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From the Editor's desk. "Charting New Horizons in Nursing Research and Practice"

It is with great pleasure to present the January-June issue 2026 of the Nursing Innovators Journal (NIJ), an open-access, double-blinded, peer-reviewed international journal.

As an open-access e-journal, we are committed to providing quality nursing research content that drives innovation in the nursing profession. Each article has gone through rigorous editorial review, including a plagiarism scan, an AI detection scan, double-blinded peer reviews, and final editing. In this issue, we also commemorate International Nurses Day 2026 by recognizing the enduring legacy of Florence Nightingale and aligning with the global vision of empowering nurses to lead transformative changes in healthcare.

This January-June 2026 Volume 2, Issue 1, highlights the contemporary priorities in the field of nursing practice, education, patient safety, community health, and AI in nursing practice. Themes such as stroke prevention, breastfeeding promotion, anaemia awareness, pain management, mindfulness, patient safety, sports-related anxiety, and artificial intelligence readiness reflect the expanding scope of nursing research in addressing emerging healthcare challenges. Together, these contributions underscore the nursing profession's commitment to innovation, compassionate care, health promotion, and the advancement of quality healthcare delivery across diverse populations.

In this era of rapid technological advancement, rising global health emergencies, economic crisis, climate-related health risks, and growing mental health concerns, researchers must be prepared to undertake issues that are forward-looking, informed, resilient, and innovative, and health care practices adaptable to the changing landscape. Nurse research needs to chart a new horizon of care that is adaptive, evolving in scope, and humane in approach. Finding the right balance within this kaleidoscope of human needs is the fundamental question that nurse researchers must seek to answer. It is time to chart a new horizon.

NIJ and its editorial board are committed to providing genuine content for the readers that is based on authentic and original research and academic expertise. We ensure this commitment through our double-blinded peer-reviewed process and stringent SOP editorial process to bring out issues of high-quality academic research based on methodological rigor and its findings for the profession and public at large.

The views and opinions expressed in the published articles are solely those of the authors and do not necessarily reflect the views of the editor, editorial board, publisher, or affiliated institutions. The journal assumes no responsibility for any consequences arising from the use of the published content. On behalf of the editorial team, I extend our sincere appreciation to all contributors and readers for their continued support.

Warm regards,

Prof. Laishangbam Bijayalakshmi Devi

Editor, Nursing Innovators Journal, MKSSSBTINE, Pune

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Level of mindfulness among nursing students and faculty in nursing educational institutes: A comparative study.

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Abstract: *Stress is an inevitable part of the lives of nursing students and faculty. To implement effective stress management interventions, it is essential to identify the factors associated with stress. Mindfulness, a component of social-emotional competence, may protect both students and educators from burnout and its adverse consequences.* ***Aim of the study*** *is to assess and compare the level of mindfulness among nursing students and faculty in nursing educational institutes, and to determine the association between baseline mindfulness levels and selected demographic variables.* ***Materials and methods:*** *A quantitative research approach with a descriptive survey design was adopted. A total of 60 participants (30 students and 30 faculty) were selected using purposive sampling. Data were collected using a self-administered questionnaire consisting of two sections: Section I included demographic variables, and Section II included the standardized Mindful Attention Awareness Scale (MAAS) with 15 items.* ***Result:*** *Among students, 50% demonstrated a high level of mindfulness, with a mean score of 5.44 and a standard deviation of 0.37. Faculty participants showed a mean mindfulness score of 4.16 with a standard deviation of 0.80. The overall mindfulness score (N=60) had a mean of 72.10 and a standard deviation of 13.45. A statistically significant association was found between employment status and level of mindfulness.* ***Discussion and conclusion:*** *The findings indicate that nursing students have higher levels of mindfulness compared to faculty. This suggests a need for faculty to enhance mindfulness practices through appropriate interventions. Regular mindfulness practice is recommended for both students and faculty to improve their professional performance and overall well-being.*

