School-Based Mindfulness Enhances Psychological Well-Being in Adolescents after Parental Divorce: A Systematic Review

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ABSTRACT

***Background**: Adolescents experience various psychosocial challenges, including low self-esteem, depression, substance abuse, and risky behaviors, which adversely affect their psychological well-being. School-based mindfulness interventions have emerged as effective strategies for promoting positive mental health among adolescents.* ***Objective**: This systematic review evaluates the effectiveness of school-based mindfulness programs in enhancing psychological well-being in adolescents after parental divorce.* ***Methods**: Following PRISMA guidelines, the review analyzed studies identified from nine major databases—Cochrane, Clinical Key, BMC, Medrix, ProQuest, PubMed, Wiley, ScienceDirect, and Taylor & Francis—between February and May 2024. Included studies consisted of randomized controlled trials (RCTs) and quasi-experimental studies focusing on school-based interventions targeting adolescent mental health. The JBI Critical Appraisal Checklist was employed to assess the risk of bias.* ***Results**: Out of 757 screened articles, 10 studies involving 27,680 participants from countries including Belgium, Spain, Italy, and Poland were selected. Findings suggest that school-based mindfulness interventions significantly improve psychological well-being and reduce mental health symptoms.* ***Conclusion**: Mindfulness-based interventions, when integrated into school environments with consistent support from families and educators, effectively promote psychological well-being among adolescents and reduce mental health risks.*

***Keywords**: Mindfulness, psychological well-being, adolescents, mental health interventions, school-based programs*

INTRODUCTION

Adolescence is a critical transitional period between childhood and adulthood, marked by significant physical, emotional, and social development. Defined by the World Health Organization (WHO) as the age range from 10 to 19 years, this stage is crucial for young people to develop a strong sense of identity and effective decision-making skills to navigate adulthood (WHO, 2023). Adolescents undergo rapid cognitive and psychosocial growth, often leading to confusion and uncertainty as they face new responsibilities and societal expectations. In Indonesia, the youth population is substantial, with approximately 230,000 adolescents aged 10–14 and 229,000 aged 15–19 (UNICEF, 2023). On a global scale, adolescents represent 16% of the population, underscoring the importance of addressing their health and well-being through targeted interventions in education, healthcare, and social support systems (UNICEF, 2023; WHO, 2023).

Health promotion during adolescence is essential, as this period is foundational for establishing lifelong health behaviors related to physical activity, diet, and mental health. According to the Theory of Planned Behavior (TPB), adolescents' intentions to adopt healthy behaviors are influenced by their attitudes, perceived behavioral control, and subjective norms, all of which shape their decisions and actions (Ajzen, 1991). Creating supportive environments within families, schools, and communities can empower

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adolescents to make positive choices, thus promoting their psychosocial well-being. Adolescents require structured opportunities to develop life skills, access appropriate health services, and receive guidance to manage challenges effectively, aligning with the TPB framework, which emphasizes that supportive external factors can foster healthier behaviors (Ajzen, 2020).

Mental health issues, particularly depression, are prevalent among adolescents worldwide, often influenced by complex psychosocial factors. Recent data indicate that 20.1% of U.S. adolescents experienced at least one major depressive episode in 2021, with higher rates among females (29.2%) than males (11.5%) (National Institute of Mental Health [NIMH], 2023). Additionally, 14.7% of adolescents reported severe impairments due to depression, significantly impacting their daily functioning (American Psychological Association [APA], 2024). In Indonesia, the National Survey on Adolescent Mental Health (I-NAMHS) found that one in three adolescents struggles with mental health issues, with one in twenty experiencing a diagnosable mental disorder within the past year. These statistics highlight the urgent need for interventions, as unresolved psychosocial challenges can profoundly affect adolescents' psychological well-being and development.

The global rise in adolescent depression and anxiety is linked to various stressors, including academic pressure, social expectations, and exposure to online environments (APA, 2024). These factors can erode self-efficacy and perceived behavioral control, critical components of the TPB, making adolescents more vulnerable to mental health issues. Addressing these concerns through early intervention and mental health support services is essential for promoting resilience and reducing long-term mental health risks. Stakeholders, including educators and policymakers, can play a vital role by fostering supportive environments and reducing barriers to mental health care (Mental Health America, 2023; NIMH, 2023).

