

Exploring The Influence of Mindfulness on Emotional Competence, Anxiety Management and Psychological Well Being Among College Students

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ABSTRACT

Humans have various roles to play during a span of their lifetime, and student life is a time full of opportunities and future goal planning where hard work and experiences are measured by the level of achievement. College comes as a big change in any students life, both males and females lives. The present study was done to study the effect of mindfulness on emotional competence, anxiety management and psychological well being of college students. For this purpose 120 college students (60 female and 60 male) between the ages of 18 to 25 were taken from urban areas of Delhi NCR, India. Emotional competence scale by Dr Harish Sharma, Beck anxiety inventory , positive and negative affect schedule and mindfulness attention awareness scale were taken as tools to collect data and these questionnaires were given to participants, and they were asked to fill them honesty. The results depicted that for females mindfulness was negatively correlated with anxiety and emotional competence, and positively correlated with psychological positive negative affect. For males mindfulness was positively correlated with anxiety and emotional competence, and negatively correlated with psychological positive negative affect. This study further recommends other researchers to keep different age and geographical scales when further taking up this topic for research in future.

Chapter 1: INTRODUCTION

Mindfulness

It is a form of meditation that involves directing your attention towards a heightened awareness of your current sensations and emotions, without making any evaluations or criticisms. According to American psychological association “Mindfulness is awareness of one’s internal states and surroundings. Mindfulness can help people avoid destructive or automatic habits and responses by learning to observe their thoughts, emotions, and other present-moment experiences without judging or reacting to them.” (APA, 1991)

The origins of mindfulness can be traced back to Buddhist and other meditation practices that emphasize being consciously attentive and aware. Its most widely accepted definition is the state of being fully present and conscious of one’s surroundings. For instance, Nyanaponika Thera described it as a clear and focused awareness of our experiences and perceptions in each passing moment, while Hanh defined it as a way to remain conscious and connected to the present moment. (Thera, 1964)

Jon Kabat-Zinn established the Mindfulness-Based Stress Reduction (MBSR) program at the University of Massachusetts in 1979 with the aim of helping those with chronic illnesses. This initiative paved the way for integrating mindfulness concepts and techniques into medical practices, benefiting individuals dealing with various conditions, regardless of their health status. (Zinn, 1979)

Mindfulness is a crucial element in Buddhism, seen as vital for attaining inner peace and enlightenment. This practice, known as sati in Pali, focuses on being fully present in the moment, free from judgment or distractions. (Pali, 1881)

Consciousness includes both awareness and attention. Awareness acts like a background radar, constantly monitoring our internal and external environment. It is possible to be aware of stimuli without them being the main focus of our attention. Attention, on the other hand, is the process of directing our conscious awareness towards a specific range of experiences, making us more sensitive to them. In reality, awareness and attention are closely connected, as attention selects certain elements from our awareness and keeps them in the forefront for a period of time.

Erik L. Garland's mindfulness-to-meaning theory (MMT) explains how mindfulness can improve overall wellbeing indirectly by influencing processes such as increased decentring, reappraisal, positive affect, and savoring. However, there is limited understanding of how these processes interact with each other over shorter time periods, such as a few hours. (Garland, 2009)

There are 4 t's of mindfulness by Georgia Thompson

The first aspect of mindfulness involves "tuning in" to our thoughts, emotions, and physical sensations, being fully aware of what is happening in the present moment without judgment. This entails acknowledging these experiences without attempting to alter them, staying open to whatever arises without trying to manage it.

The second element of mindfulness is to "step back" from our thoughts, emotions, and physical sensations, observing them without becoming entangled in them. By creating some distance, we can view them more impartially, fostering a greater sense of awareness that enables us to respond mindfully. This technique is particularly beneficial during meditation retreats.

The third aspect of mindfulness is to "take care" of our thoughts, emotions, and physical sensations, treating ourselves with kindness, compassion, respect, and understanding. This self-care approach encourages mindfulness towards our experiences and promotes more mindful responses to them.

Believe in Yourself- The fourth aspect of mindfulness is about having faith in yourself. It involves having confidence in your ability to make decisions that are best for you. By trusting yourself, you can become more aware of your thoughts and emotions, and learn to respond to them in a more mindful manner.