Keywords: Mindfulness, Nursing Students, Nursing Faculty, Comparative Study

I. Introduction:

Stress is an inevitable part of nursing students' lives. Effective stress management interventions for nursing students require a clear understanding of the factors associated with their stress. On the other hand, educators are faced with the difficult task of meeting the academic, social, and emotional needs of diverse learners in their classrooms, which becomes even more challenging in the present context of high-stakes testing and teacher accountability. Many educators experience stress and burnout; therefore, identifying factors that promote health and well-being among teachers and school staff is critical. Mindfulness is one aspect of social-emotional competence that may protect students and teachers from experiencing burnout and its negative consequences.[1,2] Mindfulness is the basic human ability to be fully present, aware of where a person is and what they are doing, and not overly reactive or overwhelmed by what is happening around them. Primarily, mindfulness involves becoming aware of one's mental, emotional, and physical processes. Although mindfulness is something all human beings naturally possess, it becomes more accessible when practiced daily. Whenever a person brings awareness to their direct experiences through senses or to their state of mind through thoughts and emotions, they are being mindful. Growing research suggests that training the mind in mindfulness can remodel the brain's physical structure. Mindfulness teaches individuals to focus on the present moment by noticing when the mind wanders and gently bringing attention back, often to breathing. It is a state where one can rest and stabilize the mind.[2]

II. Review of literature:

Rayan A. studied mindfulness, self-efficacy, and stress among final-year nursing students. The purpose of the study was to examine the relationship between stress, self-efficacy, and mindfulness among final-year nursing students while controlling for demographic variables. A descriptive correlational research design was used. A total of 200 university students were selected from four randomly chosen universities in Jordan. The participants provided demographic details

:and completed questionnaires assessing stress, self-efficacy, and mindfulness. The findings indicated that female and married students reported higher levels of stress compared to others. Stress showed a negative correlation with both self-efficacy and mindfulness. Furthermore, mindfulness contributed to 13% of the variance in stress levels, demographic variables accounted for 10%, and self-efficacy explained 24% of the variance. The study concluded that students with high stress levels may benefit from psychosocial interventions aimed at improving mindfulness and self-efficacy.[3]

Ahmadi A et al. (2014) conducted a study to examine mindfulness and related factors among undergraduate students. The purpose was to investigate the status of mindfulness among students. A total of 273 undergraduate students in their first semester participated. The study used the Mindful Attention Awareness Scale (MAAS). The study reported a mean mindfulness score of 3.77, and mindfulness was not significantly correlated with variables such as age, gender, religion, race, family background, or educational level. However, a weak correlation was found between mindfulness and health conditions (α = .04, two-tailed). The study suggested that improving health conditions and mental well-being may enhance mindfulness among students.[4]

Abenavoli RM et al. (2013) conducted a study to examine the protective effects of mindfulness against burnout among educators. A total of 64 educators completed self-report measures on mindfulness, burnout, affect, sleep-related impairment, physical symptoms, stress, and ambition. Results showed strong negative associations between mindfulness and components of burnout such as emotional exhaustion, depersonalization, and reduced personal accomplishment. The relationship was partially mediated by affect and physical health factors. The study concluded that mindfulness promotes resilience among educators.[5]

Luken M and Sammons A (2016) conducted a systematic review on mindfulness practices for reducing job burnout. Eight studies met the inclusion criteria. The quality of studies was assessed using the Physiotherapy Evidence Database scale. Six studies showed statistically significant reductions in burnout after mindfulness interventions. The review concluded that mindfulness practices are effective in reducing burnout among healthcare professionals and teachers.[6]

Luong MT et al. (2019) conducted a study to explore the benefits of mindfulness among students and teachers in three German high schools. A total of 81 students and 90 teachers participated. A mixed-methods approach was used, including pre-, post-, and follow-up assessments. Students showed significant improvements in stress, anxiety, and emotional competencies, whereas teachers showed moderate improvement mainly in mindfulness. The study highlighted the benefits of mindfulness for both groups, with stronger effects observed among students.[7]

Objectives of the study:

Primary Objectives were to assess the level of mindfulness among nursing students and nursing faculty, to compare the level of mindfulness between nursing students and faculty in nursing educational institutes. The secondary objective was to associate the baseline level of mindfulness of nursing students and faculty with selected background variables. Research question: Is there any difference in the level of mindfulness between nursing students and faculty in nursing educational institutes? In this present study, mindfulness refers to a deliberate act of paying attention to thoughts, actions, feelings, and surroundings.

Hypotheses of the study:

H_{01}: There is no difference in the level of mindfulness between nursing students and faculty in a nursing educational institute.

H_1: There is a difference in the level of mindfulness between nursing students and faculty in a nursing educational institute.

III. Methodology:

The present study used a quantitative approach with a descriptive comparative survey research design. The population included nursing students and nursing faculty in a selected nursing educational setting. The sample size was 60 (30 nursing students and 30 nursing faculty), selected using a non-probability purposive sampling technique.

