

A STUDY ON ASSOCIATION OF MINDFULNESS AND ANXIETY AMONG COLLEGE STUDENTS



DISSERTATION (COURSE CODE: P-503)

Submitted

**in partial fulfillment of the requirements for the award of the Degree of
B.A. (Honours) in Psychology**

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CERTIFICATE

This is to certify that **Ms. Parul Datta** student of B.A. Honours Psychology Semester VI, Session 2021-2024, bearing Roll No 2108002 has worked under supervision of Ms. Sonika Kumari on Project entitled “**A Study on Association of Mindfulness and Anxiety among College Students**”. Her mini project is fit for submission, in partial fulfillment of their requirements for the award of the Degree in B.A. Honours psychology.

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CHAPTER I

INTRODUCTION COLLEGE STUDENTS

A college student can be defined as an individual who is enrolled in a college or university and is pursuing higher education. They are typically young adults who have completed high school and have chosen to continue their education after graduation. College students come from diverse backgrounds, but there is a stereotypical image of a college student as a white, middle-class individual with educated parents and sufficient financial resources. The role of a college or university is to develop these students into independent individuals with both soft and hard skills. The college experience involves a transition from high school, exposure to different college environments, and the formation of student culture. The ultimate goal is to prepare college students for their future careers by providing them with quality education, opportunities for personal growth, and the skills necessary to succeed in the workforce. (What Is the Definition of a College Student? Answers from Research Papers, 2023)

MINDFULNESS

As the field of psychology continues to expand and evolve, one fruitful avenue of exploration has been the integration of mindfulness into psychological theory and practice. Mindfulness is defined as the awareness that arises out of intentionally attending in an open and discerning way to whatever is arising in the present moment. Two decades of empirical research have generated considerable evidence supporting the efficacy of mindfulness based interventions across a wide range of clinical and nonclinical populations, and these interventions have been incorporated into a variety of health care settings. (Shapiro S. L.

2009). The word mindfulness has gathered to it a wide variety of meanings and connotations, from the distant past up to current times. This range of meanings can most easily be appreciated if we consider that mindfulness is commonly being used as shorthand for a few related yet distinct qualities. At one end of the spectrum, it can validly be employed to refer to the simple act of recollection (i.e., it comes from the same root as the Sanskrit word *smṛti*, meaning "memory," or "that which is remembered"); it also means the act of consciously paying attention. At the other end of the spectrum, one finds such statements in the scriptures as "Mindfulness is the path to the deathless" (Dhammapada [Dhp] 21), with the word "deathless" meaning total spiritual emancipation or enlightenment. This points to mindful-ness as being

of the most profound and liberating nature. Indeed, it is the very first on the Buddha's list of the Seven Factors of Enlightenment

(bojjhanga) as well as being the balancing factor at the center of the Buddha's list of the Five Spiritual Faculties (indriya) as well as the Five Powers (bala). Many notable Buddhist practitioners, academics, and others have offered their own definitions of mindfulness.

All of these possess different shades of meaning and emphasis, so a variety are listed here, again, not intended to be exhaustive but rather in order to give a broad sense of the constellation of qualities that constitute mindfulness: Right mindfulness: mindfulness and awareness in contemplating body, feelings, mind and mind-objects. (Nyanatiloka, 1952) .The clear and single-minded awareness of what actually happens to us and in us at the successive moments of perception. (Thera, 1962, p. 5) .Keeping one's consciousness alive to the present reality. (Hanh,1976) Mindfulness is in general connectedness, not being scatter-brained; whereas awareness is more precisely keeping oneself under constant observation, not letting one's actions (or thoughts, or feelings, etc.) pass unnoticed. (Nanavira, 1987) .[Sati] should be understood as what allows awareness of the full range and extent of dhammas; sati is an awareness of things in relation to things, and hence an awareness of their relative value. Applied to the Satipatthānas, presumably what this means is that sati is what causes the practitioner of yoga to "remember" that any feeling he may experience exists in relation to a whole variety or world of feelings that may be skillful or unskillful, with faults or faultless, relatively inferior or refined, dark or pure. (Gethin, 2001). In which moment-to-moment awareness of changing objects of perception is cultivated. (Epstein, 1995).Giving full attention to the present, without worries about the past or future. (Thondup, 1996)

ANXIETY

According to the Anxiety and Depression Association of America (ADAA), around 40 million people in the United States have an anxiety disorder. It is the most common group of mental illnesses in the country. However, only 36.9% of people with an anxiety disorder receive treatment.

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

Anxiety is a complex response to real or perceived threats. It can involve trusted Source cognitive, physical, and behavioral changes. Real or perceived danger causes a rush of adrenaline, a hormone and chemical messenger in the brain, which in turn triggers these anxiety

reactions in a process called the fight-or-flight response. Some people may experience this response in difficult social situations or around important events or decisions. The duration or severity of feelings of anxiety can sometimes be out of proportion to the original trigger or stressor. Physical symptoms, such as increased blood pressure and nausea, may also develop. These responses move beyond anxiety into an anxiety disorder. In science, states like emotions and most of the words used to describe human personality are constructs. A construct is a broad abstraction, a hypothetical entity that has no actual physical existence but that has proven useful in explaining observable phenomena. It is distinguished from something that has definite physical properties, like a table or a highway, or from an observable act that can be described by such a statement as "He ran down the street." These "somethings" are directly manifest; an emotion like anxiety is not. One can dissect a human body and find a heart or brain, but one cannot locate objects that are properly called anxiety, or extraversion, or intelligence. Constructs are used to explain behavior. We say that a person runs away because he has fear, or that his face reddens because he is angry. We also infer the existence of the emotion itself from these observable manifestations. Constructs are popularly (but not scientifically) regarded as "things" that are amenable to purely verbal or vernacular definition. Various verbal definitions of anxiety sound very much alike: The unpleasant experienced when the object is unknown and the anticipation of being overwhelmed by an internal or external force is present... (Eidelson, 1968). A painful or apprehensive uneasiness of mind usually over an impending or anticipated ill.. (Webster, 1976). Unpleasant affect consisting of psychophysiological changes in response to an intrapsychic conflict. an uncomfortable feeling of impending danger, accompanied by overwhelming awareness of being powerless, inability to perceive the unreality of the threat, prolonged feeling of tension, and exhaustive readiness for expected danger (Freedman, Kaplan, & Saddock).

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The unpleasure experienced when the object is unknown and the anticipation of being overwhelmed by an internal or external force is present.. (Eidelson, 1968). A painful or apprehensive uneasiness of mind usually over an impending or anticipated ill. (Webster, 1976). Unpleasurable affect consisting of psychophysiological changes in response to an intrapsychic conflict. an uncomfortable feeling of impending danger, accompanied by overwhelming awareness of being powerless, inability to perceive the unreality of the threat, prolonged feeling of tension, and exhaustive readiness for expected danger (Freedman, Kaplan, & Saddock, 1976).

Almost everyone agrees that anxiety is an unpleasant-feeling state, clearly distinguishable from other emotional states and having physiological concomitants. In addition to this common core of meaning, however, the term takes on other nuances and shadings of meaning, depending upon the particular theoretical orientation and operational criteria employed by individual researchers (Ruebush, 1963).

