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Mindful Thinking, Self-Efficacy Enhances Academic Success Among Postgraduate Students. A Pathway to Eudaemonic Satisfaction

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Abstract
Achieving academic success is not merely about acquiring knowledge and skills but also involves cultivating essential psychological attributes. This paper explores the pivotal roles of mindful thinking and self-efficacy in enhancing academic performance and fostering eudaimonic satisfaction. Mindful thinking promotes focused attention, emotional regulation, and stress reduction, thereby optimizing learning processes and cognitive performance. Concurrently, self-efficacy, the belief in one's capabilities to achieve desired outcomes, empowers students to set and attain academic goals, persist through challenges, and maintain motivation. Together, mindful thinking and self-efficacy create a synergistic pathway towards academic success by facilitating effective learning strategies, adaptive behaviours, and a sense of accomplishment. Moreover, they contribute significantly to eudaimonic satisfaction, promoting personal growth, fulfilment, and a deeper sense of purpose in academic pursuits.

Key Words: Mindful thinking, self-efficacy, academic success, eudaemonic satisfaction, mindfulness, cognitive performance, educational psychology.

Introduction:
In the realm of education, achieving academic success extends beyond the acquisition of knowledge and skills; it encompasses the cultivation of psychological attributes that promote effective learning and personal fulfilment. Among these attributes, mindful thinking and self-efficacy have emerged as critical determinants of academic achievement and eudemonic satisfaction. Mindful thinking, characterized by present-moment awareness and non-judgmental attention, enhances cognitive processes and emotional regulation, thereby optimizing learning outcomes (Brown & Ryan, 2003; Tang et al., 2015). Concurrently, self-efficacy, rooted in Bandura's social cognitive theory, refers to an individual's belief in their capability to successfully execute tasks and achieve desired goals (Bandura, 1997). High levels of self-efficacy empower students to set challenging academic goals, persist through obstacles, and maintain motivation in their educational pursuits (Pajares, 1996)
This study explores the ways in which self-efficacy and mindful thinking are linked to academic performance and eudemonic satisfaction. Through an analysis of the impact of these psychological constructs on learning processes and personal development, researchers and educators can develop techniques that effectively support comprehensive student growth, leading to improved academic accomplishment and an overall increase in well-being. (Bandura, 1997; Tang et al., 2015; Brown & Ryan, 2003)
Research investigating the relationships among these constructs among postgraduate students is limited but increasingly recognized for its potential to inform educational practices and interventions. Preliminary findings suggest that academic success positively correlates with psychological wellbeing, as achieving academic goals can bolster self-esteem and

provide a sense of accomplishment (Robbins et al., 2004). Moreover, academic success may contribute to eudemonic satisfaction by fostering personal growth and aligning with individuals' intrinsic motivations and values (Waterman, 1993).

This study aims to contribute to this emerging field by exploring how academic success contributes to eudaimonic satisfaction among postgraduate students. By examining these interrelationships, the research seeks to provide insights that can enhance educational experiences and support systems tailored to promote holistic student development.

Theoretical Framework

Mindful thinking and Academic Success

According to mindfulness theory, thinking with awareness in the present and paying attention without passing judgment improves cognitive functions and emotional control (Brown & Ryan, 2003). Students are able to engage more fully with their academic tasks as a result of this increased awareness, which improves knowledge understanding, retention, and application. According to the connection hypothesis, there exists a synergistic relationship between self-efficacy and attentive thinking that leads to improved academic achievement and satisfaction overall. According to Tang et al. (2015), mindful thinking fosters the growth of self-awareness and emotional control, both of which are essential for preserving high levels of self-efficacy and academic resilience. In accordance with mindfulness theory, developing mindful thought leads to improved emotional control and cognitive performance (Brown & Ryan, 2003). Students' learning results are improved because of their increased awareness, which also helps them to focus, engage more fully in their academic work, and handle stress efficiently.

