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Habits Related to Relaxation and Mindfulness of High School Students: Influence on Classroom Climate and Academic Performance

Luís López-González*, Alberto Amutio**, Xavier Oriol***, and Rafael Bisquerra*

*University of Barcelona (UB), **University of the Basque Country (UPV/EHU), ***University of Santiago de Chile (Usach)

Abstract

The objective of this study was to know the personal, family and school habits related to relaxation and mindfulness and to find out their impact, both in classroom climate and academic performance in adolescents. It also aims to check whether classroom climate has a mediating role in this relationship. The mean of academic performance at the end of the academic year, the *Brief Questionnaire of Classroom Climate* and the *School Relaxation and Mindfulness Habits Brief Questionnaire*, an instrument designed for the occasion, were used. The study was conducted with a sample of 420 students of Secondary Education and Baccalaureate in a high school centre. Results showed that personal and family relaxation/mindfulness habits predicted academic performance. This relationship was mediated by classroom climate. There were not statistical differences by gender in personal, family and school habits.

Keywords: relaxation, mindfulness, secondary school, interpersonal relationships, learning.

Resumen

Esta investigación tiene como objetivo conocer los hábitos personales, familiares y escolares relacionados con la relajación y la atención plena (*mindfulness)* y averiguar su influencia en el clima de aula y el rendimiento académico de los adolescentes. Se pretende, además, comprobar si el clima de aula ejerce un rol mediador en esta relación. Para ello, se utilizó la *Escala Breve de Clima de Clase*, la media de calificaciones globales de final de curso como medida de rendimiento académico y el *Cuestionario Breve de Hábitos de Relajación y Mindfulness Escolar*, validado en este estudio. La investigación se llevó a cabo con una muestra de 420 estudiantes de Enseñanza Secundaria Obligatoria y Bachillerato. Los resultados muestran que los hábitos personales y familiares de relajación/*mindfulness* predicen el rendimiento académico y esta relación esta mediada por el clima de aula. No se observan diferencias por sexo en los hábitos globales de relajación.

Palabras clave: relajación, atención, educación secundaria, relaciones interpersonales, aprendizaje.

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Correspondence concerning this article should be addressed to Luis López González. Av. Bellamar 12-14, Bloque C, Escalera 1, 1.º. 08860-Castelldefels, Barcelona. Telf. +34659228620. E-mail: luislopez@programatreva.com

Introduction

The influence of personal and family habits of students upon the classroom climate and academic performance has been under research for a long time (Castela, 2008; López-González, 2010; Lozano, 2003; Rodríguez-Fernández, Droguett, & Revuelta, 2012; Ruiz De Miguel, 2001; Stea & Torstveit, 2014). Furthermore, in the last decade it has been shown that the practice of relaxation and mindfulness has contributed to develop healthier habits (Arias, Franco, & Mañas, 2010; Franco, 2008) and produce a better classroom climate (López-González, Amutio, & Bisquerra, 2014; Schonert-Reichl & Lawlor, 2010), which in turn leads to an improvement on academic performance (Franco, Mañas, Cangas, & Gallego, 2010; López-González & Oriol, 2014; Wisner, 2013). Consequently, a range of relaxation and mindfulness programs are being implemented in schools, as for example, the *Mindfulness Based Wellness Education (MBWE)* of Toronto University, Mindfulness in Schools Project (MiSP) in England, *Inner Kids Program, Cultivating Awareness and Resilience in Education* (CARE) and *Stress Management and Relaxation Techniques* (SMART) in the USA, etc. In Spain, it is worth noting the *TREVA Program* (López-González, 2013), *Aulas Felices and Escuelas Despiertas* (López-González, 2014).

A widespread definition of mindfulness is awareness of the present moment with acceptance (Bishop et al., 2004). It involves observing the thoughts and emotional reactions that occur in every moment with curiosity, but without identifying with them. During the practice of mindfulness, the mind is relaxed and attentive at the same time. In this way, and through the continued practice, the students learn how to focus on the task they are doing at the moment, not allowing their minds digress or get distracted. This practice entails states of calm and peace of mind providing the students a new perspective that facilitates reflection (Boscaini, 2000) and learning (León, 2008).