Apparently, we can say simply that anxiety is very much like fear and thus establish the "common core of the meaning," a general idea of what is meant by the construct, anxiety. Fear is a universal, personal experience; each of us has an awareness of fear deriving from our own existence. Or we could say, roughly speaking, that it is a complex state characterized by a subjective feeling of apprehension and heightened physiological reactivity. We all understand the meaning of anxiety in this broad, vague sense, but it will not suffice for the purposes of science. Scientific definitions must be precise, objective, and quantifiable. Vernacular definitions of anxiety are themselves full of abstract constructs requiring definition. Exactly what is meant by "painful uneasiness," or "unpleasant"? If we attempt to define each of these words, we find ourselves merely adding further constructs, each of which also requires defining. We could go on forever in this absurd fashion, adding word after word and phrase after phrase in a vain attempt to define the original, single-word construct. Even if the volume of verbiage becomes infinite, we shall not have added much more clear meaning to the word with which we began. (Levitt, 1961, pp. 17-18).

RELATIONSHIP BETWEEN MINDFULNESS AND ANXIETY

Both theory and research support an inverse relation between anxiety and aspects of trait mindfulness, particularly those tapping non judgment, acceptance, and the absence of mindless states. Outcome studies indicate that mindfulness-based interventions may be effective in the reduction of symptomatology for subclinical anxiety, generalized anxiety disorder, and social anxiety disorder, while outcome literature for other anxiety disorders is scarce to date. Future outcome studies are needed comparing mindfulness-based

interventions to established cognitive behavioral therapies to determine the relative benefits of each. At the same time, further studies should explore connections between mindfulness constructs derived from Eastern influences and social psychology, the benefits of combining mindfulness-based interventions with established anxiety treatments, the effectiveness of mindfulness in the individual therapy setting, and the mediators of change at work in mindfulness-based interventions for anxiety. (Woodruff, S.C., et al., 2014).

Agnes, P. A., & Mathew, O. O. (2019). in their study explained that anxiety is normal for every human being so that it is expected that every individual has the ability of mindfulness to reduce the anxiety that will be faced. Importance of mindfulness to reduce anxiety in college students. Jaiswal et al., (2019) study aims to analyze the association of mindfulness and anxiety in college students. Mindfulness and anxiety are often linked as inversely related traits and there have been several theoretical and mediational models proposed suggesting such a relationship between these two traits. The current review report offers an account of self-report measures, behavioral, electrophysiological, hemodynamic, and biological studies, which provide converging evidence for an inverse relationship between mindfulness and anxiety. Indices of association between anxiety and mindfulness: a guide for future mindfulness studies.

In accordance with the meta-analysis, in the random effect model, the correlation between mindfulness and anxiety was -0.330 ($p < 0.001$), and the correlation between mindfulness and depression was -0.353 ($p < 0.001$), which supported the effect of mindfulness on anxiety. The relationship between mindfulness, anxiety and depression during the COVID-19 pandemic: A meta-analysis of correlational studies. (Xu, F., et al., 2023).

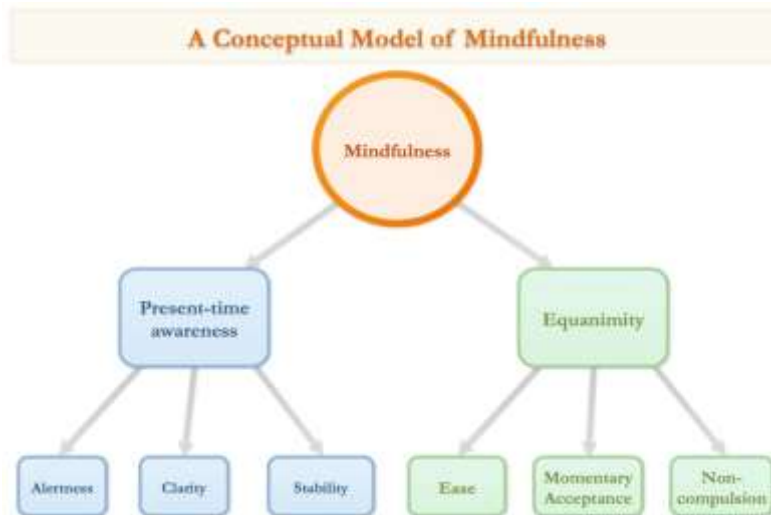


FIG. Showing Conceptual Model of Mindfulness

SIGNIFICANCE OF THE STUDY

This study aims to provide crucial information and knowledge about the association of mindfulness and anxiety among college students. This study will serve as a resource data for providing the significant evidence on relationship between the mindfulness and anxiety faced by male and female college students. Studying the association between mindfulness and anxiety among college students is significant as it can provide insights into potential strategies for mental health support. Understanding how mindfulness practices impact anxiety levels may contribute to the development of effective interventions, fostering overall well-being in the college population. This research could inform educational institutions and mental health professionals in tailoring support programs to address the specific needs of college students in managing anxiety through mindfulness techniques.

STATEMENT OF THE PROBLEM

“A STUDY ON ASSOCIATION OF MINDFULNESS AND ANXIETY AMONG COLLEGE STUDENTS”

OPERATIONAL DEFINITATIONS

MINDFULNESS-The term “mindfulness” has been used to refer to a psychological state of awareness, the practices that promote this awareness, a mode of processing information and a character trait.

ANXIETY- Anxiety is an uncontrollable, diffuse, unpleasant state of negative affect, characterized by apprehensive anticipation regarding unpredictable and unavoidable future

danger, and accompanied by physiological symptoms of tension and a constant state of heightened vigilance.

OBJECTIVES OF THE STUDY:

The objective of research project summarizes what is to be achieved by the study. In view of the available literature & importance of the topic, the following objectives were set: -

1. To find out association between mindfulness and anxiety among college students.
2. To find out the significance of mindfulness among college students.
3. To find out the significance of anxiety among college students.
4. To find out relationship between mindfulness and anxiety among male and female college students.

HYPOTHESIS OF THE STUDY:

1. There will be significant association between mindfulness and anxiety among college students.
2. There will be significance of mindfulness among college students.
3. There will be significance of anxiety among college students.

DELIMINATION OF THE STUDY

- The study has been delimited to 120 college students only.
- The study has been only quantitative in nature.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

A literature review is a thorough summary of earlier studies on a subject. The literature review examines scholarly books, journals, and other sources that are pertinent to a particular field of study. This prior research should be listed described, summed up, impartially evaluated, and clarified in the review.

Mindfulness and anxiety among college students

Efremova, E., 2023) assessed the effectiveness of a brief mindfulness training aimed at improving Russian students' mental and physical health.. A non-randomized controlled trial was conducted using a brief mindfulness training. The results show that the participants in the experimental group demonstrated significantly lower levels of depression ($\eta^2 = .07$, $p = .00$) and significantly higher levels of subjective happiness ($\eta^2 = .02$, $p = .02$) than participants in the control group. Also, the participants in the experimental group showed marginally significant lower levels of anxiety ($\eta^2 = .02$, $p = .06$). The findings suggest that mindfulness training may be an effective tool in addressing psychological challenges experienced by firstyear students of the Psychology Department of Ural Federal University.

Maharana et al. (2023) conducted this study on the post-graduate students of Odisha, who were assessed to see how well mindfulness treated their stress, anxiety, and depression symptoms . the data were collected from online survey among the post-graduate students of

Odisha by using two questionnaires; those are "FFMQ-15" and DASS-21. The study's findings will raise awareness among the post-graduate students or people from all lifestyles. The mindfulness practice can reduce all type of physical and psychological stress. Moreover, it reduces the academic anxiety and depression.

Crowley et al. (2022) in their study explored differences in mindfulness, happiness, and perceived anxiety in a sample of college students before and after taking a meditation course. Participants were college students at a primarily undergraduate institution enrolled in an experiential meditation class ($n = 74$) and a non-meditation class comparison group ($n = 73$). The study design was a before-after observational study with two groups and three dependent variables: the Mindfulness Attention Awareness Scale, the State Trait Anxiety Inventory and the Subjective Happiness Scale. The findings of the study revealed that students

in the meditation course increased average subjective happiness and mindfulness attention awareness.