Promoting positive psychological well-being through mindfulness has proven effective, particularly in school settings. Recent studies show that school-based mindfulness programs (SBMPs) help students manage stress, improve emotional regulation, and enhance mental well-being (Roeser et al., 2023). For instance, systematic reviews and trials, like the MYRIAD trial, highlight that mindfulness practices embedded in education foster skills for self-regulation and mental health across diverse student populations. While the benefits vary, mindfulness programs have shown promise in reducing the risk of mental health issues and enhancing resilience when implemented effectively within social-emotional curricula (BMJ, 2023; Roeser et al., 2023). The research gap in school-based mindfulness programs (SBMPs) involves several key areas. First, most studies, such as the MYRIAD trial, focus on short-term outcomes, leaving questions about the long-term sustainability of benefits. Additionally, there is limited research on the effectiveness of SBMPs across diverse cultural or socioeconomic groups. Further, the impact of varying delivery methods, such as teacher-led versus specialist-led programs, and differences in school settings require exploration. Finally, more comparative studies are needed to assess how SBMPs perform relative to other mental health interventions (Roeser & Eccles, 2023).

Conducting a systematic review of school-based mindfulness programs targeting depression in adolescents is essential for synthesizing evidence on their effectiveness, identifying research gaps, and informing best practices for educators and policymakers. It also helps tailor interventions to specific groups, ensuring efficient support and improving outcomes. Such reviews offer data-driven insights, guiding future research and enhancing school mental health strategies. Evidence-based interventions are crucial as adolescence is a critical developmental stage with increasing mental health challenges (Roeser & Eccles, 2023). Thus, this study aimed to summarize school-based mindfulness on psychological well-being in adolescents after parental divorce.

METHODS

Study design

The study employs a systematic review focused on school-based mindfulness interventions, following the

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guidelines of the Joanna Briggs Institute (JBI, 2014). Systematic reviews are widely recognized as a rigorous approach to synthesizing existing evidence, enabling researchers to evaluate the effectiveness, feasibility, and impact of interventions across diverse settings and populations (Moher et al., 2015). By focusing on school-based mindfulness interventions, this systematic review comprehensively examines their outcomes on various student populations, providing valuable insights for educators, mental health practitioners, and policymakers. Meanwhile, adhering to the Joanna Briggs Institute (JBI) guidelines ensures a standardized and methodologically robust process for identifying, appraising, and synthesizing research evidence (JBI, 2014). The JBI framework is particularly suited for systematic reviews addressing specific interventions, as it promotes a thorough assessment of intervention effectiveness and feasibility. JBI's methodological rigor allows researchers to address variability in study quality and design, offering a higher level of evidence synthesis that can lead to informed decisions in educational and clinical practice (Aromataris & Munn, 2020).

Searching strategy

The review involves searching nine databases—Cochrane, Clinical Key, BMC, Medix, ProQuest, PubMed, Wiley, ScienceDirect, and Taylor & Francis—using structured keywords based on the PIO framework (Population: Adolescents, Intervention: School-based mindfulness, Outcome: Psychological well-being). The search, conducted from February to May 2024, begins with screening titles and abstracts, followed by a detailed search following JBI guidelines. Keywords include combinations of "School Health Services" and "Mindfulness." Relevant studies are evaluated, and conclusions are drawn following the PRISMA guidelines to ensure a thorough, evidence-based synthesis.

Inclusion and exclusion criteria

The review focuses on randomized controlled trials (RCTs) and quasi-experimental studies that assess the effectiveness of school-based interventions aimed at improving adolescent mental health. These studies are selected to ensure the interventions directly target psychological well-being or related mental health outcomes within school environments. Inclusion is restricted to studies conducted within educational settings, ensuring relevance to school-based contexts. Any research that does not involve school settings or fails to focus on mental health outcomes is excluded to maintain the scope and focus of the review. This ensures the synthesis provides actionable insights specific to school-based practices.

Data extraction

After identifying relevant studies, data extraction is performed systematically, focusing on key information such as study design, sample size, intervention type, duration, outcomes, and results. Extracted data is organized into tables to ensure consistency and facilitate comparison across studies. This step ensures that all relevant findings are captured and synthesized accurately, supporting the overall analysis. Finally, conclusions are drawn following the PRISMA guidelines to ensure transparency and reliability in the review process.