In conclusion, the 4 Ts of mindfulness serve as valuable tools for fostering a state of mindfulness. By being present with our thoughts, emotions, and physical sensations, stepping back, taking care of ourselves, and having trust in our own judgement, we can increase our awareness and handle our thoughts and emotions in a more mindful way. (Thompson, 2022)

Emotional competence

It encompasses a crucial collection of personal and social abilities that involve recognizing, comprehending, and positively reacting to emotions in oneself and others. This concept indicates proficiency in forming positive relationships and determines an individual's capability to effectively lead and express themselves in a successful manner.

The emotional competence model is composed of five key factors: self-awareness, self-regulation, motivation, empathy, and interpersonal skills. Self-awareness involves recognizing one's own thoughts, feelings, and beliefs, while understanding that one is separate from others. Self-regulation refers to managing one's behavior and reactions to external stimuli. Motivation involves inspiring and encouraging oneself to act in a particular way. Empathy is the capacity to perceive and understand the emotions of others, as well as imagine what they might be thinking or feeling. Lastly, interpersonal skills encompass the strategies and behaviors used to effectively interact with others. (Goleman, 2006)

According to Saarni, the ability to achieve one's goals after experiencing emotions is referred to as emotional competence. She emphasized that emotions are a fundamental aspect of self-efficacy and described the acquisition of emotional skills as crucial for developing emotional competence. (Saarni, 1999)

Saarni described emotional competence as the ability for individuals to achieve their objectives following an emotional experience. She characterized emotions as fundamental to self-confidence and explained that mastering emotional skills is key to developing emotional competence. (Saarni, 1999)

Daniel Goleman outlined five components of Emotional Intelligence (EQ) in his book, "Emotional Intelligence":

1. Self-awareness: understanding one's own emotions accurately
2. Self-regulation: controlling how emotions are displayed
3. Motivation: self-motivation driven by emotions
4. Empathy: being skilled in managing other people's emotional responses and assisting them in expressing their feelings
5. Social skills: possessing strong communication abilities

These components fall under two categories: personal competence and social competence.

Personal competence includes:

- Self-awareness: recognizing one's own emotions and their impact
- Accurate self-assessment: understanding personal strengths and weaknesses
- Self-confidence: having a strong belief in one's self and skills - Self-regulation: controlling internal emotions, urges, and resources

Social competence includes:

- Empathy: understanding the emotions, needs, and concerns of others
- Understanding others: sensing the feelings and perspectives of others
- Developing others: identifying others' developmental needs and enhancing their abilities
- Service orientation: anticipating and meeting the needs of others
- Leveraging diversity: creating opportunities with individuals from various backgrounds
- Political awareness: recognizing the emotional dynamics and power structures within a group.

Anxiety

It is characterized by a sense of fear, apprehension, and unease. It can result in physical symptoms such as sweating, restlessness, tension, and a fast heartbeat. It is a natural response to stress, such as when dealing with a challenging work problem, preparing for a test, or making a significant decision. In some cases,

anxiety can even be beneficial by providing extra energy and enhancing concentration. However, individuals with anxiety disorders experience persistent and overwhelming fear that is not temporary.

The American Psychological Association (APA) defines anxiety as “an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure.”

Causes of anxiety among college students

The combination of various stressors, such as living away from home for the first time, academic challenges, social pressures, independent responsibilities, and financial burdens, significantly increases the likelihood of anxiety and burnout among college students. Furthermore, factors like climate change, political events, and racial tensions can contribute to heightened anxiety among younger individuals. Despite knowing that others may be going through similar challenges, personal experiences with anxiety can lead to feelings of isolation and loneliness. Seeking help and support is crucial when anxiety starts to impact one’s daily life. If a student struggles to adapt to college life, they may experience feelings of sadness and anxious thoughts. These thoughts often involve negative self-talk, self-doubt, excessive worrying, and fixating on potential outcomes, ultimately leading to increased anxiety and potential social isolation.