An et al.,(2022)study examines the sustained effects of mindfulness practice on the psychological outcomes and brain activity of students, especially when they are exposed to stressful situations. Here, they combined psychological and electrophysiological methods (EEG) to investigate the sustained effects of an 8-week-long standardized Mindfulness-Based Stress Reduction (MBSR) intervention on the brain activity of college students.. In conclusion, MBSR intervention led to a sustained reduction of negative emotional states as measured by both psychological and electrophysiological metrics, which supports the adoption of MBSR as an effective and sustainable stress-counteracting approach for students in LMICs.

Ii et al., (2022) study expands on the existing literature by examining how distance learning mindfulness practices may affect anxiety in college students. This study assessed the effects of online mindfulness practices over a five-week period on test anxiety in college students. A total sample of 31 college students were randomly assigned to either a sitting meditation or music meditation condition. The findings of the study revealed that mindfulness may play a role in the reduction of anxiety and test anxiety. Further research is needed to more definitively assess how music meditation may impact anxiety.

Priebe& Kurtz , (2022) study assessed the efficacy of online mindfulness-based interventions at reducing collegiate test anxiety. A total sample of 71 undergraduate college students were randomly assigned to a six-week mindfulness condition ($n = 24$), a three-week mindfulness condition ($n = 21$), or a six-week sham mindfulness active control condition ($n = 26$). Participants in each condition were assigned five weekly meditations and written reflections. The results revealed that increases in mindfulness were associated with decreased reports of test anxiety, $r(69) = -.48$. Across all conditions, self-reported mindfulness increased, and self-reported test anxiety decreased from pre- to post-test, $F(1, 68) = 19.5$ and 28.9 .

Vorontsova et al., (2021) study examines mindfulness construct involving five component skills (observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience) is related to well-being and lessens depression, anxiety, and stress symptoms. A total sample of 150 university students from the psychology department at the University of Geneva were invited to report their mindfulness skills and academic performance, as well as anxiety, depression, and stress symptoms, through selfreport measures.

Results indicated that the total mindfulness score and the no reactivity facet of mindfulness were associated with depression scores.

Burgstahler & Stenson., (2020) study the effects of guided mindfulness meditation on anxiety and stress in pre-healthcare college students. A total sample of 33 students (age 19-22) were tested between September and November of 2017 . Students completed 5–

12 minutes of meditation 6 days/week for 8 weeks. Thus the results of the study concluded that all variables significantly improved after the intervention , hence the study proved that five to twelve minutes of daily mindfulness meditation is associated with decreased stress and anxiety, and increased mindfulness with greater changes observed following more minutes of meditation.

Saul & Fish, (2019) explored that approximately 62% of college students report experiencing anxiety during the past 12 months (American College Health Association 2016),. Of those students, approximately 27% stated that their anxiety had taken a negative toll on their academic performance. The study consisted of 72 college students randomly assigned to either the experimental group (n = 33) or control group (n = 39). Results indicate that the anxiety scores for the control group had a statistically significant decrease in S-Anxiety, but not T-Anxiety after completing ten, 10-minute sessions of Headspace

Justin et al; (2019) explored the relations between trauma exposure and anxiety and depression among college students, and determined whether trait mindfulness may moderate these relations. Self-report survey data from 2,336 college sophomores were drawn from a larger university-wide study. Trauma was a significant predictor of anxiety, but not depression, and high levels of mindfulness attenuated the association between trauma exposure and higher anxiety symptom severity. These results have implications for the treatment and prevention of anxiety among trauma-exposed college students and provide a basis for further research into the mechanisms through which mindfulness may facilitate positive mental health.

Charoensukmongkol ,(2019) study to investigate whether the degree of mindfulness exhibited by a sample of Thai students had an effect on the level of anxiety they experienced in English as a second language public speaking classes, and whether such an effect was related to the students' level of performance in communicating in English during classroom presentations. A total sample of 333 college students were selected from four marketing major courses in a leading private international university in Thailand, all of which were taught by foreign

instructors. Data were collected at different times and from multiple sources in order to lower the possibility of common method bias. The students who reported low anxiety also obtained higher scores on that state mindfulness appeared to have stronger explanatory power in predicting ESL public speaking anxiety than did trait mindfulness.

Lemay et al., (2019) study evaluate the impact of a six-week yoga and meditation intervention on college students' stress perception, anxiety levels, and mindfulness skills. College students participated in a six-week pilot program that consisted of a 60-minute vinyasa flow yoga class once weekly, followed by guided meditation delivered by trained faculty members at the University of Rhode Island College of Pharmacy. Students completed pre- and post-intervention questionnaires to evaluate changes in the following outcomes: stress levels, anxiety levels, and mindfulness skills.. The results revealed that Seventeen participants, aged 19 to 23 years, completed the study. Thirteen participants were female and four were male.

Rosini et al., (2017) study examine the role of mindfulness in experiencing negative emotions and lifestyle behaviors in 23 male and 19 female undergraduate students. Participants were randomly assigned to a mindfulness meditation condition or a cognitive activity control condition. Results suggest that higher levels of mindfulness are associated with better lifestyle habits, lower levels of stress, and reduced negative affect. Results also suggest mindfulness meditation is effective for individuals reporting lower initial levels of mindfulness.

Amber & Kraenzle, (2016) study narratively review the research testing the effects of mindfulness meditation on stress and anxiety in the college students; reviewing the inclusion of mindfulness was a secondary purpose. A literature search resulted in 57 studies on the effectiveness of mindfulness meditation in reducing stress and anxiety in college students.

Researchers examined anxiety in 40 studies, self-reported stress in 34, physiological stress in 11, and mindfulness in 24. Thirty-three of 40 and 25 of 34 studies showed significant decreases in anxiety and stress respectively; 22 of 24 showed an increase in mindfulness. Physiological stress had inconsistent results indicating a need for further research. Overall, mindfulness meditation shows promise in reducing stress and anxiety in college students.

Mascioli, (2014) study tests the effects of daily mindfulness meditation on state and trait anxiety as measured by the State-Trait Anxiety Inventory. Participants were Trinity College students that engaged in formal meditation sessions twice a week, but maintained the practice on their own every day. Students completed the State-Trait Anxiety Inventory before the first session began and after their sixth session. It was also hypothesized that the participants would see a

reduction in state anxiety when measured before and after the meditation session. If mindfulness meditation is proved to be a significant reduction method for state and trait anxiety, this easy to learn lifestyle can be an effective alternative to medication.

Brannon, J., (2010) studied to examined look at the relationship between test anxiety and mindfulness. This study consists of three surveys designed to look at different aspects of mindfulness and test anxiety. The Test Anxiety Inventory (TAI) is designed to determine to what degree a student has test anxiety. A significant relationship found at the .05 level ($r = -.368$, $p = .023$) for the No judging of Inner experience. There was no significant relationship found between the Test Anxiety Inventory's Worry component and the Five Facet Mindfulness Questionnaire's Nonreactivity of Inner Experience. The results show a possible new direction on research to help students with test anxiety.

Mascioli, (2014) study tests the effects of daily mindfulness meditation on state and trait anxiety as measured by the State-Trait Anxiety Inventory. Students completed the State-Trait Anxiety Inventory before the first session began and after their sixth session. The inventory was also given before and after the fourth session. It was also hypothesized that the participants would see a reduction in state anxiety when measured before and after the meditation session. If mindfulness meditation is proved to be a significant reduction method for state and trait anxiety, this easy to learn lifestyle can be an effective alternative to medication.

