**Construction and Standardisation of Mindfulness Scale (MS) for Secondary Level**

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**Abstract**

This study focuses on the construction and standardisation of a Mindfulness Scale designed to measure three key dimensions: Awareness of the Present Moment, Ability to Focus and Concentrate, and Non-Judgemental Acceptance. Initially, a pool of 45 items was developed, which was refined to 35 items in the final version of the scale. To assess the reliability of the scale, the Spearman-Brown coefficient was calculated for the split-half test, yielding a reliability score of 0.812. Additionally, Cronbach’s Alpha was computed to determine the internal consistency of the entire scale, resulting in a reliability coefficient of 0.771. Content validity was evaluated by obtaining expert judgments from seven specialists, who confirmed that the scale adequately covered the dimensions of mindfulness. The findings suggest that the Mindfulness Scale is a reliable and valid tool for assessing mindfulness across the three identified dimensions.

**Keywords: Mindfulness Scale, Construction, Reliability, Validity etc.**

**1. Introduction**

Mindfulness, defined as a focused awareness of the present moment, holds significant importance in enhancing well-being and cognitive functioning, particularly among adolescents. Mindfulness is a state of focused awareness in the present moment and has gained considerable attention in recent years due to its potential to enhance mental health, emotional regulation, and overall well-being (Kabat-Zinn, 1990). Rooted in both Eastern and Western traditions, mindfulness has evolved as a cross-cultural construct, integrating insights from Buddhist, Vedantic, and psychological perspectives. This study focuses on constructing a psychometrically sound mindfulness scale for secondary-level students to measure three central dimensions: Awareness of the Present Moment, Ability to Focus and Concentrate, and Non-Judgmental Acceptance. Developing such a tool is essential to aid educators and psychologists in evaluating and fostering mindfulness, which can benefit emotional regulation, academic performance, and social interactions among secondary students.

**1.1 Significance of the Study**

The study's significance lies in its potential to fill a gap in educational and psychological research by providing a validated mindfulness assessment tool tailored for secondary-level students. Mindfulness has been linked to various positive outcomes in adolescents, such as enhanced well-being, academic performance, and social connectedness (Jennings & Greenberg, 2009; Zenner et al., 2014). Mindfulness has gained considerable attention in recent years as a means to enhance well-being, resilience, and social-emotional skills among adolescents (Roeser & Pinela, 2014; Huppert & Johnson, 2010). Despite this, there is limited availability of psychometrically sound instruments designed to measure mindfulness in secondary school students. Existing mindfulness scales are generally developed for adults or older adolescents and may not fully capture the unique aspects of mindfulness relevant to younger adolescents (Brown & Ryan, 2003; Schonert-Reichl & Lawlor, 2010). Thus, this study addresses the need for a valid and reliable mindfulness scale specifically adapted for secondary students,

However, there is a lack of standardized instruments specifically designed to measure mindfulness in this age group, particularly in the context of secondary education. Developing and standardizing a scale that focuses on essential dimensions - Awareness of the Present Moment, Ability to Focus and Concentrate, and Non-Judgemental Acceptance, provides evidence-based methods or resources for educators, psychologists, and researchers to better understand and foster mindfulness in adolescents. The tool's utility extends to educational institutions where mindfulness initiatives are increasingly being integrated as part of student well-being programs. Through its focus on a younger population, this research contributes to a more comprehensive understanding of mindfulness and its role in adolescent development.

**1.2 Objectives of the Study**

The objectives of the present study are as follows:

1. To construct a Mindfulness Scale (MS) for secondary-level students.
2. To standardise the scale by establishing its reliability and validity.

**1.3 Hypothesis**

The researcher framed a directional hypothesis for the 2nd objective as follows:

1. The Mindfulness Scale will show high reliability and validity in measuring mindfulness among secondary-level students.

**2. Methodology**

**2.1 Sample Selection**

The study included a sample of 200 secondary-level students, aged 13-17, from various educational institutions in Nagaon Town of Assam. A purposive sampling method was used to ensure representation across different academic, socio-economic, and cultural backgrounds**.**

**2.2 Development of the Mindfulness Scale**

The scale construction involved the following steps:

1. **Item Generation:** Initially, 45 items were drafted based on existing literature and theoretical foundations in mindfulness research. The items targeted three main dimensions: Awareness of the Present Moment, Ability to Focus and Concentrate, and Non-Judgmental Acceptance.
2. **Expert Review and Item Refinement:** The 45 items underwent review by seven experts in psychology and education, who assessed their relevance and clarity. Based on their feedback, 3 items were removed, resulting in a 2nd draft consisting 42-item scale. The 2nd draft scale was administered to 200 students, and based on the data obtained, item analysis was conducted by adopting Kelly’s method. After item analysis, the final scale consists of 35 items.
3. **Pilot Testing:** The refined scale was administered to a sample of 30 students to ensure clarity and consistency, and minor adjustments were made based on their feedback.

**2.3 Reliability Analysis**

* **Split-Half Reliability:** To assess the reliability of the MS, the scale was divided into two halves, and the Spearman-Brown coefficient was calculated, yielding a score of 0.812.
* **Internal Consistency:** Cronbach’s Alpha was calculated to measure the internal consistency of the scale, resulting in a reliability coefficient of 0.771.

**2.4 Validity Analysis**

* **Content Validity:** Content validity was established through expert judgment. The seven specialists confirmed that the items adequately covered the three dimensions of mindfulness.

**3. Results**

The Mindfulness Scale demonstrated satisfactory reliability and validity. The split-half reliability (Spearman-Brown coefficient) was 0.812, and Cronbach's Alpha for the entire scale was 0.771, indicating good internal consistency. Content validity, as verified by the panel of experts, confirmed that the items effectively covered the intended dimensions of mindfulness, establishing the scale as a comprehensive measure for assessing mindfulness in secondary-level students. Later the scale was administered upto 1220 sample and the results were found satisfactory.

**4. Discussion**

The Mindfulness Scale (MS) developed in this study is a reliable and valid tool for assessing mindfulness among secondary-level students. The high reliability coefficients suggest that the items within the scale consistently measure the construct of mindfulness. Furthermore, expert judgments affirm the scale's content validity, ensuring that each dimension—Awareness of the Present Moment, Ability to Focus and Concentrate, and Non-Judgemental Acceptance—is well-represented.

Mindfulness in adolescents is increasingly linked to positive outcomes in mental health, academic performance, and interpersonal relationships. By offering a standardised measure, this scale can support further research on mindfulness in educational settings, enabling educators and psychologists to identify and nurture mindfulness skills in students, ultimately contributing to improved well-being and social connectedness.

1. **Limitations**

This study focused on students from a limited geographic area, which may affect the generalizability of the findings. Additionally, while the scale demonstrated good reliability and validity, future research should aim to conduct a factor analysis to confirm the dimensionality of the scale and test-retest reliability to assess its stability over time.

**5. Conclusion**

The construction and standardisation of the Mindfulness Scale (MS) provide a valuable tool for measuring mindfulness in secondary-level students. The scale exhibits good reliability and content validity, making it suitable for application in educational and psychological assessments. Future research could explore its predictive validity and examine how mindfulness relates to other psychological and academic outcomes among adolescents.

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