Bandura states that people's motivation, effort, and perseverance in academic endeavours are highly influenced by their confidence in their own talents (Bandura, 1997; Pajares, 1996). Higher levels of self-efficacy enable students to put in effort, persevere through difficulties, and establish challenging goals for themselves, all of which improve their academic success in general. The influence of ideas and perceptions on behaviour and emotional reactions is highlighted by cognitive-behavioural theory (Beck, 1976). By using mindful thinking strategies, students can recognize and change unhelpful ideas or actions that could get in the way of their academic progress. Mindful thinking creates an adaptable learning environment that supports academic success by raising awareness and encouraging constructive cognitive methods. According to neuroscientific studies, practicing mindfulness meditation on a daily basis alters both the structure and function of the brain, especially improving attention, emotional control, and decision-making (Tang et al., 2015). These neuroplastic alterations reinforce the positive effects of mindfulness in learning environments by promoting the development of critical cognitive abilities needed for academic achievement.

Regular mindfulness practice has been linked to better academic achievement in students. Schonert-Reichl and Lawlor's (2010) study revealed that students who took part in mindfulness programs outperformed their counterparts in terms of academic performance, including higher test scores and grades (Schonert-Reichl & Lawlor, 2010).

Hypothesis 1 (H1): Mindful thinking enhances the academic success of students and shows a positive correlation

Self-efficacy and Academic Success

In educational psychology, there is a general consensus on the correlation between self-efficacy and academic success. Students' motivation, perseverance, and overall achievement are significantly influenced by their self-efficacy beliefs. This study examines the theoretical foundation supported by both empirical data and well-known psychological theories that sustain the favourable relationship between academic performance and self-efficacy. According to Albert Bandura's self-efficacy theory, people's attitudes about their capacity to succeed at particular activities have a significant impact on their actions, ideas, and feelings (Bandura, 1997). Higher self-efficacy students are more likely to establish difficult academic goals, put out effort, and persevere in the face of setbacks (Pajares, 1996). These self-beliefs boost their drive for achievement and have a major positive impact on their academic achievement. Positive experiences and supportive environments that validate and reinforce students' self-efficacy beliefs further enhance their academic success. By emphasizing how cognitive processes influence behaviour and emotional reactions, cognitive-behavioural theory enhances the social cognitive perspective (Beck, 1976). Students' interpretations of scholastic problems and losses are influenced by their self-efficacy, or belief in their own talents. Higher self-efficacy increases the likelihood that people would view setbacks as transient and manageable, which encourages adaptive behaviour and persistent effort toward academic goals. Understanding these theoretical perspectives offers valuable insights for educational practices aimed at enhancing students' self-efficacy. By fostering a supportive learning environment that promotes positive experiences and provides constructive feedback, educators can empower students to develop and maintain robust self-efficacy beliefs. This, in turn, enhances their motivation to set ambitious academic goals, persist through obstacles, and achieve academic success (Honicke & Broadbent, 2016; Multon et al., 1991).

Ultimately, integrating these theoretical insights into educational strategies can cultivate students' intrinsic motivation, persistence, and overall academic achievement. By nurturing self-efficacy beliefs through targeted interventions and supportive frameworks, educators contribute significantly to fostering a culture of academic excellence and personal growth among students.

Hypothesis 2 (H2): Self-efficacy and academic success is positively related

Academic Success and Eudaemonic Satisfaction

Positive psychology's notion of Eudaemonic satisfaction refers to a person's sense of purpose and fulfilment in life, which is frequently attained by partaking in worthwhile activities that support one's values and objectives (Waterman, 1993). This theoretical framework investigates the relationship between increased academic achievement and postgraduate students' higher levels of eudaemonic satisfaction. According to the theory, people who engage in activities that promote self-actualization, personal development, and a feeling of purpose report higher levels of subjective well-being (Waterman, 1993). To attain eudemonic fulfilment in academic success, one must match their academic goals with inner drives and principles like self-improvement, intellectual curiosity, and giving back to the community (Ryan & Deci, 2001). Postgraduate students who report higher levels of eudemonic satisfaction are likely to be more motivated, persistent, and engaged in their academic pursuits. Students are motivated by a greater sense of purpose and fulfilment in the classroom when their personal beliefs and academic goals are in harmony. Self-Determination Theory (SDT) and Achievement Goal Theory (AGT) can be integrated to understand the relationship between eudemonic satisfaction and academic performance. According to SDT, people flourish when they are involved in activities that meet their basic psychological requirements, which include relatedness, competence, and autonomy (Ryan & Deci, 2000). Academic achievement is not only a goal in and of itself, but rather a route to personal fulfilment and growth. This type of intrinsic drive is known as eudemonic satisfaction. This is enhanced by AGT, which emphasizes the impact of goal orientation on academic performance. According to Harackiewicz et al. (2002), postgraduate students who desire eudemonic fulfilment are more likely to accept mastery goals, which place an emphasis on learning, skill development, and in-depth subject matter comprehension. Higher academic achievement and perseverance in difficult academic assignments are linked to this mastery goal orientation. Likewise, it demonstrates how resilience and adaptive coping strategies both necessary for maintaining long-term academic accomplishment and surviving setbacks in the classrooms are supported by eudemonic happiness (Fredrickson, 2001; Ryff & Keyes, 1995). Students who are happy with their academic pursuits are more likely to overcome obstacles, seek help when needed, and have a positive outlook on their educational journey.