Wells (2010) study examined cross-sectional exploratory study considered the associations between mindfulness and symptoms of anxiety. The participants in this study were 183 undergraduate students at a regional university in the southeastern United States. Results suggest that not all aspects of mindfulness were related to anxiety. Of the 12 specific aspects of mindfulness measured, Cognition, Affect, Act with Awareness, and Nonjudge were the most common predictors of anxiety, obsessive-compulsiveness, and stress.

Mindfulness among college students

Bryant, (2023) mixed-methods study explored how mindfulness practices can positively shape the experience of first-year full-time undergraduate students participating in first-year seminar courses. The study highlighted the factors contributing to perceived stress among first-year students in their first college semester while evaluating the impact of consistent mindfulness practices on students' self-reported stress and anxiety levels in a first-year experience program. This study can offer higher education leaders and faculty the strategies and resources to help

students manage emotions, cope with stress and anxiety, and maintain overall well-being during the first semester of their college experience.

Song et al., (2021) analysed the associations between different facets of mindfulness, resilience, and college adjustment, as well as the mediation effect of resilience between mindfulness and college adjustment among first-year college students. This survey study recruited 765 first-year college students in China. The psychological variables were assessed by the Five Facet Mindfulness Questionnaire, the Connor–Davidson Resilience Scale, and the Chinese College Student Adjustment Scale. The findings of the study revealed that mindfulness and resilience were positively correlated with college adjustment. The findings support the potential importance of enhancing mindfulness and resilience to facilitate adjustment among first-year college students.

Smit et al., (2021) study evaluates the effectiveness of a mindfulness-based intervention (MBI), called Koru mindfulness, among college students. A total of 34 undergraduate students participated in a 4-week mindfulness curriculum embedded within a college course, while a control group of 35 students taking a different course did not. The findings of the study revealed that the Koru intervention effectively increased state mindfulness, decreased stress, and improved sleep, suggesting that it is robust even under extremely stressful conditions. This study adds to the growing evidence that MBIs can play an important role in addressing rising concerns regarding the mental health of college students.

Maher,(2021) in their study determined that mindfulness training is increasingly being adopted to address mental health concerns among university students. The purpose of this study was to examine the prevalence of student stress and anxiety alongside student mindfulness interest and experience; to examine the benefits of mindfulness training through the perspectives of cognitive neuroscience, population health, and behavioral economics; and to examine the cost-effectiveness of mindfulness training for university students. To address these aims, an anonymous online survey incorporating both the Five

Facet Mindfulness Questionnaire (FFMQ) and the Perceived Stress Scale (PSS) was administered to students at a liberal arts university in New England to quantify the prevalence of student stress and mindfulness. The results demonstrated a significant negative correlation between FFMQ and PSS scores, $r(107) = .507, p < 0.01$.

Bai, (2020)examines the effect of an 8-session long mindfulness training on first-year college students' daily experiences of stress and emotion regulation. A total sample of 52 first-year

students were randomized to the mindfulness training or the waitlist-control group during the fall academic semester. Before, during and after the trial, students completed 10 days of ecological momentary assessments (EMA), reporting on family and school or work stress, negative emotion, rumination, and interference by unwanted thoughts and emotions up to four times a day. The results showed an exacerbation of family stress related negative emotion, rumination and interference, across the fall semester. The findings suggested that mindfulness training helps to prevent the depletion of emotion regulation capacity in this sample of relatively healthy first-year college students.

Julietta et al., (2020) designed a pragmatic, parallel, single-blinded randomised controlled trial hypothesising that providing mindfulness courses to university students would promote their resilience to stress up to a year later. University of Cambridge students without severe mental illness or crisis were randomised, to join an 8-week mindfulness course adapted for university students (Mindfulness Skills for Students (MSS)), or to mental health support as usual (SAU). A total sample of 616 students were randomised, 53% of them completed the 1-year follow-up questionnaire. The findings suggested that loss to follow-up is a limitation, but evidence suggests beneficial effects on students' average psychological distress that last for at least a year.

Huberty et al., (2019) study aimed to test the initial efficacy and sustained effects of an 8-week mindfulness meditation mobile app Calm compared to a wait-list control on stress, mindfulness, and self-compassion in college students with elevated stress. A total of 88 participants were included in the analysis. The mean age (SD) was 20.41 (2.31) years for the intervention group and 21.85 (6.3) years for the control group. Bonferroni posthoc tests showed significant within-group mean differences for perceived stress in the intervention group ($P < .001$), while there were no significant within-group mean differences in the control group (all $P > .19$). Similar results were found for mindfulness and self-compassion. Effect sizes ranged from moderate (0.59) to large (1.24) across all outcomes. A significant group time interaction in models of sleep disturbance was found, but no significant effects were found for other health behaviors. The study concluded that Calm is an effective modality to deliver mindfulness meditation in order to reduce stress and improve mindfulness and self-compassion in stressed college students. The findings provide important information that can be applied to the design of future studies or mental health resources in university programs.

Vonderheyde & Marie, (2017) studies have shown that those who practice mindfulness every day learn how to live with accepting the stresses in their lives Siegel & Allison., (2016). Their

study explored the relationship between mindfulness and stress in college students from a medium size public university in the northeast. Results indicated that students rated themselves relatively high in the Observing and Describing facets of mindfulness. Students overall stress was at the moderate level. Lastly, students' ratings of mindfulness and stress were negatively correlated. Hence, the hypothesis that mindfulness and stress are inversely correlated was verified in this study.

Shearer et al., (2016) explored college can be a time of immense stress. Mindfulness meditation has been shown to be an effective stress management technique. A significant limitation of the mindfulness literature, however, is a reliance on inactive control groups. A total sample of 74 college students were randomly assigned to groups, with the treatment groups completing 4 weekly sessions. Electrocardiogram data were collected during the cognitive challenge allowing us to assess heart rate variability (HRV) a measure of the body's ability to modulate the physiological stress response. These preliminary findings suggest that brief mindfulness training can help college students manage their stress in response to the ubiquitous academic and cognitive challenges of college life.

Rosenstreich.(2015)study examined whether mindfulness practice may moderate the relations between perceived loneliness and academic performance. In this study we combined data from two separate studies. In the first, loneliness, optimism, and academic self-efficacy were measured at the beginning of the academic year. In the second, mindfulness workshops were conducted in order to examine their impact on memory performance. In all, 73 college students in their first semester participated in the conjoint study where there were total of 23 students taken as control group. Their grades at the end of the semester and at the end of the year were also collectedThe results suggested that mindfulness practice may reduce the outcomes of loneliness on academic achievements in the first year of college.

Jamie et al., (2015) examined the relationship between the facets of trait mindfulness with psychological and physical health while controlling for health behaviors in college students. A total sample of 310 students from a small, private college in the Northeastern United States were taken as research participants. Students completed self-report measures, including the Perceived Stress Scale (PSS-14), the Five Facet Mindfulness Questionnaire (FFMQ), Medical Outcomes Short-Form Health Survey (SF-36), and the Rutgers Alcohol Problems Index (RAPI). The results revealed that after controlling for other health behaviors, the observation facet of mindfulness was negatively associated with physical health.

Ahmadi et al., (2014) study investigated the status of mindfulness among students. 273 undergraduate students studying in the first semester were research participants. This study was carried out using Mindfulness Attention Awareness Scale. The mean level of mindfulness in the respondents is 3.77 and there was no significant correlation between the level of mindfulness and age, gender, religion, race, family and educational background. Field of study had no effect on this level. The correlation was between the level of mindfulness and health condition ($a=.04$, 2 tailed). The findings revealed that in order to strengthen the level of mindfulness among students, increasing health condition, upgrading the quality of mental health, applying mindful principles and increasing thrust and novelty in universities are beneficial.