There are enough evidence and interventions which demonstrate how beneficial the practice of relaxation and mindfulness are in adolescence (Amutio, 2012; Zoogman, Goldberg, Hoyt, & Miller, 2014). Likewise, a range of researchers have shown the usefulness of these techniques at school in order to activate the inner resources of students (López-González, 2007; Kaspereen, 2012; Schonert-Reichl & Lawlor, 2010; Zenner, Herrnleben-Kurz, & Walach, 2014). Among the different research conducted it is worth pointing out Beaucheim, Hutchins, and Patterson (2008). In this study a mindfulness program was applied to a group of 34 students with learning problems and poor academic performance and it was found that after the training this group achieved

a significant improvement in performance, self-concept, an increase in social skills, and a decrease in trait anxiety. Likewise, León (2008) found a significant relation between mindfulness and academic performance in high school students. For its part, the research of Amutio, Franco, Gázquez, and Mañas (2015) obtained significant increments in self-efficacy in student performance after the application of a psycho-educational programme of mindfulness training. These results are in line with those obtained by Franco (2009) and Franco et al. (2010).

One of the useful criteria to appraise relaxation and mindfulness skills are personal habits (López-González, 2007). In this way, Smith (2001) and Amutio (2006, 2011) grant great importance to the habits and motivations related with the practice of relaxation. These are appraised through the *Smith Recalled Relaxation Activities Inventory* (SR-RAI) (Smith, 2001) on daily informal activities. In this inventory the following activities are included: going for a walk, enjoying nature, having a hot water bath, etc. These activities, likewise sleep habits and regular physical activity, contribute to the general state of relaxation and mindfulness (Amutio, 2006, 2011). Along these lines, different investigations have been carried out to determine if there are sex differences regarding relaxation and mindfulness habits. Research has provided contradictory results, since while some researchers conclude that there is no difference between males and females (Lau et al., 2006), others (Sturgess, 2012) found differences in favour of females.

Among the different habits one of the most widespread and alarming for the school community is the excessive time that teenagers spend in front of a screen (TV, computer, tablets) along with the use of the Information and Communication Technologies (ICTs) as a regular learning-teaching method. According to the Childwise Report (2009) children from 5 to 16 in the UK spent a mean of 6 hours in front of a screen. Similar studies in Spain have concluded that children spent more than 990 hours watching TV (Consell Audiovisual of Catalunya, 2009). For this reason, the effects and potential risks associated with the use of new ICTs are being studied by scientists from a broad range of disciplines, including neuroscience (Mercenich, 2013). Consequently, teachers need to be specifically trained to avoid these risks (Zhu, Payette, & Dezure, 2003) and promote the responsible use of ICTs in students (Medrano, Aierbe, & Orejudo, 2010).

Another variable related to the academic performance is classroom climate. It is a variable which has been evolving from the first model of Moos (1987) until these days under multiple perspectives (Carbonero, Martín Antón, & Reoyo, 2011; Jennings & Greenberg, 2009; Roorda, Koomen, Spilt, & Oort, 2011; Tri-

anes, Blanca, de la Morena, Infante, & Raya, 2006; Schneider & Duran, 2010). Classroom climate is understood as the subjective students' perception of every interaction generated in their classroom among themselves and with their teachers, as it is, the organization of tasks, the achievement of objectives, group cohesion, and the level of management of the entire group by the teacher. These interactions are based on the socio-emotional quality of relationships between those involved. Several studies show that classroom climate fosters the learning process (Curby et al., 2009; Rimm-Kaufman, La Paro, Downer, & Pianta, 2005) and academic performance (Reyes, Brackett, Rivers, White, & Salovey, 2012; Rosario, Núñez, Valle, Paiva, & Polydoro, 2013). Considering the above-mentioned data, the objectives of this research were the following:

— To assess the personal, family-domestic, and relaxation and mindfulness habits in students of Secondary Education and Baccalaureate.
— To verify if there are differences among the above-mentioned habits by sex.
— To observe the relation among relaxation habits, the classroom climate and academic performance.
— To verify that the classroom climate has a mediating function in the relationship between relaxation habits and students performance.

