

# Dispositional Mindfulness as the Key for Enhancing Mental Health in Saudi Medical Students

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## ABSTRACT

Medical students are widely recognized to experience high levels of stress and anxiety, which can negatively impact their mental health. Although mindfulness has been explored as an effective strategy to enhance psychological resilience and reduce stress, research on its application among Saudi medical students remains limited. This study aimed to explore the relationship between dispositional mindfulness, anxiety, and psychological well-being within the context of medical education. A cross-sectional study was conducted among medical students at King Abdulaziz University using stratified sampling techniques. To assess the targeted psychological constructs, we utilized several validated instruments, including the Arabic version of the Generalized Anxiety Disorder 7-item scale (GAD-7), the WHO-5 Well-Being Index, and the Short Form of the Freiburg Mindfulness Inventory (FMI-9). Data were analyzed using Stata version 15. Descriptive statistics for continuous variables were presented as means and standard deviations following normality testing, while categorical variables were summarized using frequencies and percentages. Correlation and regression analyses were performed to investigate the relationships among the study variables. The findings revealed a statistically significant inverse relationship ( $p < 0.001$ ) between anxiety levels and mindfulness scores. Additionally, mindfulness was strongly associated with enhanced psychological well-being. Given the increasing stress associated with medical education, incorporating mindfulness-based interventions may serve as a promising strategy to support students' mental health. Future studies should consider longitudinal approaches to assess the sustained impact of mindfulness training on academic outcomes and psychological well-being among Saudi medical students.

**Keywords:** *Dispositional Mindfulness, Psychological Well-being, Anxiety, Medical Students, Mindfulness-Based Interventions*

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