According to cognitive theory, anxiety is characterized as an inclination to overly assess the likelihood of harm. Individuals suffering from anxiety disorders have a tendency to envision the most unfavourable outcome and evade situations they perceive as risky, such as crowded environments, elevated places, or social engagements. (Clark and Beck, 2010)

Mindfulness practices are founded on the belief that engaging with the present moment without judgment or bias can effectively alleviate the impact of stress, as excessive focus on the past or future during stressful situations can contribute to feelings of anxiety and depression. (Beck, 2000)

Freud initially believed that anxiety was caused by a buildup of sexual energy that couldn’t be released due to sexual practices like abstinence or interrupted sexual activity. He thought that simple changes in sexual behaviour could cure anxiety and his early writings focused on anxiety attacks. Later, Freud theorized that ongoing repression of libido and aggressive drives led to chronic anxiety in psychoneurosis. He realized that advising patients about sexual hygiene was not effective because it didn’t address the root cause of repression. Ultimately, Freud developed a theory that closely resembled learning theory, where infants learned to associate certain situations, like the mother’s absence, with painful lack of satisfaction, leading to anxiety. This explained separation anxiety and how signal anxiety developed in anticipation of traumatic experiences. In Freud’s theory, escape from internal excitation was through defense mechanisms, similar to how learning theory explained escape behavior in conditioned anxiety. Threats of parental punishment, like castration, contributed to “objective anxiety,” which appeared to be similar to fear. (Freud, 1920)

Psychological well being

Having a sense of self-worth, positive connections with others, the ability to make choices independently, feeling in control of one’s surroundings, a sense of purpose and significance in life, and progress and improvement in personal life are all components of psychological well-being.

The theory of psychological well-being suggests that happiness is achieved by increasing pleasure and reducing pain, according to Carruthers and Hood (2004).

There are two main aspects of psychological wellbeing. The first one relates to how much individuals feel

positive emotions and happiness. This aspect is also known as subjective wellbeing (Diener, 2000).

The different types of psychological wellbeing can be classified into two categories:

“Hedonic” wellbeing and “Eudaimonic” wellbeing. Hedonic wellbeing is related to subjective feelings of happiness and is made up of two components: positive affect and satisfaction with life. It is believed that individuals experience happiness when both of these components are high. On the other hand, Eudaimonic wellbeing focuses on the purposeful aspect of psychological wellbeing. Psychologist Carol Ryff has developed a model that identifies six key types of psychological wellbeing within this category. (Ryff, 1995)

Mindfulness and positive psychology are closely connected due to the positive effects of mindfulness, such as enhanced positivity, improved sense of coherence, higher quality of life, increased empathy, more fulfilling relationships, and intensified hope.

Theories on psychological wellbeing typically aim to understand either the structure or dynamics of psychological wellbeing. The breakdown of psychological wellbeing into hedonic and eudaimonic components, as well as Carol Ryff’s model, are widely accepted theories explaining the structure of PWB. When it comes to the dynamics of PWB, it’s essential to acknowledge that it is somewhat stable and influenced by past experiences and innate personality traits. Stressful experiences can make individuals more vulnerable to mood and anxiety disorders, but they can also build resilience and protect psychological wellbeing. While short periods of adversity may enhance resilience, prolonged exposure to stressors, especially in the workplace, can have a detrimental effect on PWB, leading to various health issues.

In essence, PWB theory suggests that past experiences and personality form the basis of psychological wellbeing, while daily experiences can either maintain or diminish it. Positive experiences can help uphold a good level of PWB, while negative ones can reduce it, potentially resulting in serious health conditions.

Chapter 2: REVIEW OF LITERATURE

Alomari (2023) conducted a study with goal to examine how mindful university students are and the potential impact of gender and academic achievement. The study surveyed 489 female and male students from various public universities. The findings showed that there is a medium level of mindfulness in all five areas. Additionally, the research demonstrated that gender did not influence mindfulness levels significantly. Moreover, it revealed that students with higher academic achievement exhibited higher levels of mindfulness.

Hao et al., (2023) conducted study which focused on examining the prevalence of anxiety in Chinese adolescents, determining their personality profiles, and investigating factors related to anxiety within different personality profiles. A total of 3,875 adolescents participated in the study, and 39.1% (1,515/3,875) of them reported experiencing anxiety. The findings indicated that regardless of personality profile, anxiety was positively associated with self-efficacy and negatively associated with work-family conflict. Having higher levels of perceived social support and self-efficacy decreased the likelihood of experiencing anxiety.

Toutant and Vandenberghe (2023) conducted a study to examine how negative emotions impact individuals during a crisis. It was discovered that negative affectivity has a greater influence on work centrality over time compared to positive affectivity. Additionally, this effect was found to be strengthened when an individual’s satisfaction of their needs for autonomy and relatedness is high.