Yamad, & Victor, (2012) preliminary study examined the feasibility and potential utility of mindful awareness practices (MAPs) in terms of enhancing student learning in the college classroom, as well as improving psychological well-being. One of two identical undergraduate psychology sections included a 10-minute MAP at the beginning of every class. Primary learning and secondary self-report outcomes were obtained. While mindfulness intervention did not lead to significant improvement in academic performance across the semester, 81% of students self-reported positive effects of MAPs on their learning. It is concluded that it is feasible to incorporate MAPs into a regular college classroom. MAPs may help improve student psychological well-being. Although students perceived themselves to benefit from their mindfulness practice.

Caldwell et al., (2011) study sought to determine whether participants in taijiquan classes would report increases in mindfulness greater than that of a comparison group, and whether changes in mindfulness were associated with improvements in mood, perceived stress, selfregulatory self-efficacy, and sleep quality. The study was set in a midsized public university, where Students aged 18–48 years old enrolled in 15-week courses of either taijiquan where a total sample of 76 students were taken or special recreation control group where there was total of 132 students, the classes were offered 2 times per week for 50 minutes each time. The measures used were self-report of mindfulness (Five Facet Mindfulness Questionnaire), mood (Four Dimensional Mood Scale), perceived stress (Perceived Stress Scale), selfregulatory self-efficacy (Self-regulatory Self-Efficacy Scale), and sleep quality (Pittsburgh Sleep Quality Index). Hence the results concluded that relative to a recreation control group, taijiquan classes for college students are associated with increased mindfulness and improved sleep quality, mood, and perceived stress, but not self-regulatory self-efficacy.

Ms et al; (2011) determined whether mindfulness is associated with physical and behavioral measures in first semester college students. A total sample of 75 male and female first year college students' height, weight, waist circumference (WC), and blood pressure were assessed and online questionnaires were completed. Independent t tests and Pearson correlations were utilized for analysis. The findings of the study proved that the less mindful group had a higher WC than the more mindful group. Correlations were seen between mindfulness and weight-related behaviors. Therefore, it was concluded that mindfulness can impact health status of first year college students, particularly with behavioral measures that have been found to effect weight status

Roberts & Danoff-Burg, (2010) examined relations between mindfulness and health behaviors in college students, as well as the role of stress in mediating these effects. A total sample of 533 undergraduates recruited from a university in the northeastern United States, (In which 385 were females and 148 were males). Participants completed questionnaires assessing mindfulness, perceived health, health behaviors, health-related activity restriction, and stress. The results revealed that overall perceived health and health-related activity restriction, as well as some health behaviors were related to the Five-Factor Mindfulness Questionnaire and were partially mediated by stress. The results suggested that mindfulness is related to decreased stress, which in turn contributes to increased positive health perceptions and health behaviors.

Caldwell et al., (2010) examined whether mindfulness increased through participation in movement-based courses and whether changes in self-regulatory self-efficacy, mood, and perceived stress mediated the relationship between increased mindfulness and better sleep.

166 college students enrolled in the 2007–2008 academic year in 15 week classes in pilates, taiji quan, or gyrokinesis. The finding revealed that total mindfulness scores and mindfulness subscales increased overall. Therefore the study proved that movement-based courses can increase mindfulness. Increased mindfulness accounts for changes in mood and perceived stress, which explain, in part, improved sleep quality.

Anxiety among college students

Pillai,(2023) study evaluated college students for the presence of depression, anxiety, and stress as well as its indicators. This descriptive study used a purposive sampling method. Information was gathered from a random sample of 50 students. The DASS-21 was utilised to gather information from the participants using a web-based survey. Results: In different levels, there were 78.7%, 67.9%, and 58.7% prevalence rates for depression, anxiety, and stress.

Depression, anxiety, and stress had somewhat high mean scores. Depression, stress, and anxiety were shown to be strongly correlated with demographic, health-related, and lifestyle factors. Moreover, a number of factors predicted stress, anxiety and depression.

AlKandari, (2021) explored in this study that most students studying at higher education institutions face many challenges that give them a negative feeling and lead them to have anxiety. The most important factor that affects students is the academic challenges which are related to their persistence or retention in the institutions. Some of these academic factors include difficulty of studying new language, midterm and final exams, and curriculum. Some other students also face anxiety related to different reasons such as being ill or disabled students. More importantly the university and college leadership should consider the importance of providing students with academic environment that encourage students' learning and persistence at the institution and protect them from an unwanted anxiety feeling which probably may change students' behaviors and attitudes negatively after graduation.

Naceanceno et al., (2021) study was to compare the differences in anxiety levels among college students by their classification, gender, major, and semester hours taken. Participants were a convenience sample of 104 undergraduate and graduate college students, and were from 22 universities primarily located in the southeastern region of the United States. The participants completed a survey in which they selected their classification, gender, major, number of semester hours taken, race, ethnicity, and native language. The survey also included 20 Likert-scaled questions from the Zung Self-rating Anxiety Scale (Zung, 1971) that measured levels of anxiety based on symptoms

experienced by the individual. Analysis of the results revealed that there is no significant difference in anxiety levels among college students of different classifications or by the number of semester hours taken.

Shah & Pol, (2020) study find out the prevalence of depression and anxiety in college students. A prospective study was done in 400 college students in the age group of 18–25 years. A self-made questionnaire, along with the Beck's Depression and Anxiety Inventory, was administered. The results revealed that depression was prevalent in about 48.30% of the students, whereas anxiety was prevalent in 50% of these students. The findings suggested moderate-to-severe levels of depression and anxiety exist in college students, which need to be confirmed and diagnosed clinically and treated at the earliest.

Gao et al., (2020) study was to examine the gender differences in college students' depression, anxiety, and stress over the four academic years, and to explore possible anxiety-related factors among first year students. The study analyzed 1892 undergraduate students from 15 universities in China, with 898 females and 994 males. The students have been followed for four years and completed a survey containing the Depression Anxiety

Stress Scale-21 questionnaire, students' socio-demographic information, and their educational background, etc. The findings of the study revealed that On average, both female and male college students suffered from mild anxiety in the first three years. Female students scored significantly higher in anxiety than males in the first and second years, and there was no significant gender difference in students' average depression and stress levels.

Dalky & Gharaibeh, (2019) study examined psychological among college students is prevalent and increasing. In most instances, college students with mental health issues are not seeking treatment. The aim of the study was to measure depression, anxiety, and stress among college students in Jordan and explore their awareness of available mental health services. A convenience sampling where a total sample of 600 college students were tested using the Depression, Anxiety, and Stress Scale. Students answered questions concerning the use of campus mental health services. Findings showed college students have a moderate level of depression, severe level of anxiety, and a moderate level of stress. Half were not aware that psychological support services were available, although 54.4% indicated they experienced problems.

Finklea, (2019) explored that many college students experience a degree of anxiety and indecision related to choosing a major or career path. This study examined the relationship between commitment anxiety, as defined by cognitive information processing theory, and career tension in 101 undergraduate college students enrolled in a career planning class. Results of Pearson product-moment correlations showed a significant positive relationship and medium effect size between a student's commitment anxiety and career tension levels. The results suggest that commitment anxiety and career tension are distinct but related constructs and that career counselors can help clients by reducing and managing these emotional concerns that often accompany career concerns.