Hypothesis 3 (H3): Academic success leads to greater eudaemonic satisfaction

Measures

Mindful Thinking:

Mindful thinking was assessed using the Mindful Attention Awareness Scale (MAAS) (Brown & Ryan, 2003). The MAAS is a widely used self-report measure designed to capture an individual's propensity to maintain attention and awareness in daily life activities. It consists of 15 items rated on a 6-point Likert scale, ranging from 1 (almost always) to 6 (almost never). Example items include "I find it difficult to stay focused on what's happening in the present" and "I rush through activities without being really attentive to them."

Self-Efficacy:

Self-efficacy beliefs were measured using the General Self-Efficacy Scale (GSES) (Schwarzer & Jerusalem, 1995). The GSES is a widely used instrument for assessing individuals' perceived ability to cope with a variety of challenging situations and tasks. It consists of 10 items rated on a 4-point Likert scale, ranging from 1 (not at all true) to 4 (exactly true). Sample items include "I can always manage to solve difficult problems if I try hard enough" and "I am confident that I could deal efficiently with unexpected events."

Prior to data collection, the scales and questionnaire were reviewed by a panel of experts in the field of psychology and education to ensure content validity. Additionally, the internal consistency reliability of each scale was assessed using Cronbach's alpha coefficient. The results indicated satisfactory levels of reliability for the MAAS ($\alpha = 0.85$), GSES ($\alpha = 0.82$), and the academic success questionnaire ($\alpha = 0.78$), suggesting that the items within each scale consistently measured the intended construct.

Data analysis summary

Two phases of data analysis were carried out by the study. Using Harmon's single factor test to address the possible problem of Common Method Bias (CMB), it first validated the measurement model through Confirmatory Factor Analysis (CFA) and evaluated many models fit indices. Additionally, the validity and reliability of the scales used to measure the study's components were confirmed at this stage. Using WarpPLS 7.0 for both phases of research, the study's second step used structural equation modelling (SEM) to analyse the suggested relationships (Kock, 2021).

Harman's Single Factor Test and Measurement Model Validation

Although the study employed procedural techniques to address the potential issue of Common Method Bias (CMB), it remains a concern since responses were collected from a single source via self-reported surveys (Podsakoff et al., 2003). To mitigate CMB, Harman's single factor test was performed using Exploratory Factor Analysis (EFA). The EFA, which constrained all items to a single factor, revealed that this single factor accounted for only 45.72% of the variance, suggesting that CMB is not a significant issue.

The model fit was evaluated using the Average Path Coefficient (APC), Average R^2 (ARS), and Average Variance Inflation Factor (AVIF). The APC (0.500, $p < 0.001$) and ARS (0.577, $p < 0.001$) values were both significant. Multicollinearity was assessed with the Average block VIF (AVIF) and the full collinearity Variance Inflation Factor (AFVIF), with values below 3.094 indicating no significant multicollinearity problems. The overall goodness-of-fit (GoF) index of 0.640 confirmed the adequacy of the hypothesized model.