Ganji et al. (2022) conducted a study with aim to measure stress levels among students and faculty members at Jouf University in Saudi Arabia during the COVID-19 pandemic and to determine how socio-

demographic factors affect anxiety and depression. A total of 217 participants completed the Beck anxiety inventory questionnaire. The findings revealed that the duration of the lockdown had a greater impact on students compared to faculty members, and females experienced more anxiety and depression than males. Almutairi and Jahan (2022) conducted a study with aim of the research to establish the frequency of anxiety and the elements linked to anxiety among female medical students at Qassim University, Saudi Arabia, during the Covid 19 pandemic. The findings indicated that there was a considerable amount of anxiety among female medical students throughout the COVID-19 outbreak.

Gheysen Francis (2022) conducted a study to find how humans have mixed traditional mindfulness practices as a beginning and rooting in compassion focused therapy. Mindfulness and compassion are two factors which have always been seen as hanging on each other. Compassionate action without mindfulness leads to struggle as beings lack awareness in the fluctuating nature of the mind. Mindfulness Based Living Course was designed to work with outpatients who have different types of psychological difficulties. The practice of mindfulness enables the patient and the therapist to cultivate together several attitudes that encourage both the observation of physical sensations, feelings, emotions, and thoughts, while cultivating the therapeutic alliance. The results proved that Self-compassion is a stronger predictor of well-being, happiness, life satisfaction, depression, and anxiety than attentional regulation, a key process of mindfulness.

Laura (2022) conducted a study which provides a systematic review of old empirical research on the impact of mindfulness interventions and practices on leaders. The Purpose was to combine existing knowledge and find upcoming research needs. A conceptual framework is presented which blends findings from before hand done works and proves that leaders' mindfulness practices impact different developmental results viewed important for leaders and leadership. This study recommends that looking beyond the essential wellbeing and work productivity outcomes and exploring the transformative outcomes of mindfulness interventions and practices related to leaders' relationships and inner growth that involve enhanced self-awareness and social/contextual awareness.

Praveen Kumar Sharma and Rajeev Kumar (2021) used self-report measures to check the relation between mindfulness, self-efficacy, anxiety, depression, and stress. The

Cognitive and Affective Mindfulness Scale-Revised (CAMS-R), New General Self-Efficacy Scale (NGSE), and Depression Anxiety Stress Scales (DASS21) were used to a sample of 382 Indian IT professionals. The results suggest that mindfulness was positively attributed to self-efficacy, whereas it was negatively attributed to anxiety, stress, and depression.

Ghorpade et al. (2021) In order to evaluate the emotional proficiency of nursing students, a study was conducted. The results indicated that 42% of second year Baccalaureate nursing students exhibited average emotional competence, while 58% displayed high emotional competence. Among the various emotions, love was found to be the most dominant with 84% of students experiencing this emotion. Additionally, 80% of students reported feeling sadness, 70% were sympathetic, and the same percentage felt jealousy.

Mella et al (2021) conducted a study which analysed the influence of different school adjustment factors on the connection between interpersonal socio-emotional skills and academic performance using a weighted network strategy. The researchers examined data provided by approximately 3,400 vocational high school students in France. The findings demonstrated that self-regulation at school had the greatest impact on the overall network and acted as the most crucial pathway. Particularly, self-regulation was found to mediate the associations between interpersonal socio-emotional abilities and school grades.

Pavlovic et al (2021) conducted a study to investigate if students with varying academic achievements and different study programs displayed different levels of emotional competence during exams. The study was conducted on a group of 115 students from the Faculty of Philosophy at the University of East Sarajevo. The results indicate that there are no disparities in emotional competence development during exams among students with different academic achievements, but there are variations depending on the study program they are enrolled in.

Kim et al., (2021) conducted a study among 13,600 Korean adolescents under the age of 30 aimed to examine the connection between anxiety and various aspects. The findings revealed that was positively correlated with factors such as having to meet precise quality standards, dealing with unexpected issues independently, handling complex tasks, learning new skills, working at a fast pace, and completing tasks within tight deadlines.

Kaur and Grover (2021) The purpose of this research is to understand the levels of happiness and well-being during the different stages of the lockdown in India. The findings show that there was no significant change in happiness levels and negative emotions among college students throughout the lockdown period. This suggests that despite the uncertainties of the pandemic, college students demonstrated resilience and optimism.

Yoon et al., (2020) investigated how the combination of positive and negative emotions at work impacts well-being outcomes. Numerous studies have concluded that it is not solely positive emotions or negative emotions that influence well-being, but rather the equilibrium between both emotions.

