

Effectiveness Of Mindfulness And Integral Optimism On Psychological Well-Being Of Adolescent College Students

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ABSTRACT

This research investigates the effectiveness of mindfulness and integral optimism in enhancing the psychological well-being of adolescent college students. The study, conducted with a sample size of 600 college students selected through a simple random sampling technique, aims to assess the potential benefits of interventions on psychological well-being. Subjects were assigned randomly to two categories: Control group and the Experimental group. Pre and post-intervention assessments, utilizing standardized tests for psychological well-being, were administered. The data collected was considered to investigate potential moderating effects on the relationship between pre and post interventions of psychological well-being. The study employed statistical analysis using SPSS to evaluate the results. Preliminary findings suggest a significant positive impact of both mindfulness and integral optimism interventions on the psychological well-being of adolescent college students.

Keywords: *Mindfulness, Integral Optimism, Psychological Well-Being, Adolescent College Students, Intervention, Mental Health, Well-Being, Positive Psychology.*¹

INTRODUCTION

Psychological well-being encompasses a broad spectrum of welfare, including positive self-evaluations and reflections on one's past experiences (Self-Acceptance), a perception of continuous personal growth and development (Personal Growth), a belief in the meaningfulness and purpose of one's life (Purpose in Life), the presence of positive relationships with others (Positive Relations With Others), the capability to effectively navigate one's life and environment (Environmental Mastery), and a sense of autonomy (Ryff and Keyes, 1995). To assess these six facets of good psychological functioning, Ryff and Singer (1998) developed a tool.

Mindfulness is a cognitive state marked by an elevated consciousness of one's thoughts, emotions, physical sensations, and the surrounding environment, devoid of judgment. It entails focusing on the current moment with receptivity and approval. Various techniques, such as meditation, deep breathing, and mindful movement, can be employed to nurture mindfulness.

Mindfulness has garnered substantial attention over the last three decades as an intervention to enhance well-being and prevent mental distress in clinical populations, adults, and adolescents/children (Felder et al., 2016; Creswell, 2017). It is defined as the intentional, non-judgmental awareness of the present moment (Kabat-Zinn, 1990), involving the self-

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regulation of attention to maintain focus on immediate experiences with curiosity, openness, and acceptance (Bishop et al., 2004).

Empirical research strongly supports the idea that mindfulness contributes positively to well-being, encompassing subjective feelings of happiness, life satisfaction, and positive emotions (Felver et al., 2016; Fabian, 2022). Mindfulness has proven to be a valuable stress reduction tool for adolescents, not only in daily stressful situations but also in coping with traumatic events (Lau and Hue, 2011; Felver et al., 2016). Studies show that mindfulness serves as a protective strategy in stressful and challenging situations, particularly for individuals who have experienced disasters (Eriksen and Ditrach, 2015; Bergin and Pakenham, 2016).

Recent research underscores a positive correlation between mindfulness and well-being (Hanley et al., 2014), with self-esteem mediating this relationship (Bajaj et al., 2016). Additionally, mindfulness is linked to life satisfaction through the appreciation of positive experiences and gratitude (Cheung and Lau, 2021). Longitudinal studies indicate that mindfulness is associated with psychological distress through increased awareness and acceptance of negative emotions, improved impulse control, and enhanced emotion regulation (Cheung and Ng, 2019). A study involving Chinese adolescents suggests that mindfulness not only correlates positively with life satisfaction, self-esteem, and resilience but also predicts life satisfaction through the mediating influence of self-esteem (Wang and Kong, 2020). Furthermore, another study on Chinese adolescents reveals that mindfulness plays a mediating role in enhancing the meaning of life and life satisfaction (Dong and Geng, 2022). In summary, mindfulness fosters an open and accepting awareness of one's thoughts and emotions, enhancing life contentment by savoring positive experiences and discovering meaning in one's life.

“Optimism generally refers to a positive outlook on life, an expectation that things will work out for the best. It involves a hopeful and positive attitude towards the future.” Despite facing challenging situations, maintaining an optimistic outlook appears to contribute to emotional well-being. A study involving women with breast cancer, published in *BMC Psychiatry* in October 2022, revealed that those with a higher level of optimism reported experiencing fewer symptoms of anxiety and depression.