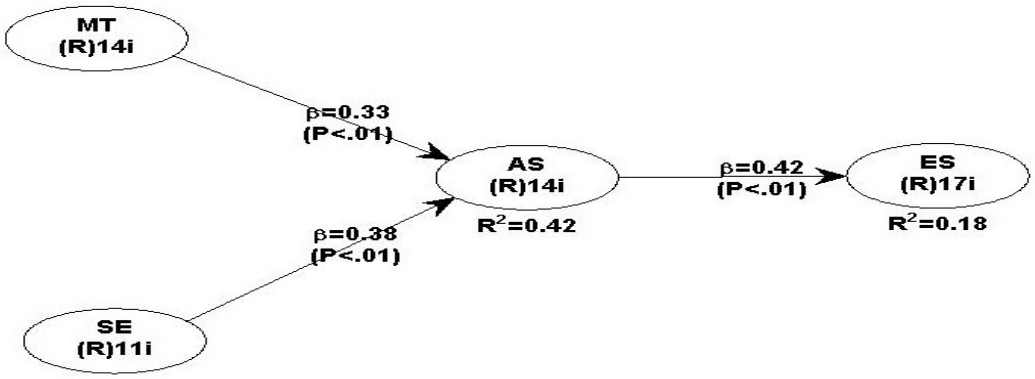
Subsequently, the validity of the measurement model was tested through Confirmatory Factor Analysis (CFA). The results showed that the p-values for

	MT	SE	AS	ES	Type (a	SE	P value
M1	0.734	-0.077	0.113	0.090	Reflect	0.038	<0.001
M2	0.702	0.024	-0.060	0.018	Reflect	0.038	<0.001
M3	0.733	-0.076	0.113	0.091	Reflect	0.038	<0.001
M5	0.393	0.162	0.004	0.194	Reflect	0.039	<0.001
M6	0.870	-0.020	-0.134	-0.112	Reflect	0.037	<0.001
M7	0.452	0.104	0.232	0.158	Reflect	0.039	<0.001
M8	0.570	0.144	-0.006	-0.074	Reflect	0.038	<0.001
M9	0.869	-0.017	-0.135	-0.113	Reflect	0.037	<0.001
M10	0.869	-0.017	-0.135	-0.113	Reflect	0.037	<0.001
M11	0.503	-0.014	0.159	0.068	Reflect	0.039	<0.001
M12	0.869	-0.017	-0.135	-0.113	Reflect	0.037	<0.001
M13	0.305	0.055	0.314	0.131	Reflect	0.039	<0.001
M14	0.738	-0.059	0.090	0.091	Reflect	0.038	<0.001
S1	-0.041	0.528	-0.555	0.116	Reflect	0.038	<0.001
S2	0.049	0.765	-0.435	0.053	Reflect	0.037	<0.001
S3	-0.109	0.601	0.093	0.028	Reflect	0.038	<0.001
S4	-0.112	0.500	0.125	-0.012	Reflect	0.039	<0.001
S5	0.022	0.687	0.156	-0.055	Reflect	0.038	<0.001
S6	-0.012	0.887	0.110	-0.043	Reflect	0.037	<0.001
S7	0.024	0.938	0.062	0.008	Reflect	0.037	<0.001
S8	-0.012	0.907	0.084	-0.002	Reflect	0.037	<0.001
S9	0.085	0.907	0.043	-0.013	Reflect	0.037	<0.001
S10	0.025	0.893	0.057	0.000	Reflect	0.037	<0.001
S11	-0.010	0.910	0.086	-0.035	Reflect	0.037	<0.001
AS1	-0.139	0.173	0.189	0.065	Reflect	0.040	<0.001
AS2	0.289	0.246	0.395	-0.046	Reflect	0.039	<0.001
AS3	-0.139	0.173	0.189	0.065	Reflect	0.040	<0.001
AS4	0.044	0.001	0.756	-0.072	Reflect	0.038	<0.001
AS5	-0.005	0.002	0.771	0.021	Reflect	0.037	<0.001
AS6	0.002	-0.003	0.724	-0.074	Reflect	0.038	<0.001
AS7	0.001	0.029	0.747	-0.028	Reflect	0.038	<0.001
AS8	-0.105	-0.015	0.751	0.047	Reflect	0.038	<0.001
AS9	-0.105	-0.019	0.734	0.098	Reflect	0.038	<0.001
AS10	-0.040	-0.047	0.668	0.061	Reflect	0.038	<0.001
AS11	0.130	-0.071	0.722	-0.032	Reflect	0.038	<0.001
AS12	0.032	-0.098	0.722	0.017	Reflect	0.038	<0.001
AS13	-0.079	0.038	0.727	0.010	Reflect	0.038	<0.001
AS14	0.038	-0.042	0.795	-0.048	Reflect	0.037	<0.001
E2	0.176	0.009	-0.216	0.140	Reflect	0.040	<0.001
E3	0.068	0.057	0.043	0.787	Reflect	0.037	<0.001
E4	-0.190	0.130	-0.017	0.108	Reflect	0.040	0.004
E5	-0.090	-0.015	0.079	0.442	Reflect	0.039	<0.001
E6	0.018	0.053	0.033	0.758	Reflect	0.038	<0.001
E7	-0.031	0.074	-0.024	0.815	Reflect	0.037	<0.001
E8	-0.026	0.009	-0.047	0.810	Reflect	0.037	<0.001
E9	0.176	0.009	-0.216	0.140	Reflect	0.040	<0.001
E10	-0.021	-0.196	0.100	0.531	Reflect	0.038	<0.001
E11	-0.179	-0.004	0.104	0.176	Reflect	0.040	<0.001
E12	0.046	0.090	-0.022	0.758	Reflect	0.038	<0.001
E13	-0.021	-0.196	0.100	0.531	Reflect	0.038	<0.001
E14	0.058	-0.180	0.012	0.504	Reflect	0.039	<0.001
E15	-0.026	0.009	-0.047	0.810	Reflect	0.037	<0.001
E16	-0.031	0.074	-0.024	0.815	Reflect	0.037	<0.001
E17	0.176	0.009	-0.216	0.140	Reflect	0.040	<0.001