Critical appraisal

Reviewers use the JBI Critical Appraisal Checklist for Quasi-Experimental Studies to evaluate the quality of each research, ensuring a stringent selection for synthesis. This evaluation approach, derived on the paradigm established by Mostafaei et al. (2020), classifies research into three quality levels: high quality (exceeding 80% affirmative replies), moderate quality (60%–80%), and poor quality (below 60%). This methodical technique ensures the inclusion of only relevant, well conducted research, hence enhancing the dependability of results in the systematic review and facilitating substantive conclusions.

RESULTS AND DISCUSSION

Searching results

Figure 1 presents the PRISMA flow diagram, outlining the process of article selection for the systematic review. Initially, 757 articles were identified from nine databases: Cochrane, Clinical Key, BMC, Medix, ProQuest, PubMed, Wiley, ScienceDirect, and Taylor & Francis. After applying inclusion and exclusion criteria, the pool of studies was narrowed significantly. Following the screening process, only 10 studies were selected for further analysis and evaluation. These

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selected articles were assessed for their quality using the JBI Critical Appraisal Checklist to ensure relevance and methodological rigor, contributing to reliable conclusions within the review. This rigorous filtering process guarantees that only high-quality studies inform the synthesis, ensuring that the systematic review provides meaningful insights.

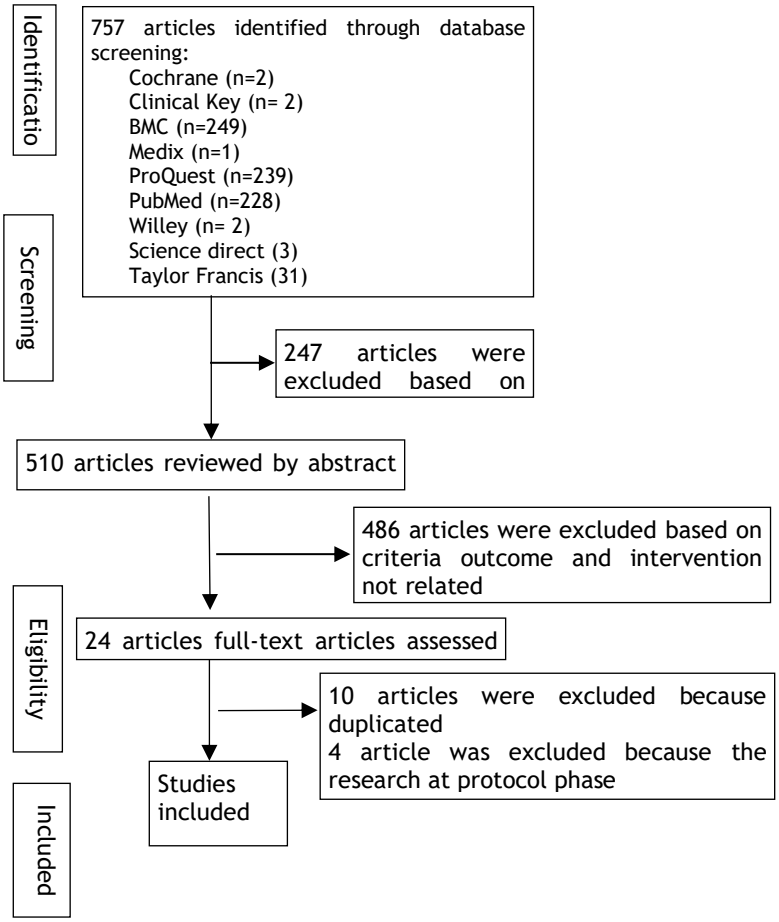

Figure 1. PRISMA flow chart

Table 1. Summary of Data extraction

Authors, years	Aim	Design	Sample	Results
Bogaert L et al. (2023)	To test the effectiveness of universal school-based mindfulness training in reducing anhedonia and emotional distress among middle adolescents.	To test the effectiveness of universal school-based mindfulness training in reducing anhedonia and emotional distress among middle adolescents.	231 adolescents from secondary schools in Flanders, Belgiur (control n = 136, intervention n = 95)	There was no significant long-term impact of mindfulness training on adolescent mental health, ($p > 0.05$). with potential barriers including low engagement and mixed attitudes towards mindfulness training.
Las Hayas C. e al. (2019)	To promote mental well-being and prevent mental disorders in adolescents by enhancing resilience	Randomized controlled trial; quantitative and qualitative analysis methods	34 schools from five pan-Europea regions (Spain, Italy, Poland, Denmark and Iceland) involved	Significant improvement in resilience and mental well-being (effect size = 0.34, $p < 0.05$). The