The following hypotheses were formulated: (1) Students will show low scores in personal habits, family-domestic habits, and relaxation and mindfulness school habits; (2) No gender differences will be found in terms of relaxation and mindfulness habits; (3) There will be a positive relation among relaxation habits, classroom climate and academic performance; (4) Habits related to relaxation and mindfulness will affect the classroom climate and the academic performance and, in turn, classroom climate will exert a mediating role in the relation between relaxation habits and academic performance.

Method

Participants

The sample consisted of 420 Secondary Education and Baccalaureate students between 12 and 18 years old from a public institute in a city of the Barcelona's metropolitan area (Spain) with a middle socio-economic status and a low migration rate. This sample was composed of different high school levels: from first to fourth grade of Secondary Education (ESO), and first and second year of High School (Baccalaureate) (Table 1). Participants took part voluntarily after being properly informed and having signed a consent document.

Table 1

Global Sample of Students by Academic Level, Gender and Mean Age

Academic level	Male	Female	Global	%
	M (14.18) *SD* (1.47)	*M* (14.39) *SD* (1.39)	*M* (14.29) *SD* (1.52)	
1.º SE	40	44	84	20.0
2.º SE	47	38	85	20.2
3.º SE	44	45	89	21.2
4.º SE	46	45	91	21.7
1.º bacca.	19	35	54	12.8
2.º bacca.	5	12	17	4.1
Total	201	219	420	100.0

Instruments

School Relaxation and Mindfulness Habits Brief Questionnaire. In the absence of specific instruments to measure these variables, the authors of this article developed this questionnaire which was inspired by the *Smith Recalled Relaxation Activities Inventory* (SRRAI), Smith (2001), on informal daily activities. The preliminary version of the scale included 15 Likert-type questions ranging from 1 to 4 (1 = never, 2 = sometimes, 3 = frequently, 4 = always). The questions were related to *personal* relaxation/mindfulness habits, relaxation/mindfulness habits in the *family*, and relaxation/mindfulness *school habits*. A pilot study was carried out with a small sample, and those items showing a factorial weight below .35 were eliminated. To determine the number of factors of the scale, Kaiser-Gutman and the Cattell *scree-test* criteria were considered. According to these criteria the retention of 3 factors over 1.00 was suggested. The final version of the scale is made up of 11 items gathered in three dimensions: personal habits, family-domestic habits, and school relaxation and mindfulness habits (Table 2). Its valid content was calculated by means of a double entry template in which a range of experts related the items to its possible dimensions and 100 % of the answers were right. For the criterion validation the results were compared to the views of the teachers who were not part of the study and other members of the School Council. Some used their criterion as teachers and others as parents. In every case the results were accepted as normal.

Brief Classroom Climate Scale. The BCCS (Brief classroom climate

scale) by López-González and Bisquerra (2013) is a *Likert-type* questionnaire ranging from 0 to 3, and consisting of 11 items clustered in two dimensions: *group cohesion* (level of satisfaction, implication and cohesion among members) and *management of the class-group* (order and organisation, approach to the task and quality of the relation between teachers and students). Its reliability, according to Cronbach's alpha is .83 and McDonald's omega is .85.

Data on its validity showed moderately adequate rates for this questionnaire (χ^2/df = 3.17; CFI = .93; IFI = .90; RMSEA = .06; SRMR = .04). The composite reliability of each dimension and global punctuation of climate was calculated. The composite reliability was .67 for the *group cohesion* dimension and Average Variance Extracted (AVE) was .59. In the dimension of *management of the class-group,* the composite reliability rate was .72 and the AVE .63. Finally, for the *global climate* factor the composite reliability was .69 and the AVE was .61 which implies that 61% of the classroom climate variance has been captured by the construct.

Academic performance. The measurement of academic performance of students was made by calculating the global means of the final grades of the year in which the questionnaires were completed.

Procedure

After obtaining the approval from the ethics committee, the principal of the school was contacted and informed about the objectives of the research. Cooperation was also asked to get the students, teachers, school's administration and families' involvement. Parents' consent was also asked for. Later, in the middle of the course, once the classroom climate was settled, both *the School Relaxation and Mindfulness Habits Brief Questionnaire,* and *the Brief Classroom Climate Scal*e were completed at the school facilities in a period of 15 minutes. At the end of the academic year the final grades were asked for and the global means belonging to the final grades of the course were obtained.