Wang et al. (2020) conducted a study to gain insight into the impact of the COVID-19 pandemic on the emotional well-being of university and college students, a study was conducted. A total of 17,876 participants completed a questionnaire. The findings revealed certain factors that influenced both positive and negative emotions among students. These factors included education, knowledge about communicable diseases, satisfaction with pandemic prevention measures, perceived risk of infection, disruption to daily life, sleep patterns, and frequency of handwashing in the previous two weeks. Additionally, some unique determinants were also identified.

Inka Papenfuss et al (2020) investigated both self-reported intolerance of uncertainty (IU) and physiological and subjective responding to uncertain threat in a threat-of-shock paradigm, the NPU-threat test, as arbitrator for the relation between mindfulness and anxiety in the study of 53 healthy participants. The results show that that IU mediated the effect of mindfulness on some anxiety symptoms.

Alahmadi (2019) conducted a study with purpose to comprehensively summarize how common anxiety is and its factors contributing to its development among students in Saudi Arabia. The analysis involved examining 19 articles, which revealed that anxiety rates among students varied from 34.9% to 65%. Among medical students, anxiety was found to be more widespread among females, whereas among dental students, it was predominantly observed in males.

Sampath et. Al., (2019) examined the different levels of mindfulness among undergraduate medical students and investigate how it relates to depression, anxiety, and stress. A group of 150 students who consented to participate was analyzed. Notably, mindfulness levels varied among individuals, but those with higher levels experienced significantly less depression, anxiety, and stress.

Sarah Strohmaier et al (2017) studied to clarify length of mindfulness practice which led to greater benefits using an experimental design. Participants ($N = 71$; 71.8% female), who were healthy adults with limited prior mindfulness practice experience, were randomised to either (i) four longer (20-min) mindfulness practices, four shorter (5-min) mindfulness practices, or an audiobook control group. The study concluded

that even a relatively small amount of mindfulness practice can be benefiter and smaller practices may be more helpful for beginner practitioners in MBPs with minimal teacher contact.

Bajaj et al (2016) aimed to study the mediation impacts of self-esteem on the concurrence between mindfulness, anxiety and depression. A sample of 417 undergraduate students completed a series of questionnaires which assessed mindfulness, self-esteem, anxiety, and depression. Results showed that mindfulness was related with self-esteem, anxiety, and depression. Using Structural Equation Modeling(SEM), mediational analyses invested that mindfulness exerted negatively correlated effect on anxiety and depression through self-esteem. A multi-group analysis instigated that the mediational model was not moderated by gender and hence gave a preliminary support for the robustness of the model. The findings corroborate an important role of self-esteem in mindfulness exerting its beneficial effects on anxiety and depression.

Habib et al. (2016) investigated the emotional competence of male and female adolescents in Jammu and Kashmir. The findings indicated a notable disparity in emotional competence between the two genders.

Mashrat et al. (2015) conducted a study which aimed to examine how Emotional Competence affects the well-being of both male and female adolescents. The research was conducted with a sample size of 100 adolescents, with 50 males and 50 females, selected through a simple random sampling method. The findings indicated that Emotional Competence had a significant impact on the overall well-being of male adolescents. This suggests that there is a strong positive relationship between Emotional Competence and overall well-being in both male and female adolescents.

Scott C .et al (2014) reviewed theoretical models, empirical research, and wtreatment outcome literature connecting barious constructs of mindfulness and their individual components to the alleviation of anxiety and anxiety disorders.

Dam et al (2014) aimed to compare parts of mindfulness, self-compassion, and emotion regulation, assuring which was more predictive of changes in anxiety, depression, and stress among 58 participants, distributed on a 2:1 basis to MMT training or wait-list in a pre-/post-examination design. The results showed that the facets of over identification and self-judgment (components of self-compassion) are most predictive of changes in outcome variables, but mindfulness and emotion regulation also contributed. The findings suggest that mindfulness, as a process, may be more complicated than some have given credit and that attention and emotional balance may be particularly important aspects related to its effects.

Desrosiers et Al (2013) presented a study to the mechanisms by which mindfulness can be related to mental health in a clinical sample of adults by examining whether specific cognitive emotion regulation strategies (rumination, reappraisal, worry, and no acceptance) mediate associations between mindfulness and depression and anxiety, respectively, and whether these emotion regulation strategies operate uniquely or trans diagnostically in relation to depression and anxiety. Participants were 187 adults seeking treatment at a mood and anxiety disorders clinic in Connecticut. The results concluded that mindfulness operates through distinct and common mechanisms depending on clinical context.