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Authors, years	Aim	Design	Sample	Results
	capacity through a whole-school approach involving adolescents, their families and the school community.		around 6000 adolescents and their families.	statistical power used in the sample calculation was 80%.
Volenen et al. (2020)	To assess the effectiveness of a mindfulness program on mental health in schools compared to a relaxation program and teaching as usual.	Cluster randomized controlled trials; Resilience Scale (RS14), Beck Depression Inventory (RBDI), Strengths and Difficulties Questionnaire (SDQ	3519 school students in Finland aged 12-15 years (grades 6-8) from 56 schools	Mindfulness increased psychological resilience (β=1.18, SE 0.57, p=0.04) and reduced depressive symptoms (β=−0.49, SE 0.21, p=0.02).
Tang et al. (2019)	To discuss key components and potential brain-body mechanisms related to psychological well-being and propose mindfulness training as a promising way to enhance it.	A series of randomized controlled trials (RCTs) of one form of mindfulness training in adolescents and adults, using Integrative Body-Mind Training (IBMT) as an example.	Adolescents and adults in multiple RCT studies	Significant positive effects on psychological well-being, including increased control and regulation of autonomic responses ($p < 0.05$).
Courbet et al. (2022)	To evaluate the effects of a combined SEL-based mindfulness and yoga intervention on preschool children's psychological well-being.	Randomized controlled trial; teacher questionnaire, standardized observations, and experimental tasks.	64 preschool classes in 50 schools in the Seine-Saint-Denis department, France.	Minimum detectable effect size (MDES) = 0.35, significant improvement in psychological well-being and executive function ($p < 0.05$).
Zelviene et al. (2023)	To evaluate the efficacy of an internet-based stress recovery intervention for adolescents (FOREST-A).	Two-arm randomized controlled trial (RCT); stress recovery questionnaire, adjustment disorder symptoms, generalized anxiety symptoms, depressive symptoms, psychological well-being, and perceived positive social support.	300 teenagers aged 15-19 in Lithuania	Significant improvements in stress recovery skills, reduction in anxiety ($p < 0.05$), and depressive symptoms ($p < 0.01$).
Chiara Ruini et al. (2009)	To test the effectiveness of a new school program in promoting psychological well-being.	Randomized controlled trials; Symptom Questionnaire (SQ), Psychological Well-Being Scales (PWB), Revised	9 classes with 22 students in Northern Italy.	Significant increases in personal growth ($p = 0.032$), overall psychological well-being ($p = 0.048$), and reductions in somatization and

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Authors, years	Aim	Design	Sample	Results
		Children's Manifest Anxiety Scale (RCMAS).		anxiety symptoms ($p < 0.05$).
Lord et al. (2020)	To explore the influence of schools on adolescent mental health in the UK.	Secondary analysis of baseline data from a randomized controlled trial; Strengths and Difficulties Questionnaire (SDQ), Centre for Epidemiologic Studies-Depression (CES-D), Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)	26,885 students from 85 secondar schools in the UK	Schools accounted for 2.4% of the variability in psychopathology, significantly correlating with school climate ($p < .0001$).
Scafuto et al. (2024)	To assess the effectiveness of the Gaia mindfulness programme in improving psychological and subjective wellbeing and reducing psychological distress in early adolescents.	Clustered randomized controlled trial; multilevel regression model; measurement of psychological and subjective well-being and psychological distress at three time points (pre-intervention, post-intervention, and 3-month follow-up).	195 early adolescent studen (99 boys, 96 girls), mean age 11.49 years, from 12 classes in 6 school in Italy.	Mindfulness significantly improves psychological well-being ($p < 0.05$)
Hayes et al. (2019)	To assess the effectiveness of three different interventions compared with usual provision in reducing internalising problems in primary and secondary school children in England. A four-arm randomised controlled trial; measurements were taken online at baseline, 3–6 months later and 9–12 months	Clustered randomized controlled trial with four arms; measurements were conducted online at baseline, 3-6 months later, and 9-12 months after the start of the intervention.	160 primary schools and 64 secondary schoolin across England, with a total of 17,600 participants.	The expected significant reduction in internalizing problems with the mindfulness and relaxation intervention (MDES = 0.20, $p < .05$