Statistical analysis

The statistical package SPSS 19.0 was used to calculate the correlations and perform the exploratory factor analysis. The confirmatory factor validity of the *School Relaxation and Mindfulness Habits Brief Questionnaire* was verified through the program AMOS 5.0. The Maximum Verisimilitude Method was used along with the *bootstrapping* procedure. The analysis of mediation was made through the macro PROCESS of SPSS for independent multiple variable models. This analysis considers the indirect effect, the standard errors and the confidence intervals (Preacher & Hayes, 2008).

The nonparametric *bootstrapping* procedure was used with 5000 repetitions to calculate the confidence intervals of 95% and verify the mediating effect of classroom climate. The significance level used was $p < .05$.

Results

Psychometric properties of the School Relaxation and Mindfulness Habits Brief Questionnaire (CHRME)

An analysis of the principal components using direct oblimin rotation extracted five factors, although the *scree* test suggested that from three factors the explained variance decrease sharply and, thus, we decided to use the three factor solution divided into *relaxation/ mindfulness Personal habits, relaxation/mindfulness Family-Domestic habits,* and *Relaxation /mindfulness School habits*. Items with factor loadings below .35 (see table 2) were removed. The global reliability of the scale (Cronbach's alpha) was .72 (see Table 3).

There were statistically significant correlations between the three factors composing the CBHRME: *personal* habits and *school* habits ($r = .179$; $p < .003$); *personal* habits and *family- domestic* habits ($r = .237$; $p < .001$) and between *family- domestic* habits and *school* habits ($r = 0.234$; $p < .001$).

Table 2

Items of the Personal, Family-Domestic and School Relaxation/Mindfulness Habits and factor loadings from the CBHRME Questionnaire

Dimension (*Habits*)	Items	Factor loading
Personal	Item 4: I need to be alone with myself every day.	.714
	Item 1: I look for peace, calm and tranquility sensations.	.693
	Item 10: I like hearing the absolute silence.	.723
	Item 7: I like doing things little by little.	.485
Family-domestic	Item 2: There is a peaceful and calm atmosphere at home.	.631
	Item 8: At home we eat with the TV off.	.702
	Item 11: I usually do things without tension and without getting nervous.	.624
School	Item 3: We do concentration exercises in class.	.759
	Item 5: We start the classes with some attention exercises.	.593
	Item 9: Teachers are concerned about our body posture in class.	.721
	Item 6: We do some rest or relaxation exercises in class.	.859

Confirmatory factor analysis

To calculate composite reliability and the AVE, a confirmatory factor analysis (CFA) using the direct *oblimin* method to estimate parameters was run. Based on CFA, the composite reliability of each factor and for the global scale were computed. The global scale showed rates greater than 0.70, showing the same value when computing McDonald's omega. Regarding AVE, it was greater than .50 (AVE = 52.3%) in the scale with one-factor solution and also superior to .50 in the three-factor solution (see Table 3).

To assess the model's goodness of fit, different indexes were used: (a) the ratio between chi square and degrees of freedom (χ^2/df), since χ^2 is very sensitive to sample size (Jöreskog & Sörbom, 1993); (b) the *Comparative Fit Index* (CFI); (c) the *Incremental Fit Index* (IFI); (d) *Root Mean Square Error of Approximation* (RMSEA), *and* (e) *Standardized Root Mean Square Residual* (SRMR). Values inferior to 5 are usually accepted for the indicator (χ^2/df) (Schermelleh-Engel, Moosbrugger, & Müller, 2003). According to Hu and Bentler (1999), CFI and IFI values superior to .90 are acceptable, together with values equal or inferior to .06 for RMSEA and .08 for SRMR. The results obtained indicated a good model fit (Table 3). A second-order hierarchical model (Global relaxation factor and mindfulness) was tested with three first-order dimensions (personal habits, family-domestic habits, school habits). This model results showed an acceptable fit $\chi^2/df = 2.02$; $df = .41$; CFI = .92 IFI = .92; RMSEA = .05; SRMR = .04.