Hölzel et al. (2011) conducted a research in which a large group of participants was examined to determine gender disparities in mindfulness. The results indicated that women displayed slightly higher levels of mindfulness in comparison to men.

Parto and Besharat (2011) conducted a research study which examined the connection between mindfulness and mental well-being, as well as the role of self-regulation and autonomy in this relationship. 717 students participated in the study. The findings showed that mindfulness had a strong negative correlation with psychological distress and a strong positive correlation with psychological well-being.

Autonomy played a mediating role in the relationships between mindfulness and mental well-being as well as psychological distress. On the other hand, self-regulation only mediated the relationship between mindfulness and psychological well-being.

Hoffman, S. G. (2010) conducted a study with the objective to study an effect size analysis of popular intervention for anxiety and mood symptoms in clinical samples. The meta-analysis was based on 39 studies totaling 1,140 participants receiving mindfulness-based therapy for different conditions, like cancer, generalized anxiety disorder, depression, and other psychiatric or medical conditions. The results suggested that mindfulness-based therapy is a promising remedy for healing anxiety and mood problems in clinical samples.

Toneatto et al (2007) reviewed the effect of mindfulness-based stress reduction (MBSR) on symptoms of anxiety and depression in various clinical populations. Results showed that Adherence to the MBSR program were infrequently assessed. Where it was assessed, the relation between practising mindfulness and changes in depression and anxiety was equivocal. Concluding that MBSR does not have a reliable impact on depression and anxiety.

Tacón et al (2003). The aim of this study was to calculate the efficiency of KabatZinn's mindfulness-based stress reduction program to decrease anxiety in women with heart disease.

Brown and Ryan (2003) conducted a research to study and explore the impact of mindfulness on psychological well-being. The study consisted of various methods, including surveys and clinical interventions. The findings revealed that both inherent and temporary levels of mindfulness had a positive influence on self-regulated behavior and positive emotions. Additionally, a clinical study involving cancer patients demonstrated that an increase in mindfulness over time was linked to a decrease in mood disturbance and stress.

Chapter 3: METHODOLOGY

Aim: To assess and study the effect of mindfulness on emotional competence, anxiety management and psychological well-being of college students.

Objectives

1. To study and assess the emotional competence of college students
2. To study and assess mindfulness of college students
3. To study and assess anxiety levels of college students
4. To study and assess psychological well being of college students
5. To study and assess the effect of mindfulness on emotional competence of college students.
6. To study and assess the effect of mindfulness on anxiety of college students
7. To study and assess the effect of mindfulness on psychological well being

Rationale

The reason behind choosing such topic of research was the rare research done on the real root cause of anxiety i.e. not being in present and worrying a lot about future, being mindful can be helpful with not just anxiety, but being emotionally competent and psychologically motivated. Most researches which take place regarding college students include topics like anxiety, depression or either done individually rather taking a more holistic or positive view.

On similar note a study was conducted on mindful abilities and there association with levels of anxiety ,emotional intelligence and self efficacy of college students from Spain (Perez et al., 2023) but, this research is different from that research on various parameters and was done because

1. Geographical difference: Previous study was done with population of Spain, where as this was done with sample from Indian subcontinent.
2. Variable differences: In previous study associations between anxiety, emotional intelligence were seen with mindfulness whereas in this study impact of mindfulness is seen on other parameters.

Hypothesis

H01: There will be no significant relation between mindfulness on emotional intelligence of college students.

HA1: There will be a significant relation between mindfulness and emotional intelligence of college students.

H02: There will be no significant relation between mindfulness on anxiety of college students.

HA2: There is a significant relationship between mindfulness and anxiety of college students.

H03: There will be no significant relation between mindfulness and psychological well-being of college students.

HA3: There will be a significant relationship between mindfulness and psychological wellbeing of college students.

Research design

To lessen the biases in the replies to the surveys, a cross-sectional close ended , Likert scale based survey design was used and the questionnaires based on the same design were provided to participants to answer

Sample size: A convenient sampling approach was used for the resolution of the sample. The complete research about sample consisted of 120 college students from Delhi NCR region of India in the age vary of 18 -25 years.