Table 1 shows summary of included studies. The evaluated research show that mindfulness-based therapies improve mental health in diverse educational contexts. Volanen et al. (2020) discovered that mindfulness among Finnish students led to greater resilience (β=1.18, p=0.04) and decreased depression symptoms (β=−0.49, p=0.02). Las Hayas et al. (2019) found that the UPRIGHT program, including kids, families, and school communities, substantially enhanced resilience and mental well-being (effect size = 0.34, $p < 0.05$). Tang et al. (2019) found that Integrative Body-Mind Training (IBMT) enhances emotional regulation and autonomic control ($p < 0.05$). When applied to younger children, Courbet et al. (2022) found that integrating mindfulness with yoga improved executive

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function and well-being (MDES = 0.35, $p < 0.05$).

Some research examined schools' mental health effects beyond these accomplishments. Lord et al. (2020) discovered that school atmosphere strongly affects pupils' mental health, accounting for 2.4% of psychopathology variability ($p < 0.0001$). Scafuto et al. (2024) found that the Gaia mindfulness program significantly reduced psychological distress in teenagers ($p < 0.05$). Bogaert et al. (2023) found no long-term effect of mindfulness training on Belgian teenage mental health due to poor involvement. Hayes et al. (2019) found that mindfulness and relaxation programs reduced internalizing symptoms in English primary and secondary school children (MDES = 0.20, $p < 0.05$). Zelviene et al. (2023) found that the FOREST-A program effectively reduced anxiety and depressed symptoms ($p < 0.01$).

School-based mindfulness programs had various advantages, according to a comprehensive evaluation of 10 research. Mindfulness increases psychological resilience and lowers depressive symptoms in teenagers, according to Volanen et al. (2020). Zelviene et al. (2023) found that an internet-based stress recovery intervention reduces anxiety and sadness. Family and school-based programs like UPRIGHT increase resilience and social-emotional skills (Las Hayas et al., 2019). Ford et al. (2021) indicate that supportive school climates benefit kids' mental health. Internet-based initiatives help more students obtain mental health treatment (Zelviene et al., 2023). IBMT and other mindfulness programmes decrease stress and improve self-control and emotional regulation (Tang et al., 2019). Scafuto et al. (2024) in Italy shows that these treatments are applicable worldwide. Courbet et al. (2022) discovered that combining mindfulness with yoga improves executive functioning and mental health.

The findings from the reviewed studies highlight the effectiveness of school-based mindfulness interventions in enhancing adolescents' psychological well-being, resilience, and mental health outcomes. The results were synthesized both narratively and quantitatively, with effect sizes calculated where applicable for the primary outcomes. The ten studies involved a total of 27,680 participants from Belgium, Spain, Italy, Poland, Denmark, Iceland, Finland, and the United Kingdom. Among these studies, one reported non-significant outcomes, while the remaining nine demonstrated significant effects with p-values < 0.005. The systematic review indicates that school-based mindfulness interventions are effective in enhancing psychological well-being and reducing mental health issues, including depressive symptoms and stress. These interventions also reduced somatization and anxiety symptoms, improved control and regulation of autonomic responses, and strengthened adolescents' sense of purpose in life. These findings align with previous research highlighting the benefits of mindfulness in educational contexts. Although mindfulness significantly improved psychological well-being ($p < 0.05$), no significant changes were observed in subjective well-being or psychological distress. This nuanced outcome suggests that while mindfulness supports emotional regulation and resilience, additional strategies may be needed to address broader aspects of subjective well-being.

