

Accepted Manuscript

Mindfulness and academic performance: An example of migrant children in China

Shuang Lu, Chien-Chung Huang, Juan Rios

PII: S0190-7409(17)30373-0

DOI: doi: [10.1016/j.chilyouth.2017.09.008](https://doi.org/10.1016/j.chilyouth.2017.09.008)

Reference: CYSR 3478

To appear in: *Children and Youth Services Review*

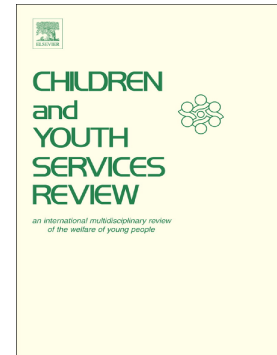
Received date: 5 May 2017

Revised date: 4 September 2017

Accepted date: 5 September 2017

Please cite this article as: Shuang Lu, Chien-Chung Huang, Juan Rios , Mindfulness and academic performance: An example of migrant children in China, *Children and Youth Services Review* (2017), doi: [10.1016/j.chilyouth.2017.09.008](https://doi.org/10.1016/j.chilyouth.2017.09.008)

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.



Title Page

Manuscript title: Mindfulness and Academic Performance: An Example of Migrant Children in China

Full Authorship:

Shuang Lu, Ph.D.

Assistant Professor

Department of Social Work and Social Administration

The University of Hong Kong

shuanglu@hku.hk

Chien-Chung Huang, Ph.D. (Corresponding Author)

Professor and Director

Huamin Research Center

School of Social Work

Rutgers, the State University of New Jersey

huangc@ssw.rutgers.edu

Juan Rios, DSW

Assistant Professor

Department of Sociology, Anthropology and Social Work

Seton Hall University

juan.riosjr@gmail.com

Abstract: Mindfulness emphasizes the awareness of the “here-and-now.” Studies in the recent decade have found that mindfulness can affect positive change in child and adolescent school performance. As an emerging field, however, the mechanisms and effects of mindfulness practice on academic performance for children in developing countries have not been elaborated sufficiently in previous studies. Using China as an example context, this paper examines the relationship between mindfulness practice and academic performance of migrant children, and explores the role of executive function in this relationship. Through a survey with 219 fifth-graders in two migrant schools in Beijing, this study validates the positive association between mindfulness, executive function, and better school grades in Chinese, math, and English tests. Additionally, this study adds empirical evidence to the roles of mindfulness in child development, and also sheds light on the pathway through which mindfulness positively correlates with academic performance. These findings provide implications for addressing child academic challenges and conducting further research among migrant children in China and beyond.

Keywords: mindfulness, executive function, education, academic performance, migrant children, China.

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات