standard deviation of 3.99; the t-value is -4.245, and the significance difference is 0.001. For the variable academic negative effect and emotional response, the pre-test mean is 20.36 with a standard deviation of 3.22, and the post-test mean is 23.20 with a standard deviation of 6.91; the t-value is -1.257, and the significance difference is 0.229. And for the variable, the pre-test mean is 97.46 with a standard deviation of 17.19, and the post-test mean is 120.46 with a standard deviation of 11.85; the t-value is -4.778, and the significance difference is 0.000. There is no significant difference in mindfulness and in academic negative affect and emotional response.

Discussion

The main purpose of this study was to better understand how a 15-day mindfulness practice using the Medito app could improve academic resilience, emotional intelligence, and self confidence in undergraduate students. The main finding of the study is that this simple and easily available digital

mindfulness tool can be useful for the students to develop their skills to manage academic difficulties and improve their mental well-being.

The study was conducted on fifteen college students. They were given pre-tests and post-tests to measure the level of emotional intelligence, mindfulness, self-efficacy, and academic resilience before and after introducing mindfulness practice through Medito app. The result showed statistical difference of 0.023, 0.110, 0.031, and 0.000. The findings clearly showed an improvement in emotional intelligence, self-efficacy, and academic resilience among the students. This pattern of results is consistent with the previous literature on emotional intelligence, aligning with the function of mindfulness as an intervention in metacognitive awareness and non-reactivity, equipping students with the enhanced ability to perceive and regulate emotions, which is a key protective factor against academic stress [13]. There is not much statistical difference in the case of mindfulness. Self-efficacy aligns with Bandura's [4] social cognitive theory, where each mindfulness session contributed to building students' confidence in their ability to manage their internal states [5]. The result also aligns with previous literature on academic resilience, suggesting that the intervention changed academic behaviors, moving students from reactive stress responses to proactive, strategic coping, a hallmark of resilient students [3]. The study of academic resilience showed difference in academic perseverance, academic reflection, adaptive help seeking, academic negative effects, and emotional responses. The result showed clear importance in academic perseverance, academic reflection, and help seeking among the students. It was also shown that academic negative affect and emotional response decreased after using mindfulness practice and it showed a positive effect on academic resilience, emotional intelligence, and self-efficacy.

It is interesting that the intervention successfully enhanced cognitive-behavioral aspects of resilience, like perseverance and strategic help-seeking; the Academic Negative Affect and Emotional Response subscale did not show statistically significant improvement, even with an increase in mean value. One interpretation of why the Academic Negative Affect and Emotional Response subscale did not show statistical improvement is that the intervention was too brief to alter the deeper, more automatic emotional habits and negative affect that students have developed over time, indicating that some participants may have started to regulate their emotions better, while others were still in the early stage of applying mindfulness to these ingrained responses. The slight increase in mean value suggests that with an adjustment in time and dose of intervention, there might be a chance of an increase in the statistical difference.
Increasing the effect of the intervention.

This finding may be explained by the idea that the significant gain that was seen in emotional intelligence, self-efficacy, and academic resilience suggests that the intervention functioned well and created mindful actions rather than a mindful identity. This is due to the fact that the intervention had a structured design, which may account for this pattern. The curriculum covered specific skills on a daily basis, including non-judgemental observation and emotion labelling. These skills could be helpful in coping with academic stress. This arrangement enabled the participants to apply the mindful practices successfully to regulate their emotions and promote self-confident, thereby enhancing their emotional intelligence and self-efficacy. But this short period was insufficient for them to establish a more general, self-reported "mindful" condition or quality, as assessed with the FFMQ-15.

The findings of the current study have at least four limitations. First limitation is the absence of a randomized control group. The data was gathered according to the convenience sample principle, and therefore it is not possible to make definitive causal claims about the changes that were observed with the intervention as there could be confounding variables such as placebo effects or time elapsed. The second possible limitation is the small sample size (n=15) that restricts the generalizability and statistical power. The third limitation is the self-report measures used which are susceptible to response bias. The limitations do not detract from the positive findings but place them on a sound foundation and highlight the need for further robust research. The fourth one is the 15 day time limit. It was not long enough to expand the wide 'trait' of mindfulness and not short enough to decrease ingrained negative emotions, but long enough to impart practical skills that enhanced people's confidence and emotional control in the moment.

While the present small study was successful in demonstrating the significant benefits of a brief psychological skills and mindfulness practice on emotional intelligence, self-efficacy, academic perseverance, and academic resilience, it has resulted in numerous questions that remain for future research. Future studies will work with larger groups and more effective research designs to better understand the program's true impact, particularly on negative emotions and to understand how mindfulness skills develop that can help students cope with the academic stressors in their day to day lives, longer-term studies are needed. Research may also explore the perception of and utilization of these mindfulness skills in academic contexts across various studies. It will help us to see how various students used the mindfulness through Medito app.

Results have meaningful theoretical and practical implications. These data offer theoretical clues to the function of mindfulness in the context of school and its presence, indicating that the application of a brief skill-based intervention can provide a more powerful platform of applied psychological resources in the form of emotional intelligence and self-efficacy, two factors that are associated with resilience, without first necessitating a change in overall trait mindfulness. Actually, the results prove that an app that's free, accessible and available to students could be an effective, scalable tool for universities. This provides a direct and easy-to-implement approach for student support services to support students' well-being and academic persistence proactively that could be a first-step intervention in a broader mental health strategy. This study also reveals that mindfulness apps can assist students to feel comfortable. Enhancement of emotional intelligence would be able to assist pupils to regulate their emotions in their daily life, enhancement of their self-efficacy and academic perseverance would make students feel more confident in facing their academic difficulties. Since the present study is done through mobile app students can use it anywhere, which is easily accessible. Future studies can look at the effects of stress on academic performance and mental wellbeing of pupils, in the future it is to be hoped that the limitations of studies can be overcome. Despite these limitations, the current study represents an important first step in merging two important lines of research: the scalable delivery of mental well-being interventions via digital apps and targeted cultivation of academic resilience.

This current study further has demonstrated the relationship between short-term mindfulness practice with key psychological skills underlying student success. The findings therefore advance the argument for mindfulness that is easily accessible and available as an app as an important tool of proactive support. This intervention had important impacts on emotional intelligence, self-efficacy, and core dimensions of

academic resilience, as well as on the important difference between learning mindfulness skills and developing a mindfulness identity. The research is hoped to inspire more work in the optimization of these digital tools, enabling institutions to create an environment to promote learners' academic growth and personal development.

Conclusion

The study investigated the effect of a 15-day app-based mindfulness program using the Medito app. The findings show a significant improvement in emotional intelligence, self-efficacy, and academic resilience, especially in proactive behaviors such as perseverance and seeking help. However, the study also had some limitations, including a small sample size, convenience sampling, using self-reported data, and a short intervention period. These factors may have contributed to the lack of significant change in mindfulness and negative academic effects. The study also suggests that providing free and accessible digital tools can be useful for students as it is more accessible. Future studies should focus on using larger groups, increasing the length of the program, and including proper academic and behavioral measurements to better understand the program's effects and improve the results.

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