The findings from the reviewed studies highlight the effectiveness of school-based mindfulness interventions in enhancing adolescents' psychological well-being, resilience, and mental health outcomes. These results align with previous research emphasizing mindfulness as a useful tool in reducing stress and promoting emotional regulation. For instance, Volanen et al. (2020) demonstrated that mindfulness significantly boosted psychological resilience and reduced depressive symptoms among Finnish students, which is consistent with prior studies showing that mindfulness interventions improve coping mechanisms and reduce psychological distress in adolescents (Huppert & Johnson, 2010). Similarly, Las Hayas et al. (2019) reported positive mental health outcomes through the UPRIGHT program, emphasizing the importance of family and community involvement—a factor supported by previous literature on the role of social support in adolescent well-being (Stewart-Brown & Schrader-McMillan, 2011).

However, challenges remain, as Bogaert et al. (2023) found no significant

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long-term impact of mindfulness on mental health, pointing to low engagement and mixed student attitudes. This highlights the importance of program customization and student buy-in, a finding echoed by Semple et al. (2010), who suggested that tailoring mindfulness interventions to individual needs enhances their effectiveness. Additionally, the influence of school environments on mental health was confirmed by Lord et al. (2020), reinforcing earlier studies showing that positive school climates contribute to better emotional well-being (Thapa et al., 2013). Furthermore, the study by Zelviene et al. (2023) demonstrated the effectiveness of internet-based mindfulness interventions, aligning with recent trends toward digital mental health support, which have gained attention for their accessibility and scalability (Krämer et al., 2014).

In addition to the benefits of mindfulness alone, Courbet et al. (2022) found that combining mindfulness with practices such as yoga further enhances executive function and well-being. This finding corresponds with previous studies suggesting that integrating multiple strategies, such as mindfulness and physical activity, can have synergistic effects on mental health (Taspinar et al., 2018). Together, these studies illustrate the importance of adapting interventions to context, ensuring continuous engagement, and integrating support networks to maximize the impact of school-based mindfulness programs on adolescent mental health.

Mindfulness interventions generally show improvements in psychological resilience, mental well-being, and reductions in symptoms of depression and anxiety, although some studies did not report significant effects on all aspects of mental health. These findings support the use of mindfulness as a tool to enhance adolescents' psychological well-being. However, several limitations in the included evidence should be considered. First, the JBI Critical Appraisal Checklist revealed potential biases in some studies, particularly related to randomization methods and blinding procedures. Second, there were variations in the duration and intensity of mindfulness interventions, which may have influenced the overall outcomes. Third, while many studies used quasi-experimental designs, which provide valuable insights, these are less robust than randomized controlled trials (RCTs) in establishing causal relationships. Additionally, the literature search was limited to specific databases (Cochrane, Clinical Key, BMC, Medrix, PreQues, PubMed, Wiley, ScienceDirect, and Taylor & Francis), meaning that relevant studies from other sources may have been missed. Although data collection and selection were conducted by two independent reviewers, the absence of automated tools throughout the process introduces the possibility of human error.

Clinical implication

The findings from this review have several important implications for practice and policy. Schools should consider integrating mindfulness programs into their curricula as part of broader efforts to enhance students' psychological well-being. Consistent support from both schools and families is essential to maximize the benefits of these interventions. Additionally, educational policies need to prioritize adolescent mental health and encourage further research in this field to develop effective strategies. Future research should focus on conducting more randomized controlled trials (RCTs) with robust designs to confirm these findings and explore the mechanisms behind the effectiveness of mindfulness interventions. It is also important to conduct studies in diverse settings and with varied populations to understand how mindfulness can be effectively applied in different contexts, ensuring that interventions are adaptable and inclusive.

CONCLUSION

School-based mindfulness interventions and other mental health programs are effective in enhancing adolescents' psychological well-being, especially when consistently supported by both schools and families. These findings underscore the importance of integrating mental health programs into educational settings to foster emotional and psychological development in adolescents. To maximize the impact of these programs, schools should embed

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mindfulness practices within the curriculum, ensuring that students have regular access to mental health support. Additionally, collaboration with families is crucial to reinforce the benefits of these interventions outside of school. Policymakers should prioritize mental health education by allocating resources for teacher training and implementing evidence-based programs across various educational settings. Further research is recommended to explore best practices for sustaining student engagement and to assess the long-term impact of these interventions across diverse populations and settings.

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