Trudel-Fitzgerald remarks, "Considering the numerous connections observed between optimism and sustained physical health, the pivotal question naturally arises on the operation of this mechanism. Researchers are exploring various pathways to elucidate potential explanations for these phenomena. she adds.

Positive psychological resources such as optimism, gratitude and social support should be prioritized to develop to promote older adults' Subjective Well Being (Chunqin Liu MS, 2022).

OBJECTIVES

- To identify the individuals with low psychological well being.
- To find the difference between control group and experimental group in regard with psychological well- being.

HYPOTHESIS

- There will be a significant difference between the Control and Experimental Groups at pre and post test phase with regard to psychological well – being

RESEARCH DESIGN

The objectives of the study required the implementation of two distinct research designs.

Phase I - Descriptive research Design

In the first phase of the research, an empirical survey research design (Drew & Hardman, 1943) was used to verify the effect of Spiritual well being on Psychological well being of adolescent college students.

Phase II - Experimental research Design

In the second phase, two group pre-test, post-test experimental design (Clark-Carter, 2010) was used to verify the efficacy of the Intervention program. A control group was included in this design in order to ensure internal validity of this study (Bordens & Bruce, 2002). The subjects of the experimental and control groups were assigned based on random selection. Intervention is given in 15 sessions of 45 minutes of each.

VARIABLES

Independent variable	Mindfulness and integral optimism
Dependent variable	Psychological well - being

TOOLS USED

1. Ryff's Psychological Well being Scales (PWB)

TOOL DESCRIPTION

The Ryff Scale of Measurement is a psychometric inventory in which respondents rate statements on a scale of 1 to 6, where 1 indicates strong disagreement and 6 indicates strong agreement. Ryff's model is not based on merely feeling happy, but is based on Aristotle's Nicomachean Ethics, "where the goal of life isn't feeling good, but is instead about living virtuously".

The Ryff Scale is based on six factors: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Higher total scores indicate higher psychological well-being. Following are explanations of each criterion, and an example statement from the Ryff Inventory to measure each criterion.

Sampling

From among the 600 sample, 60 volunteer subjects who met the selection criteria of having low score in Psychological wellbeing were randomly assigned to Experimental and Control Groups having 30 subjects in each group. In total, 30 persons for Experimental Group and 30 for Control Group constituted the sample for the second phase of the study.

Following are the inclusive criteria for identifying the sample for the Experimental research phase of this study.

- 1) The subject must be an adolescent college student.
- 2) Participation in the study requires voluntary involvement from the subject.
- 3) The subject should not have undergone any significant life events in the past six months.
- 4) It is necessary that the subject has no major health issues in the last six months.

SPSS

SPSS version 25.0 is used to conduct the analysis of regression, analysis of correlation and paired t – test.

RESULTS AND DISCUSSION

H2: There will be a significant difference between the Experimental and Control Groups at the pre and post test phase with regard to Psychological well – being
Table Shows the difference between control and experimental groups with regards to psychological well-being in Pre and Post test (n-60)

PWB	Experiment	N	Mean	Std. Deviation	Statistical inference
Pre Test	Control Group	30	30.50	3.340	t value =-1.583 Df=58 P=0.119
	Experimental Group	30	31.97	3.819	Not Significant
Post Test	Control Group	30	27.93	6.928	t value =-18.20 Df=58 P=0.000
	Experimental Group	30	55.87	4.761	Significant

The above table shows the pre-test and post-test “t” values for psychological well-being of control and experimental group. In the pre-test phase, the control and the experimental group has the obtained “t” value- 1.583, $P > 0.05$. It can be interpreted from the obtained “t” value that there is no difference existing between the control group and experimental group in psychological well-being.

The above table further indicates that in the post-test phase, the obtained “t” value is 18.20, which is significant at 0.01 level as p- value is 0.000. Thus, it can be inferred that there is a significant effect in psychological well-being between the control and the experimental group.

The findings from comparative analysis with regard to psychological well being:

- There is a significant difference between the Experimental and Control Groups at the pre and post test phase with regard to Psychological well – being

Conclusion:

The research reveals that the Intervention given on Mindfulness and Integral optimism techniques has positive effect on the study variables. The study demonstrates the effectiveness of mindfulness and integral optimism interventions in enhancing the psychological well being. The findings have implications for educational practices, mental health interventions, and policy-making, advocating for a holistic approach to adolescent well-being.

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