Haidar et al., (2018) study was a systemic review to investigate whether stress and anxiety levels encountered during university and college enrollment were associated with higher adiposity or weight changes among students. Two reviewers independently assessed the title,

abstract, and then the full article of the studies that met the inclusion criteria. Data were extracted and quality assessment was conducted for the included studies. The results suggested twenty-five observational studies were identified in this review 11 found that there was no association between stress and body mass index or weight change. In addition, five studies did not find a significant association between anxiety and body mass index.

Christopher, et al., (2017.)explored the phenomenon of career anxiety through a qualitative investigation of the experiences of 7 traditional-aged college students who were in various stages of their undergraduate degree programs. Using Moustakas's (1994) method of transcendental phenomenology, the authors conducted in-depth interviews. The results provide a contextual and developmental perspective on career-related anxiety that can guide counselors in the implementation of interventions for reducing anxiety associated with career choice and development.

Kumari & Jain, (2014)explained that examination stress among college students has been a topic of interest for many years. The present study was conducted to know the examinations stress felt by college students under Arts, Science and Commerce stream of education. The sample consisted of 90 college students drawn using stratified random sampling method from two girl colleges. A questionnaire was developed by the researcher to access examination stress and anxiety among college students. The result shows correlation between examination stress and anxiety of college students. On comparing the stress and anxiety among students of different stream, the students of Arts was found having highest stress and anxiety during examination followed by commerce students. There was no significant difference found in the stress and anxiety level of undergraduate and postgraduate students.

Chau-Kiu., (2014)explored career unreadiness, covering career indecision and career myth, is an issue for universities to address. The study surveyed 229 undergraduates in two universities in Hong Kong, China Nevertheless, authoritarian parenting still maintained a negative direct effect on anxiety, after controlling for career unreadiness. The findings imply that reducing undergraduates' career unreadiness is justifiable to prevent their anxiety.

Such a reduction would benefit from neutralising the demands of authoritarian parenting. More fundamentally, diverting authoritarian parenting is advisable.

Jihan et al., (2012)examined relative importance of coping style, life satisfaction, and selected demographics in predicting undergraduates' depression, anxiety, and stress. A total of 508 full-time undergraduate students aged 18–24 years completed the study measures and a short

demographics information questionnaire. Depression, anxiety, and stress were measured using the Depression Anxiety and Stress Scale-21 (DASS-21). Multiple regression analyses were used to examine the relative influence of each of the independent variables on depression, anxiety, and stress. Maladaptive coping was the main predictor of depression, anxiety, and stress. Results predicted that Reducing maladaptive coping behaviors may have the most positive impact on reducing depression, anxiety, and stress in this population.(2012)

Schry et al., (2012) determined that social anxiety disorder (SAD) is one of the most prevalent psychological disorders, among college students in particular, social anxiety has been associated with other problems such as substance use problems and increased vulnerability to other psychiatric disorders. The Social Phobia and Anxiety Inventory–23 may be a useful, brief measure of problematic social anxiety in college students. Results from 4 studies (total n = 2,436) using the SPAI-23 with college student samples are presented. Scores on the SPAI-23 demonstrated strong convergent validity with other measures of social anxiety and discriminant validity as evidenced by lower correlations with measures of dissimilar constructs. Difference scores on the SPAI-23 also demonstrated adequate test–retest reliability over 5 ½ weeks ($r = .72$). Exploratory factor analysis suggested a two-factor structure: social anxiety and agoraphobia. Finally, differential item function analyses suggested that the items function similarly in men and women.

Papanastasiou & Zembylas, (2008)examines the nature of anxiety that undergraduate students experience in a research methods course and explores some of the factors that influence their anxiety levels. Two questionnaires measuring the attitudes towards research and the anxiety level were administered to 472 students enrolled in a research methods course at the University of Cyprus between the fall of 2002 and the spring of 2005. The results showed that students' self perceptions seemed to influence the level of anxiety in such courses, while the grades that students were expecting to earn did not predict students' anxiety. Another important finding was that students who considered research to be important for their profession had higher levels of anxiety. Finally, the implications of this study are discussed and teaching interventions are suggested to assist students deal with their anxiety.

Campagna CG, Curtis, (2007) explained in his study that there is a relationship between career indecision and anxiety, however the relative contributions of state and trait anxiety are unclear in the literature. 110 first-year university students completed the State–Trait Anxiety Inventory (STAI) and Career Decision Scale (CDS) to measure anxiety and career indecision. Regression

results revealed that state and trait anxiety made independent contributions to career indecision and that state anxiety is a much stronger predictor of career certainty than is trait anxiety..

Purdon et al.,(2001)Study college students with social anxiety with the aim to provide normative data on the frequency with which individuals in a nonclinical sample experience particular symptoms of social anxiety to examine how the perception of anxiety in others influences participants' immediate impressions of various personal characteristics to investigate the relationship between social anxiety and perceptions regarding others who appear to be anxious. A total sample of 81 undergraduate students completed self-report measures of social anxiety and social desirability, and then rated the degree to which their impressions of various personal characteristics were influenced when another individual was perceived to be anxious. The Results suggested that the vast majority of individuals experience symptoms of anxiety in social situations from time to time.

CHAPTER III

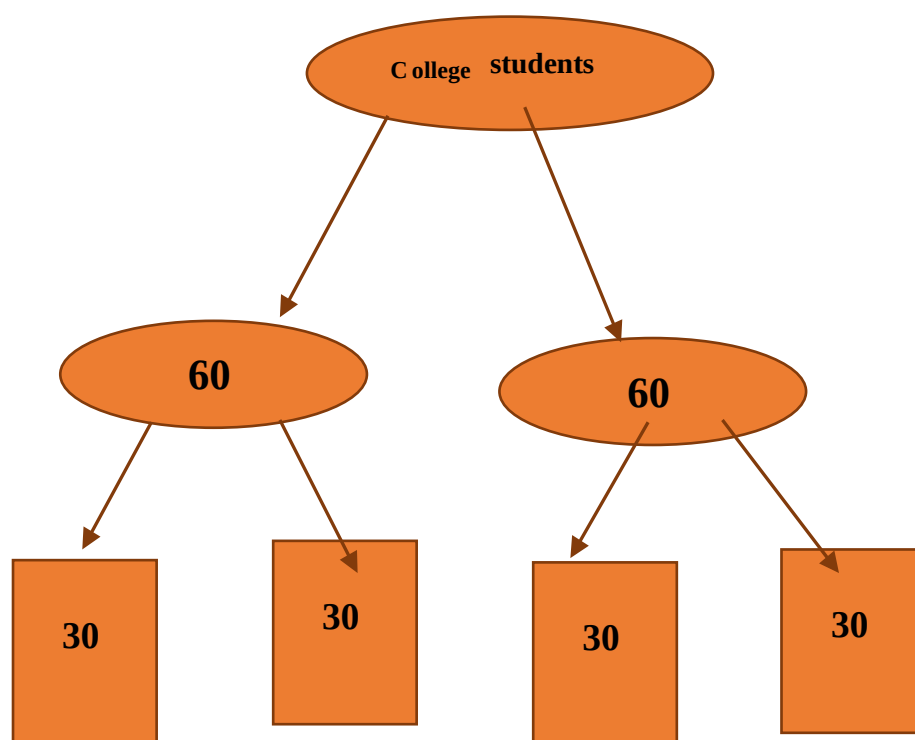
RESEARCH METHODOLOGY

INTRODUCTION

Research methodology refers to the systematic process or framework employed by researchers to conduct studies, gather data, analyze information, and draw conclusions. It serves as a roadmap that guides researchers through various stages of their investigation, ensuring rigor, reliability, and validity in their findings. A well-designed research methodology is essential for producing credible results and contributing to the advancement of knowledge in a particular field.