Hypothesis Testing

In hypothesis 1, the study assumed a positive relationship between Mindful thinking (MT) and Academic success (AS). The examination of path estimates linking MT and AS indicated a significant positive effect (β=.33, p<.01) supported hypothesis1. According to hypothesis 2, Self-Efficacy and Academic Success are positively related. Path estimates between Self Efficacy and Academic Success revealed a significant positive effect (β=.38, p<.01) supported hypothesis 2. Hypothesis 3 assumed a significant positive relationship between academic success and eudemonic satisfaction. Path estimates between AS and ES revealed a significant positive effect (β=.42, P<.05)

Warp PLS also provided the effect sizes of each predictor on the dependent variable. As per the guidelines provided by (Kock, 2021), absolute effect size values were determined. Based on these values, it appears that the effect size is small (>0.35) for Mindful Thinking and Academic Success (effect size= 0.193, SE=0.039). The effect size is medium for Self-efficacy and Academic success (effect size=0.224, SE=0.038) and Academic Success and eudaimonic satisfaction (effect size= 0.176, SE=0.038).



Discussions:

Hypothesis 1: Positive Relationship Between Mindful Thinking (MT) and Academic Success (AS)

The analysis provides strong support for Hypothesis 1, demonstrating a significant positive relationship between Mindful Thinking (MT) and Academic Success (AS), with path estimates showing β=0.33 ($p < 0.01$). This significant effect indicates that higher levels of mindful thinking are associated with improved academic performance. The results underscore the value of incorporating mindfulness practices into educational settings. By integrating mindfulness training into curricula, educators can help students enhance their focus, manage stress more effectively, and ultimately achieve better academic outcomes. Mindfulness techniques could serve as a complementary tool alongside traditional academic strategies to foster an enriched learning environment. The effect size of 0.193 (SE = 0.039) reflects a small but meaningful impact of mindful thinking on academic success.

Hypothesis 2: Positive Relationship Between Self-Efficacy and Academic Success

The data supports Hypothesis 2, revealing a significant positive relationship between Self-Efficacy and Academic Success, with path estimates of β=0.38 ($p < 0.01$). This finding confirms that greater self-efficacy is associated with better academic performance. These results highlight the critical role of self-efficacy in academic success. Educational strategies that enhance students' confidence such as setting achievable goals, providing constructive feedback, and encouraging persistence can significantly boost their academic outcomes. Fostering self-efficacy should be a central component of educational programs aimed at improving student performance. The effect size of 0.224 (SE = 0.038) indicates a medium impact of Self-Efficacy on Academic Success. This underscores the substantial influence that self-efficacy can have on academic performance, making it an important focus for educational interventions designed to enhance student success.

