

**Students' Mindfulness Behavior, Rumination Thinking,
Academic Performance: Bases for a Guidance
Enhancement Plan**

A Dissertation

Presented to the

Faculty of the School of Graduate Studies

Central Philippine University

Iloilo City, Philippines

In Partial Fulfillment

of the Requirements for the Degree

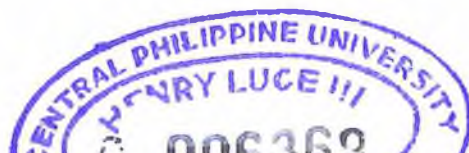
Doctor of Education

Guidance and Counseling

by

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August 2024



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Abstract

This study aimed to determine the college students' mindfulness behavior, rumination thinking, and academic performance as bases for the development of a guidance enhancement plan. The participants of the study were the 232 college students in Guangxi Province, China. Results revealed that participants varied across profile. Participants' mindfulness behavior in terms of observation, action without judgment, and non-action judgment was very good, while description and action with awareness was good. Participants' rumination thinking in terms of obsessive thinking, symptomatic rumination, and introspective rumination was also good. Their academic performance was also good as a whole and across profile. Females have significantly higher action without judgment behavior than males, while females had a significantly higher obsessive thinking behavior than males. Juniors and Seniors had a significantly higher introspective rumination compared with Freshmen. Student leaders had significantly higher mindfulness behavior in terms of all five components: rumination thinking in terms of its three components; and had significantly higher academic performance than non-student leaders. Each of the five components of mindfulness behavior and the three components of rumination thinking were significantly related; As these components

increase, academic performance also increases and vice versa. It is recommended that the university should create a supportive classroom environment that fosters open discussions and a non-judgmental atmosphere for all.

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