The data collection tool included the standardized Mindful Attention Awareness Scale (MAAS).

The tool consisted of two sections:

- Section I: Demographic variables (age, gender, and educational status—student/faculty)
- Section II: MAAS (15 items)

The reliability of the MAAS tool was established using Cronbach's alpha (r = 0.62), which was considered acceptable. The Institutional Ethics Committee approved the study. Permission was obtained from the selected institute. Participants were recruited after eligibility was confirmed, and the study was explained to them. Written informed consent was obtained prior to data collection.

Participants who consented were provided with the questionnaire. The MAAS scale was administered to 30 nursing students and 30 nursing faculty in a conducive environment. Participants were instructed on how to complete the questionnaire and were seated comfortably during the process.

Inclusion criteria:

- Participants aged 18 years and above
- Participants who provided informed consent
- Participants able to read, write, and understand English

Exclusion criteria:

- Medically unfit Participants
- Participants absent during data collection

Withdrawal criteria:

- Participants who did not follow the research protocol
- Participants who chose to withdraw due to personal reasons

IV. Results:

Section A: Demographic variables

Table 1: Frequency and percentage distribution of demographic variables

N = 60

Sr. No	Variables	Frequency	Percentage (%)
1	**Age (years)**		
	18–27	38	63.3
	28–37	12	20.0
	38–47	8	13.3
	48–57	1	1.7
	≥58	1	1.7
2	**Educational Status**		
	GNM Student	30	50.0
	B.Sc. Nursing	3	5.0
	P.B.B.Sc. Nursing	15	25.0
	M.Sc. Nursing	11	18.3
	Ph.D. Nursing	1	1.7
3	**Employment Status**		
	Student	30	50.0
	Faculty	30	50.0
4	**Gender**		
	Female	60	100
	Male	0	0

Table 1 indicates that the majority of participants (63.3%) were in the age group of 18–27 years. Participants aged 28–37 years accounted for 20%, while 13.3% were between 38–47 years. Only 1.7% each belonged to the 48–57 years and ≥58 years categories. The mean age score was **1.58**, with a standard deviation of **0.907**. With regard to educational status, half of the participants (50%) were GNM students. Among faculty, 5% had B.Sc. Nursing, 25% P.B.B.Sc., 18.3%

M.Sc., and 1.7% Ph.D. qualifications. The mean score for educational status was **1.17** (SD = **1.278**).

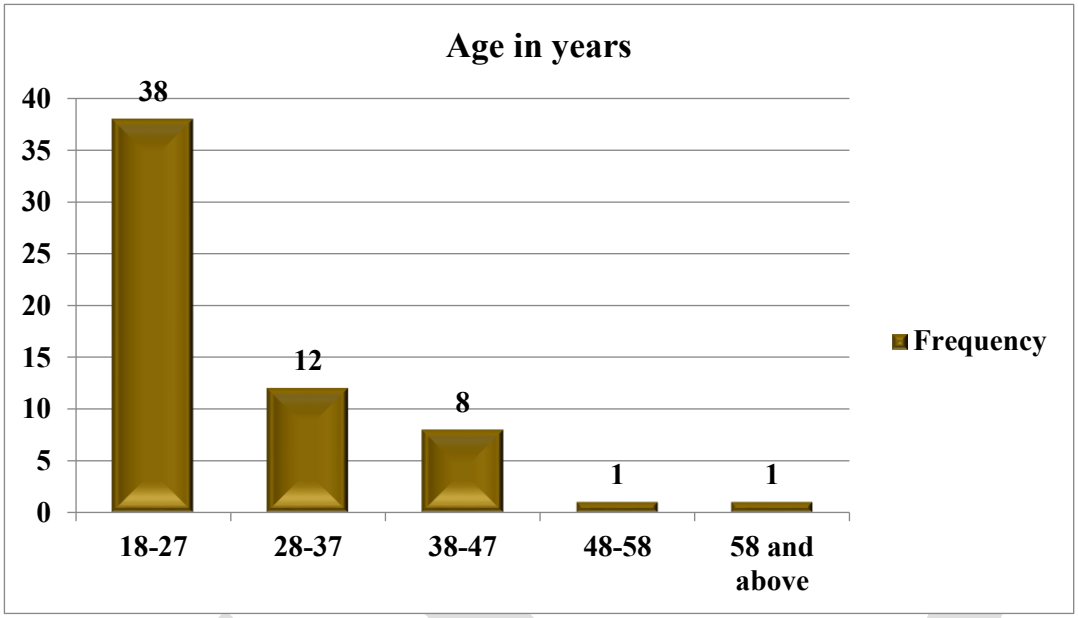

Figure 1: Distribution of participants according to age

Equal representation was observed in employment status, with 50% students and 50% faculty (Mean = **1.50**, SD = **0.504**). All participants were female.