Hypothesis 3: Positive Relationship Between Academic Success and Eudaimonic Satisfaction

The analysis supports Hypothesis 3, demonstrating a significant positive relationship between Academic Success and Eudemonic Satisfaction, with path estimates of β=0.42 ($p < 0.05$). This suggests that achieving academic success contributes positively to overall eudemonic satisfaction. These findings imply that academic success can enhance individuals' sense of purpose and fulfilment, which are key components of eudemonic well-being. Thus, fostering academic achievement not only benefits students' educational outcomes but also contributes to their overall life satisfaction. The effect size of 0.176 (SE = 0.038) indicates a small impact of Academic Success on Eudemonic Satisfaction. While academic success positively influences satisfaction, it is clear that other factors also play significant roles in shaping overall well-being.

3. Overall Effect Size Analysis

According to Kock (2021), interpreting the absolute effect size values is crucial for understanding the impact of each predictor variable on the dependent variable. Effect size quantifies the strength of the relationship between variables and provides insight into the practical significance of the findings beyond statistical significance. Effect sizes are essential for determining how meaningful the observed relationships are in real-world contexts. Kock emphasizes that absolute effect size values offer a clear picture of the magnitude of effects, which helps in assessing the relative importance of different predictors within a given model.

For instance, an effect size value of 0.10 might indicate a small effect, while a value of 0.30 suggests a medium effect, and values above 0.50 represent large effects (Cohen, 1988). In educational research, understanding these values helps educators and policymakers prioritize interventions based on their likely impact. By focusing on predictors with larger effect sizes, they can implement strategies that are more likely to produce significant improvements in educational outcomes.

4. Practical Implications

Implementing mindfulness programs in educational settings can significantly enhance both academic performance and student well-being. Research indicates that mindfulness training improves various cognitive functions, including attention and memory, while also reducing stress and anxiety (Zeidan et al., 2010). Mindfulness practices, such as meditation and mindful breathing, have been shown to improve students' focus and emotional regulation, which are critical for academic success (Kabat-Zinn, 2003). By integrating mindfulness training into school curricula or offering dedicated mindfulness programs, educators can help students develop essential skills that contribute to better academic outcomes and overall mental health. Schools that have adopted mindfulness programs report improvements in student engagement and reductions in behavioural issues (Meiklejohn et al., 2012)

Educational strategies that focus on building self-efficacy are crucial for enhancing students' academic performance. Self-efficacy, which refers to an individual's belief in their ability to succeed, plays a significant role in academic motivation and achievement (Bandura, 1997). Effective strategies to develop self-efficacy include goal-setting, providing positive feedback, and facilitating mastery experiences. Goal-setting helps students define clear, achievable objectives and measure their progress, which can boost their confidence and motivation (Locke & Latham, 2002). Positive feedback reinforces students' efforts and achievements, further enhancing their belief in their abilities (Schunk, 1991). Mastery experiences, where students successfully complete challenging tasks, build their confidence and resilience. Educational interventions that incorporate these strategies can foster greater self-efficacy, leading to improved academic performance and persistence (Pajares, 1996).

Adopting a holistic approach to student support is essential for addressing the multifaceted needs of students and promoting both academic success and personal satisfaction. A holistic approach encompasses academic support, psychological well-being, and social development, recognizing that these factors are interrelated and collectively influence students' overall success (Deci & Ryan, 2000). Schools and universities should offer comprehensive support services that address academic challenges, mental health concerns, and social interactions. This may include academic advising, counselling services, and extracurricular activities that promote social skills and emotional resilience (Wang & Degol, 2016). By providing a well-rounded support system, institutions can help students achieve their academic goals while also fostering their personal growth and well-being.

5. Future Research Directions

Future research should delve into the mechanisms underlying the relationships among Mindful Thinking (MT), Self-Efficacy (SE), Academic Success (AS), and Eudaimonic Satisfaction (ES). This exploration can provide a deeper understanding of how these variables interact and affect one another. Specifically, investigating potential mediators and moderators will offer more nuanced insights into these relationships. Mediators are variables that explain the process through which one variable influence another. In this context, exploring mediators can clarify how Mindful Thinking, Self-Efficacy, and Academic Success impact Eudaimonic Satisfaction and each other. Potential mediators include Cognitive and Emotional Mechanisms: Research could explore whether cognitive improvements, such as enhanced attention and memory, mediate the relationship between Mindful Thinking and Academic Success (Zeidan et al., 2010). Similarly, emotional regulation might mediate the effects of mindfulness on academic performance by reducing stress and anxiety (Gross & Munoz, 1995). For Self-Efficacy, mediators such as goal achievement and increased confidence could explain its relationship with Academic Success. Studies might investigate how achieving specific academic goals and receiving positive feedback enhance self-efficacy, which in turn improves academic outcomes (Locke & Latham, 2002; Schunk, 1991).