Procedure: Data collection was carried out whilst visiting colleges , institutions of students. At the preliminary phase the cause of research used was well defined and willingness to participate in the study was sought whilst emphasizing that the participation in research used was not binding and the members have been free to decline and withdraw from the find out about any time. It was made clear to the individuals that no financial benefits will be given.

After searching for the consent to participate, an appropriate day and time were asked. Questionnaires were provided to the participants via Google forms and hard copy, too, and they were free to choose any of the medium to fill the questionnaire.

The questionnaire consisted of a no objection certificate, which was to be signed by the participant , as proof that they were never forced to fill items, and they did it willingly. Then, the instructions were given, and they filled the forms.

Tools

Following psychometric equipment had been employed to verify the extent stage of the variables blanketed in this study:

Socio-demographic file sheet: The Socio- demographic sheet was developed for the study, which blanketed name, age, gender, educational qualification, occupation, geographical location, and revenue (if receiving)

Beck anxiety inventory

The BAI is a questionnaire developed by Aron T. Beck and his colleagues. It was designed to measure both physical and mental symptoms of anxiety. It consists of 21 items that assess the frequency and severity of anxiety symptoms over a 1-week period. The questionnaire distinguishes between somatic symptoms and cognitive symptoms, with 14 items related to physical symptoms and 7 items related to mental symptoms. Patients rate the severity of each item on a 4-point scale. Overall, the BAI is considered to be a reliable and valid tool for detecting anxiety, even among elderly patients, and it specifically focuses on anxiety rather than depression.

PANAS (Positive affect negative affect schedule)

The PANAS, or Positive and Negative Affect Schedule, is a questionnaire that consists of 20 items. Its purpose is to measure both positive affect (PA) and negative affect (NA). PA refers to the pleasurable feelings one experiences when engaging with their surroundings, while NA encompasses a range of negative emotions such as anger, guilt, and anxiety. The PANAS is particularly beneficial for therapists who want to track their clients' fluctuations in positive and negative emotions on a weekly basis. This tool is effective in capturing momentary changes in affect, making it useful for assessing the immediate impacts of therapy sessions, as well as the outcomes of positive interventions, exercises, or activities.

In 1988, a team of researchers from the University of Minnesota and Southern Methodist University created the PANAS. Existing mood measurements had previously shown inconsistent associations between positive and negative emotions, while also lacking reliability and accuracy. With the PANAS, Watson, Clark, and Tellegen aimed to establish a more reliable and accurate tool to assess each of these emotional dimensions.

Emotional competence scale

ECS was developed by Dr Harish Sharma. The scale is made up of 30 items and is used to measure five specific passionate skills: the ability to feel deeply, the capacity to handle emotional challenges, the ability to find comfort in positive emotions, and overall emotional well-being.

Mindfulness, attention, awareness schedule

The MAAS evaluates how often individuals experience mindful moments, measuring dispositional mindfulness through a 15-item questionnaire on a 1-6 Likert scale. The results can indicate levels of self-regulation and overall wellbeing.

Tools used for data analysis : The collected data was analysed with the help of correlational analysis by Sir Francis Galton, mean and Standard deviation.

Correlation evaluation in research is a statistical method used to measure the energy of the linear relationship between two variables and compute their affiliation .

In Mathematics and statistics analysis, the arithmetic mean, arithmetic average, or just the imply of average, is the sum total of a series of numbers divided with the aid of the matter of numbers in the

collection. The collection is often a set of outcomes from an experiment, an observational study, or a survey.

The widespread or standard deviation is a measure of the quantity of variation or dispersion of a set of values. A low general deviation suggests that the values have a tendency to be shut to the imply of the set, whilst a high preferred deviation indicates that the values are unfold out over a wider range.

Chapter 4: RESULT

Correlation analysis was done for males and females separately on the basis of anxiety, mindfulness, positive- negative effect and emotional competence.

Correlation score for females on mindfulness and anxiety is – 0.61 and for males it is 0.18. Correlation scores on mindfulness and emotional competence for females is -0.15 and for males it is 0.1. Correlation scores for mindfulness and psychological effect for females is 0.21 and for males it is -0.4.

Null hypothesis is rejected and alternate hypothesis are accepted as there are significant differences between scores of males and females on the basis of emotional competence mindfulness, anxiety and psychological effect.

For females mindfulness is negatively correlated with anxiety and emotional competence, and positively correlated with psychological positive negative affect.

For males mindfulness is positively correlated with anxiety and emotional competence, and negatively correlated with psychological positive negative affect.