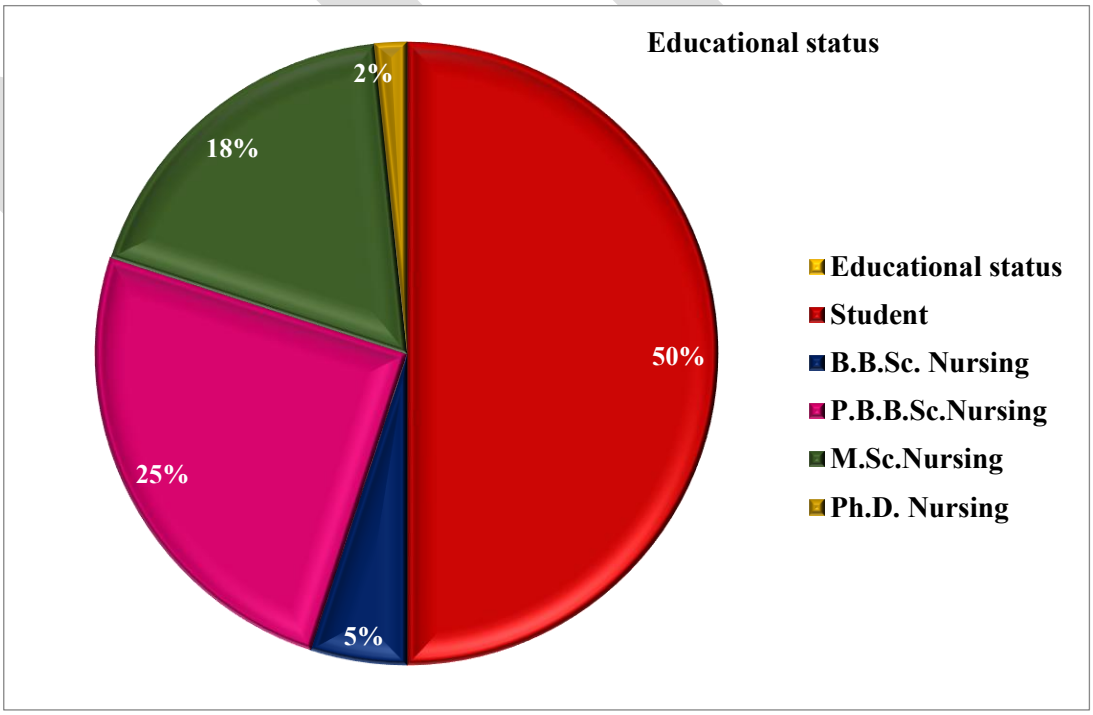

Figure 2: Distribution of participants according to educational status

The figure shows that most participants (63.3%) belonged to the 18–27 years age group, followed by 28–37 years (20%) and 38–47 years (13.3%). Very few participants were above 48 years (1.7% each).
The figure illustrates that 50% of participants were GNM students. Among faculty, the highest proportion had P.B.B.Sc.

Nursing (25%), followed by M.Sc. Nursing (18.3%), B.Sc. Nursing (5%), and Ph.D. (1.7%).