Descriptive analysis and correlations

Concerning *personal relaxation/mindfulness habits* ($M = 1.81$; $SD = 0.50$), results indicated that 59.4% of students were not used to be *alone with themselves* and 59% disliked *doing things little by little*. Likewise, half of them (50.5%)

Table 3

Average Variance Extracted, Composite Reliability and McDonald's Omega (One and Three Factor Solutions)

	Global of relaxation and mindfulness	Personal habits	Family-domestic habits	School habits
Average variance extracted	.52	.61	.56	.53
Composite reliability	.74	.82	.80	.82
McDonald's Omega	.73	.82	.78	.84
Cronbach's alpha	.72	.80	.78	.83

Table 4

Sex Differences in the Brief Questionnaire of Relaxation and School Mindfulness Habits

Variables	Women		Men		*t*	*d*
	M	*SD*	*M*	*SD*		
1. Personal habits	1.81	(.44)	1.81	(.47)	.009	.00
2. Family-domestic habits	1.21	(.54)	1.36	(.52)	2.38*	–.28
3. School Habits	.91	(.61)	1.00	(.69)	1.26	–.13
4. Global habits	1.30	(.37)	1.42	(.42)	1.27	–.30

* $p < .05$.

were not used to look for *peace and tranquillity* and 56.6% disliked *being in silence*. In addition, 45.9% of students neither felt what they did nor were focused on their tasks.

Regarding *family-domestic relaxation/mindfulness habits* (M = 1.29; SD = 0.53), 48.8% expressed *having enough peace and calm at home*, whereas 55.4% stated *never turning off the television* and only 9% of the families reported *to eat always with the TV off*. Finally, 53.7% reported *being used to do things with no pressure and without getting nervous*.

As for *school relaxation and mindfulness habits* (M = 0.95; SD = 0.65), 46.8% of students expressed that they *never performed any exercise to improve concentration in class*, 39.6% reported that sometimes, and 8.3% that they often did concentration exercises, while only 5.3% expressed that they always did these exercises. Likewise, regarding *attention exercises* carried out in class, 38.8% of students stated that they *never started class with attention exercises* and 45.6% that they sometimes did. Only 12.6% expressed that teachers often dedicated to capture their attention and 2.8% declared that teachers always did. Regarding teacher's *control of body posture*, 48.2% of students declared that there was control of body posture in class normally (24.1% stated frequently, and 24.1% always), but 51.8 expressed the reverse. Similarly, 45.3% of students asserted that teacher *never did any rest or relaxation exercise in class*, 41.9% that they sometimes did, 8.8% that they often did and, only 4% that they always did.

A comparison was performed by sex to explore whether means were different and the effect size was calculated (Cohen's d) (small < .50; moderate .50-.79; big ≥ .80). No significant differences were obtained between males and females in global habits, neither on personal and school habits. However, differences were observed in family and

Table 5

Means, Standard Deviation and Correlation Among All Variables

Variable	*M*	*SD*	1	2	3	4	5	6
1. Global Habits	1.39	(.39)	—					
2. Personal Habits	1.81	(.50)	.71***	—				
3. Family-domestic habits	1.29	(.53)	.62***	.23***	—			
4. School habits	.95	(.64)	.73***	.17**	.23***	—		
5. Classroom climate	2.90	(.46)	.24***	.23***	.21***	.16**	—	
6. Performance	5.20	(1.4)	.26***	.27***	.13*	.15**	.15**	—

* $p < .05$. ** $p < .01$. *** $p < .001$.

domestic habits, with boys scoring higher than girls (M = 1.36 *vs* M = 1.21; $p < .05$; d = -0.28). However, the effect size associated with these comparisons was low in all of them (Table 4).

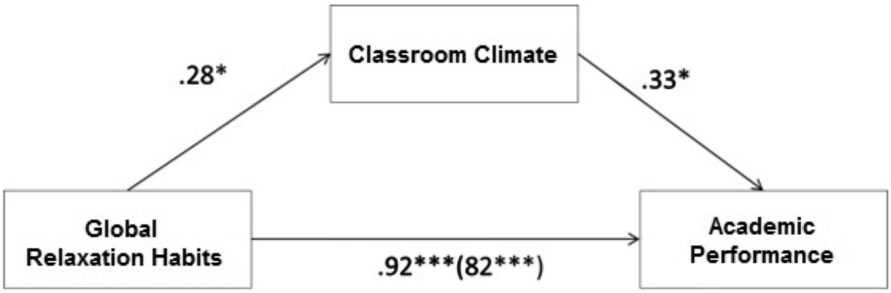
Correlations among all the variables were carried out and statistically significant relations were found in the mean of global *relaxation/mindfulness habits* and *classroom climate* ($r = .24$, $p < .001$). In addition, another statistically significant correlations between *relaxation/mindfulness habits* and *academic performance* ($r = .26$, $p < .001$), as well as between *classroom climate* and *academic performance* ($r = .16$, $p < .003$) were found (Table 5).