Table 1: Mean and standard deviation scores of male and females

	Male		Female	
	Mean	SD	mean	SD
BAI	8.9	2.12	21.1	12.77
PANAS	64.31	8.7	54.21	14.81
ECS	74.14	24.04	70.16	15
MAAS	5.08	8.70	4.16	0.56

Table 2: correlational analysis between mindfulness and anxiety of Male and female college students

Correlation	Mindfulness	Anxiety
Female	-0.61	
Male	0.18	

Table 3: correlation analysis between mindfulness and emotional competence scores of Male and female college students

	Mindfulness	Emotional competence
Female	-0.15	
Male	0.1	

Table 4: Correlation analysis between mindfulness and psychological effect of Male and female college students

Mindfulness	Positive-negative affect
Female	0.21
Male	-0.4

Chapter 5: DISCUSSION

Aim of the following primary, quantitative, analytical research was to assess the influence of Mindfulness on Emotional competence ,Anxiety Management, and Psychological Well-being among College Students. The sample size of 120 college students (60 males and 60 females) was taken among age range of 18 to 25 year old from bachelors and masters college students from urban areas / colleges of Delhi NCR region.

The mean scores for male and females on anxiety was 8.9 and 21.1 respectively. The mean scores for males and females on positive negative effects was 64.31 and 54.21 respectively . The mean scores for males and females on emotional competence was 74.14 and 70.16 respectively. The mean scores for males and females on the basis of mindfulness attention awareness scale was 5.08 and 4.16 respectively.

From the above provided result table , it can be interpreted that males have better emotional competence, mindfulness, less anxiety and better psychological positive negative effect ,when compared to females.

The correlation study scores for males on the basis of mindfulness and anxiety was 0.18 and on mindfulness and emotional competence was 0.1 which inferred a high positive Correlation between scores which means they do have an effect on each other , and the other is also affected by change done in one variable. Hence, the hypothesises that there is a significant effect of mindfulness on anxiety and effect of mindfulness on emotional competence gets accepted. The correlation study scores for males on the basis of mindfulness and psychological positive negative effect was -0.4, which inferred that there is negative correlation between the two i.e. when mindfulness or psychological well being is more the other is low or less in individuals.

The correlational study score for females on the basis of mindfulness and anxiety was -0.61 and for mindfulness and emotional competence was - 0.15 , which interpreted a negative correlation between the scores which further interpret that when one is high than the other gets lacking in the individual. The correlational study scores for mindfulness and psychological effect was 0.21 , which inferred a high positive Correlation between variables , which further interprets that in case of females mindfulness and psychological positive negative effect, both have effect on each other. Hence accepting the alternative hypothesis i.e. mindfulness has an effect on psychological well being, anxiety and emotional competence of male and female college students.

Females had comparatively high anxiety and less emotionally competent than males, it could have been because females are believed to more emotionally expressive ,overthinking and being emotional is a trait which has been seen highly in females , especially college students as t this time they start to develop relationships , preparing for career and for some marriage too. Males have always been seen as strong and taught the same especially college going males are guided by family and society how to be competent enough to manage work life , career and job.

On similar note, Alahmadi (2019) conducted a study with purpose to comprehensively summarize how common anxiety is and its factors contributing to its development among students in Saudi Arabia. The analysis involved examining 19 articles, which revealed that anxiety rates among students varied from

34.9% to 65%. Among medical students, anxiety was found to be more widespread among females, whereas among dental students, it was predominantly observed in males.

Chapter 6: RECOMMENDATION / FUTURE IMPLICATIONS

From the following research few recommendations were found to be proposed for future researchers who might be interested in taking up the similar or around the topic research in future :-

1. College students should be encouraged to take out some time for themselves too, which will help them to introspect and regulate their emotions better.
2. College students should be encouraged to maintain an emotional journal where they would keep a record of all the emotions they experience in a day, and practice mindfulness techniques to reduce anxiety and for betterment of psychological positive negative effect.
3. College students should be encouraged to be happy and motivated to ask for help when needed , whether it be with academics or emotionally.

Chapter 7: CONCLUSION

Hence , it can be concluded that there is a positive effect of mindfulness on anxiety and emotional competence and negative effect of mindfulness on psychological positive negative effect of males and there is a negative effect of mindfulness on anxiety and emotional competence and positive effect of mindfulness on psychological positive negative effect of females.

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