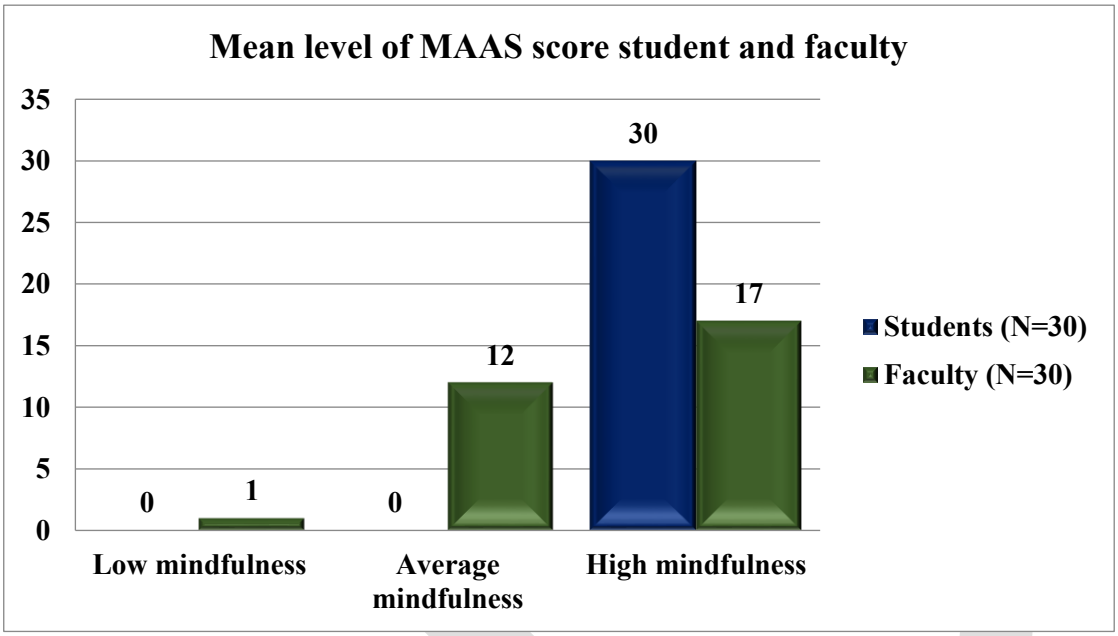

Figure 3: Level of mindfulness among students and faculty

Section B: Level of mindfulness

Table 2: Comparison of level of mindfulness (MAAS scores) among students and faculty

N =60

Level of Mindfulness	Students (n=30)	(%)	Faculty (n=30)	(%)
Low	0	0	1	3.3
Average	0	0	12	40.0
High	30	100	17	56.7

Table 2 shows that all students (100%) had a high level of mindfulness. Among faculty, 56.7% demonstrated high mindfulness, 40% had an average level, and 3.3% had a low level of mindfulness.
The figure depicts that students uniformly exhibited high mindfulness levels, whereas faculty members showed variation across low, average, and high levels.

Section C: Descriptive statistics of mindfulness

Table 3: Mean and standard deviation of mindfulness scores

N = 60

Sr. No	Variable	Mean	Standard Deviation
1	Students' mindfulness score	5.4489	0.37791
2	Faculty mindfulness score	4.1644	0.80052
3	Overall mindfulness score	72.10	13.45514

Table 3 shows that the mean mindfulness score among students was **5.4489** (SD = **0.37791**), which is higher than that of faculty (**Mean = 4.1644**, SD = **0.80052**). The overall mindfulness score for all participants was **72.10** with a standard deviation of **13.45514**.