Methodology sample:

Sampling is the soul of scientific study. A good sample minimises the error of estimations is less time consuming, and economical in terms of time and money. The size of sample varies from study to study, methods and nature of population. In the present study, keeping in view the limitation of time the researcher has to be contented within the limited samples. The investigator randomly selected 120 students including both male and female from colleges of Jammu District.



S.NO.	NAME OF THE COLLEGE	NO.
1	MIER COLLEGE	30
2	MIET COLLEGE	30
3	SCIENCE COLLEGE	30
4	PARADE COLLEGE	30

SAMPLING TECHNIQUE:

In the present study the investigator used 'Random Sampling Technique' for data Collection.

VARIABLES

On the basis of above illuminations and nature of problem following independent variables were selected in present study.

A) DEPENDENT

- College students

B) INDEPENDENT

- Mindfulness
- Anxiety

RESEARCH TOOLS AND IT'S DESCRIPTION:

The selection of suitable tools is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes. Selection of tools for data collection depends upon the nature of problem undertaken. For the present investigation the investigator has used the following tools of research: -

➤ Five Facet Mindfulness Questionnaire

Baer et al. (2006) gave this questionnaire. It consists of 39 items. It consists of five point scale (Never or very rarely true Rarely True Sometimes true Often true Very often or always true). It consists of good reliability.

➤ Test Anxiety Inventory

The STAI is a validated 20 item self report assessment device which includes separate measures of state and trait anxiety. The original STAI form was constructed by Charles D. Spielberger, Richard L. Gorsuch, and Robert E. Lushene in 1964. Trait-anxiety scale the coefficients ranged from .65 to .86, whereas the range for the State-anxiety scale was .16 to .62.

STATISTICAL TECHNIQUE EMPLOYED

The collected data was scored according to directions given in the list manuals. Then standard statistical procedures were used to conduct the analysis. Descriptive statistics such as Mean and Standard Deviation were calculated to test significance of means of different variables in the study. Correlational Analysis was performed to derive the relationship between the variables and to see one variable's effect on other variables.

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

Analysis of data means to break up the whole data into its components. Proper analysis and interpretation of results is important pillar of the good research work. The present study focused on the relationship of mindfulness and anxiety. The quantitative data was collected for the present research problem by using different tools. The data related to mindfulness and anxiety among college students required to be organized, analyzed and interpreted. The data organization comprises the editing, classifying and tabulating the collected information with the use of different tool. The data editing represents the accuracy, usefulness and completeness of the collected information. The classification indicates differentiation of data into various categories and groups. For this purpose, the investigated conduct the problem i.e. under the investigation, formulating the four objectives and further to achieve them four hypotheses were framed. The analysis of data is presented, discussed and interpreted as follows:

This chapter presents the demographic characteristics of the study participants as well as the results of the study based on the leading research questions/hypothesis that the study is expected to address:

Demographic characteristics of participants

Table 1

Frequency Distribution of male and female college students (N=120)

S. No.	Gender	N	%age
1	Male	60	50
2	Female	60	50

The demographic characteristics of participants included in the study are presented above. As represented in (Table 4.1), the valid and total sample of the study is 120. Of the total (N=120) sample, 50 percent (60) are males and 50 percent (60) are females. The percentage is represented in the fig 1 below.

Fig 1

Showing Frequency Distribution of male and female college students (N=120)

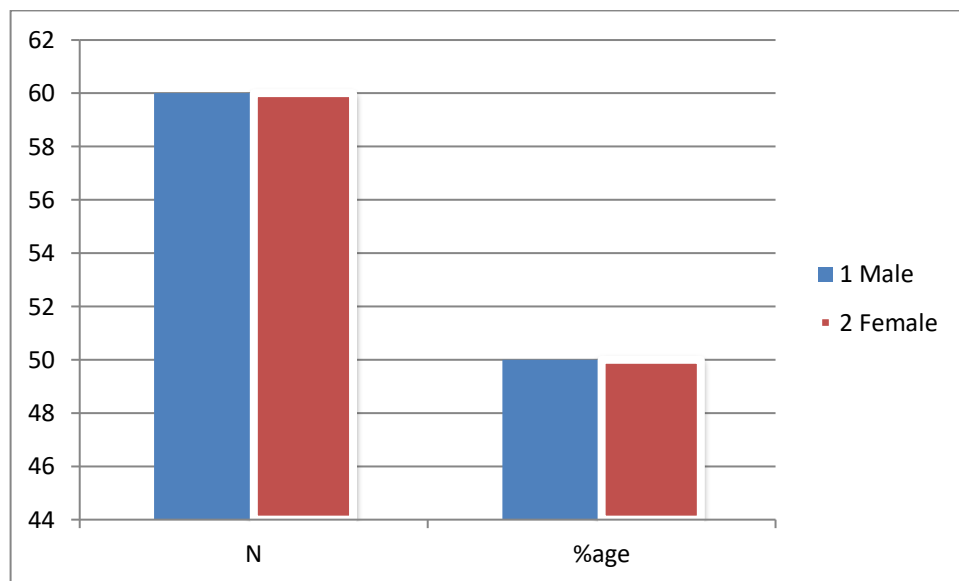


Table 2

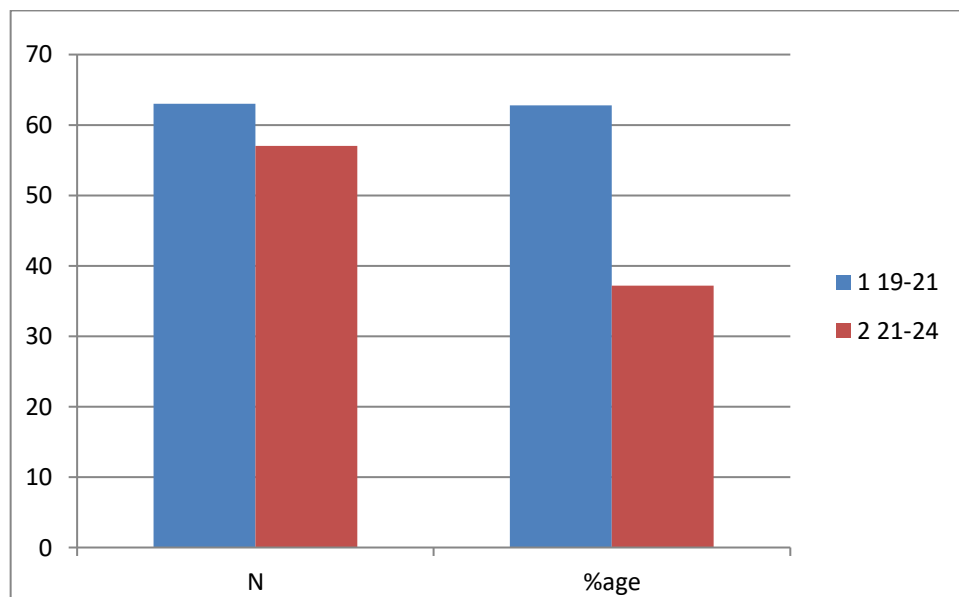
Age Distribution of male and female college students (N=120)

S. No.	Age	N	%age
1	19-21	63	62.8
2	21-24	57	37.2

The demographic characteristics of participants included in the study are presented above. As represented in (Table 4.2), the valid and total sample of the study is 120. Of the total (N=120) sample, 62.8 percent (63) are falling in the age criteria of 19-21 and 37.2 percent (57) are falling in the age criteria of 21-24. The percentage is represented in the fig 2 below.