Academic Success may influence eudemonic Satisfaction through mediators such as a sense of accomplishment and personal fulfilment. Research could explore how achieving academic goals and experiencing personal growth contribute to overall life satisfaction and well-being. Understanding these mediators can help clarify how academic achievements impact deeper aspects of well-being and life satisfaction (Deci & Ryan, 2000).

Moderators are variables that affect the strength or direction of the relationship between two other variables. Identifying these moderators is crucial for understanding the conditions under which Mindful Thinking, Self-Efficacy, and Academic Success have the most significant effects. This exploration can shed light on the variability of these relationships across

different contexts and individual characteristics. Personality traits such as resilience and openness to experience may influence how effectively Mindful Thinking and Self-Efficacy contribute to Academic Success. Research could investigate how these individual differences impact the relationship between mindfulness practices, self-efficacy strategies, and academic performance. For instance, individuals with high levels of resilience might benefit more from mindfulness interventions compared to those with lower resilience (Costa & McCrae, 1992). Understanding these nuances can help tailor interventions to meet individual needs more effectively. The effectiveness of Mindful Thinking and Self-Efficacy strategies may vary depending on the educational setting. Factors such as the type of school (e.g., high school versus university) and the classroom environment might moderate these relationships. Future studies could explore how these contextual factors influence the impact of mindfulness and self-efficacy on academic outcomes, offering insights into how educational strategies can be adapted to different settings (Wang & Degol, 2016). Cultural differences may also play a role in moderating the relationships between mindfulness practices, self-efficacy strategies, and academic success. Variations in cultural norms and values could affect how these interventions impact students' academic performance. Future research should examine how cultural contexts influence these relationships, providing a broader understanding of how mindfulness and self-efficacy strategies can be effectively implemented across diverse populations (Heine et al., 2002). By exploring these potential moderators, future research can offer a more comprehensive understanding of the conditions that enhance or diminish the effectiveness of mindfulness and self-efficacy interventions in educational settings.

Conclusion

In conclusion, this study provides valuable insights into the intricate relationship between mindful thinking, self-efficacy, academic success and eudaemonic satisfaction among postgraduate students. Albert Bandura's theory asserts that confidence in one's abilities significantly impacts academic motivation, effort, and perseverance (Bandura, 1997; Pajares, 1996). Higher self-efficacy leads to setting challenging goals, persistent effort, and overcoming setbacks, which in turn enhances academic performance (Honicke & Broadbent, 2016; Multon et al., 1991). Significant positive correlation between self-efficacy and academic success was confirmed, with a medium effect size (β=0.38, $p<0.01$), Regular mindful thinking and self-efficacy improves cognitive functions such as attention and emotional regulation (Tang et al., 2015). This practice has been associated with better academic achievement (Schonert-Reichl & Lawlor, 2010). Mindful thinking was found to have a positive effect on academic success (β=0.33, $p<0.01$), although the effect size is relatively small (0.193) (Brown & Ryan, 2003). Academic success contributes to a sense of purpose and fulfilment, aligning with positive psychology's concept of eudaemonic well-being (Waterman, 1993; Ryan & Deci, 2001). Academic achievements enhance overall life satisfaction and personal growth. There is a chance of future research by investigating how cognitive improvements (e.g., attention and memory) and emotional regulation mediate the impact of mindful thinking on academic success (Zeidan et al., 2010; Gross & Munoz, 1995) and also explore how achieving goals and receiving positive feedback enhance self-efficacy, thereby improving academic performance (Locke & Latham, 2002; Schunk, 1991)Furthermore the extended study can also focus on how a sense of accomplishment and personal growth mediate the relationship between academic success and eudaemonic satisfaction (Deci & Ryan, 2000).

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