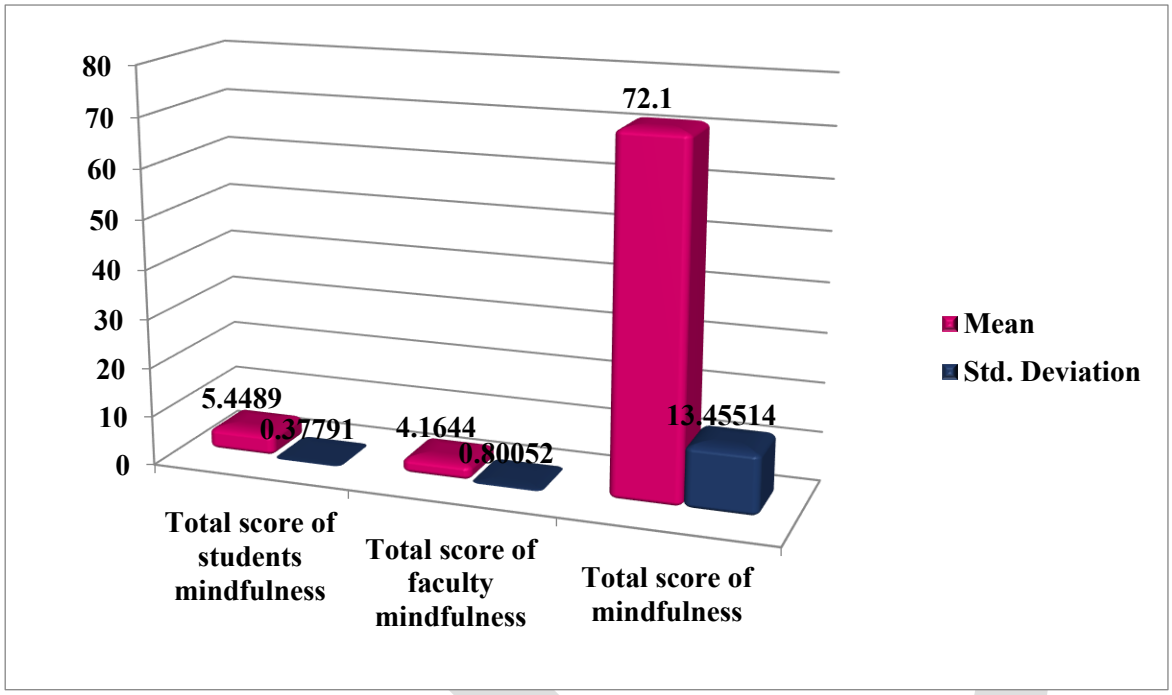

Figure 4: Mean mindfulness scores of participants

The figure indicates that students had higher mean mindfulness scores compared to faculty members.

Section D: Association between variables and mindfulness

Table 4: Association between selected variables and level of mindfulness

Variables	Chi-square (χ^2)	p-value	Remark
Age	115.08	0.610	Not Significant
Educational Status	125.67	0.343	Not Significant
Employment Status	45.80	0.032	Significant

(Level of significance: p < 0.05)

Table 4 shows that there was no statistically significant association between age and level of mindfulness (p = 0.610), and educational status and level of mindfulness (p = 0.343). However, a statistically significant association was found between employment status and level of mindfulness (p = 0.032).

V. Recommendations:

The researcher recommends that similar studies can be conducted to enhance mindfulness through short mindfulness exercises among faculty and students as part of mental health activities. Also studies larger sample size and with different designs should be conducted.

VI. Discussion and conclusion:

Based on the findings of the present research analysis, it can be concluded that all student participants reported a high level of mindfulness. The total mindfulness score of students (n = 30) showed a mean of 5.44 and a standard deviation of 0.37, indicating a higher level of mindfulness compared to faculty members.

In contrast, faculty mindfulness levels were distributed across three categories: low (1.7%), average (20.0%), and high (28.3%). The total mindfulness score of faculty (n = 30) showed a mean of 4.16 and a standard deviation of 0.80.

The results revealed no significant association between selected demographic variables such as age and educational status with the level of mindfulness. However, a significant association was found between employment status and the level of mindfulness.

The findings also indicate that students tend to have higher mindfulness levels than faculty when assessed using the

MAAS scale. This suggests that faculty members may benefit from actively practicing mindfulness through various methods. Therefore, it is recommended that both nursing students and faculty engage in regular mindfulness practices to improve their professional effectiveness and personal well-being.

Conflicts of interest: None to declare

Funding: None

VII. Reference:

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The Maharshi Karve Stree Shikshan Samstha`s Smt. Bakul Tambat Institute of Nursing Education started on the campus of the Samstha in Pune in August 2000. The institute is Committed to Developing “Conscientious, Confident, and Caring quality professionals of International repute”. The Institute is recognized by the Indian Nursing Council, Delhi, Maharashtra Nursing Council, Mumbai, Maharashtra State Board of Nursing and Paramedical Education (MSBNPE), Mumbai, and affiliated to Maharashtra University of Health Sciences, Nashik. The Institute is accredited with NAAC ‘A’ Grade. The institute has around 600 girl students pursuing various courses i.e. GNM, B.Sc. Nursing, P.B.B.Sc Nursing, M.Sc. Nursing and Ph.D. in Nursing. Clinical learning is conducted in the parent hospitals i.e. Deenanath Mangeshkar Hospital and Mai Mangeshkar Hospital, Pune.
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Our NIJ Aim:

- To publish high-quality original research articles in the field of nursing that are novel and innovative in their findings that make substantial theoretical and practical advances in the nursing profession.

Our NIJ Objective:

- Provide an online platform for publishing original nursing research.
- Encourage innovative articles submissions from nursing academicians, researchers, scholars and practitioners.
- Publish up-to-date research for professionals and the public.
- Serve as a reference for cutting-edge nursing innovations.

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