Mediation analysis

A mediation analysis was carried out to find out whether relaxation and mindfulness habits (X) presented significant indirect effects on academic performance (Y) through classroom climate (M). The indirect effect of school climate ranged from 0.089 to 0.224, with a 95% confidence interval. As zero was not in this confidence interval, the findings suggested that the indirect effect through school climate was significant. As shown in Figure 1, relaxation and mindfulness habits had a significant total effect on academic performance. When including the mediator, the direct effect decreased, but the relation between (X) and (Y) remains significant, thus, considering it a partial mediation (Figure 1).

Discussion

Regarding the first and second objectives of this study, and based on the scores obtained in the *CBHRME* questionnaire, it may be asserted that Secondary Education and Baccalaureate students' relaxa-



* $p < .05$. *** $p < .001$.

Figure 1. Simple mediation model.

tion and mindfulness habits need to be improved and that sex is not a differentiating factor, as some studies indicated (Lau et al., 2006), and opposed to others that state the contrary (Sturgess, 2012). Therefore, and according to the first hypothesis, students obtained low scores in personal, family-domestic and school relaxation and mindfulness habits. Furthermore, the second hypothesis was confirmed, because there were no differences between males and females, both groups scoring equally low in global relaxation and mindfulness habits.

Concerning to the third objective, results show that, in line with other studies (Beauchein et al., 2008; Franco et al., 2010; Radel, Sarrazin, Legrain, & Goban, 2009; Zenner et al., 2014), global relaxation and mindfulness habits correlate positively with academic performance and classroom climate, verifying this study's third hypothesis. Practicing mindfulness includes other elements or components besides relaxation, such as training in certain cognitive skills (attention, concentration and memory). As a consequence, mindfulness may be considered an effective technique to control chaotic and repetitive thought patterns (Delgado et al., 2010; Franco et al., 2010), which are related to stress or to inefficacy thoughts that limit cognitive skills and personal balance, hindering students' academic performance. In this sense, some studies (Amutio et al., 2015; León, 2008) show that an intervention based on mindfulness allowed students to improve their information processing skills and concentrate more effectively on academic tasks. Similar results were observed in a research with students of Secondary Education conducted by Franco et al. (2010), in which another mindfulness-based intervention generated a significant

increase in academic performance, an improvement of self-concept, along with a decrease in the anxiety levels. Hence, the present study emphasizes the need for applying relaxation and mindfulness techniques to help students acquire habits directed to improve their academic performance.

Finally, and related to the fourth objective, the obtained results demonstrate that habits related to relaxation and mindfulness have an impact on classroom climate and academic performance and that, in turn, school climate takes a role of mediator in the relationship between relaxation habits and academic performance, thus, confirming the fourth hypothesis. From this perspective, practicing relaxation and mindfulness would contribute to improve interactions among classmates and the teacher-student relationship, i.e., classroom climate, by increasing the feeling of personal well-being and generating interest in the welfare of the rest of the classmates. In turn, this fact will enable more enjoyable interpersonal relationships and will facilitate more altruistic behaviors (Amutio, Martínez-Taboada, Hermosilla, & Delgado, 2014; Franco, De la Fuente, & Salvador 2011). Therefore, it must be noted that individual benefits derived from these kind of habits favour the acquisition and establishment of interpersonal relationships in the classroom, which have been demonstrated to be an important predictor of academic performance (Berger, Álamos, Milicia, & Alcalay, 2013).

According to this result, relaxation and mindfulness habits show a direct relation with performance, but it must be taken into account that classroom climate is also an important variable. In this sense, it must be noted that the teacher's role is critical. Classroom climate is, to a great extent, teachers' responsibility. Teachers can favour methodologies and dynamics in the classroom that foster positive affectivity among students and between them and the students. Different studies conducted previously already raised the importance of classroom climate to enable a greater interest of students in the learning processes and, thus, a better academic performance (Patrick, Kaplan, & Ryan, 2011; Reyes et al., 2012; Rimm-Kaufman et al., 2005; Rosario et al., 2013).

Personal, family and school habits related to relaxation and mindfulness have an impact on school climate and, thus, on academic performance. However, it is necessary to consider that both personal and family-domestic habits are undergoing major changes nowadays (abuse of the use of smartphones, TV and other devices, sleep disorders, etc.). This situation often causes that family environment is not the most suitable for studying. With respect to the classroom, teachers' efforts to promote relaxation, rest and postural awareness are scarce. Furthermore, stimulation of interest and attention (concentration) as psycho-pedagog-

ical factors to be taken into account in the learning-teaching process is insufficient (González & Paoloni, 2015; López-González & Oriol, 2014; Regueiro, Suárez, Valle, Núñez, & Rosario, 2015). Therefore, taking into account these findings in reference to the influence of relaxation and mindfulness habits in classroom climate and academic performance, it is essential that the school works in line with families to develop these positive habits.

Concerning the limitations of this study, further studies with greater samples should be carried out, as this study is restricted to one educational centre alone. Similarly, these studies should specifically address the relation between habits (personal, family-domestic and school) and academic performance, since the correlations with academic performance, despite being significant are low. For further studies, it would be interesting to know, for instance, the relations between watching TV before going to school and academic performance, as well as conducting a prospective study on how adolescents relax. Finally, the impact of different relaxation and mindfulness psycho-educational programs on classroom climate and academic performance should continue to be evaluated.

As for the implications of this study and its educational significance, it is relevant to underline the importance of promoting personal and family-domestic habits to improve emotional well-being and academic performance. It is crucial to become aware of the responsibility of families in their children's educational processes (National School Council, 2014), by means of the implementation of awareness programs and changing habits in the families. The family's support for the development of habits related to relaxation and mindfulness is fundamental to foster students' academic performance.

On the other hand, it is necessary to include relaxation and mindfulness in educational centres through programs, such as the TREVA of the University of Barcelona's Institute of Education Sciences, based on the learning of nine specific competencies (attention, breathing, relaxation, visualization, voice-talk, sensory awareness, posture, energy and movement) and implemented in more than 40 Spanish centres (López-González, 2007). In the first place, the practice of relaxation techniques must be promoted to reduce activation and increase relaxation in the classroom to, subsequently, carry out mindfulness exercises with the purpose of increase body, cognitive and emotional consciousness. In this sense, it is essential to train teachers in relaxation and mindfulness techniques (Delgado et al., 2010; López-González, 2007). Finally, training programs should include the psycho-educational component of awareness of the advantages these techniques offer to enhance students' well-being and academic performance.

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Luis López-González, Post-graduate professor at University of Barcelona (UB). Coordinator of the GREMIND research team, Director of the Master in Relaxation, Meditation and Mindfulness and of the TREVA Program of the University of Barcelona's Institute of Education Sciences, (ICE-UB). Author of books and articles on this topic. His principal research lines are the application of relaxation and mindfulness techniques in the educational environment.

Alberto Amutio, Associate professor at the University of the Basque Country (UPV/EHU) in the Department of Social Psychology and Social Methodology of the Behavioural Sciences. Specialist in Stress Management from *Roosevelt University* (Chicago, USA). His principal research lines are the application of relaxation and mindfulness techniques to a variety of populations and the study of the burnout syndrome.

Xavier Oriol, Associate professor at "Universidad de Santiago de Chile" (USACH) Member of the Department of Management and Public Policies of the Faculty of Administration and Economics and of the Centre for Experimental Social Science (Oxford-Usach). Participates as co-investigator in different I+D projects in Chile and Spain. His principal research lines are emotional auto-regulation and hetero-regulation in different contexts, the assessment of social-emotional education programs and children and adolescents' well-being in the welfare system.

Rafael Bisquerra, Professor Emeritus at the University of Barcelona. Faculty of Education (UB). Director of the University of Barcelona's Postgraduate Degree in Emotional Education and Well-being. Author of several scientific and informative articles. His principal research lines are: education, intelligence and social-emotional competencies.

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