Fig 2

Showing Frequency Distribution of age in college students (N=120)

**Table 3**

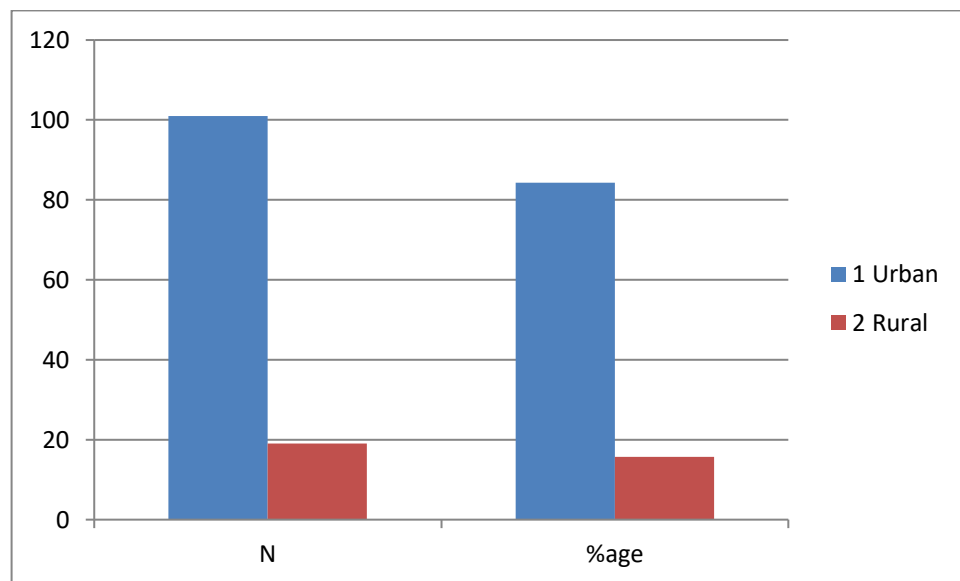
Showing Frequency Distribution of locality college students (N=120)

S. No.	Locality	N	%age
1	Urban	101	84.3
2	Rural	19	15.7

The demographic characteristics of participants included in the study are presented above. As represented in (Table 4.3), the valid and total sample of the study is 120. Of the total (N=120) sample, 84.3 percent (101) are residing in urban area and 15.7 percent (19) are residing in rural area. The percentage is represented in the fig 3 below.

Fig 3

Showing Frequency Distribution of locality college students (N=120)



Correlational analysis

HA1: There will be no significant association between mindfulness and anxiety among college Students.

Table 4

Correlation between Mindfulness and Anxiety.

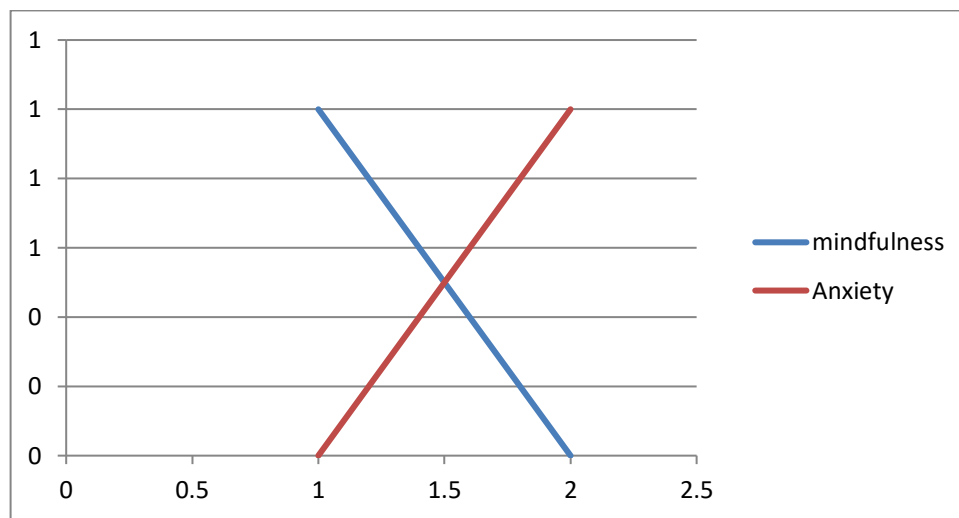
	N	r	P
<i>Mindfulness</i>	120	1	-0.459**
<i>Anxiety</i>			

**. Correlation is significant at the 1 level (2-tailed). N=120.

Pearson product-moment correlation coefficient was computed to assess the relationship between the mindfulness and anxiety which is represented in table 4. There is a negative correlation between the *Mindfulness and Anxiety* $r = -0.459$, $N = 120$, $p = 1$. There is a strong, negative correlation between mindfulness and anxiety. In the light of empirical evidence shown in table 4 above mentioned hypothesis H1 is rejected. The result is shown in the figure below.

Fig 4

Correlation between Mindfulness and Anxiety.



HA2: There will be no significant difference between mindfulness and anxiety among male and female college students.

Table 5

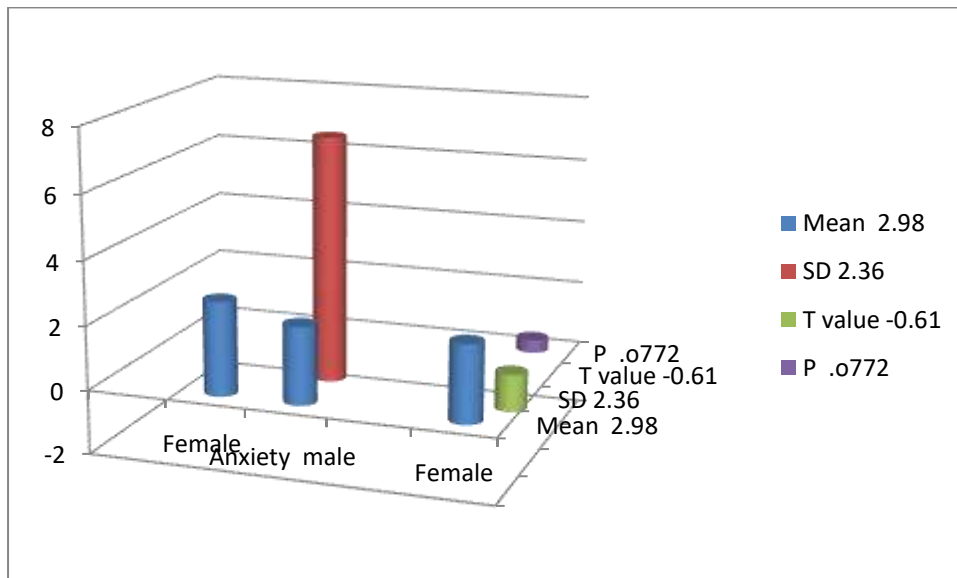
Difference between mindfulness and anxiety among male and female college students.

Variable	Mean	SD	T value	P
Mindfulness Male	2.98	2.36	-0.61	.0772
Female	2.90			
Anxiety male	2.39	7.49		
Female	2.38		-1.203	0.408

Independent sample t test was found between mindfulness and anxiety which is represented in table 4. There is a no difference was found between the Mindfulness among male and female $t = -0.61$, and Anxiety $t = -1.203$ among male and female . There is a no difference was between mindfulness and anxiety. In the light of empirical evidence shown in table 4 above mentioned hypothesis H2 is accepted. The result is shown in the figure below.

Fig 5

Difference between mindfulness and anxiety among male and female college students.



CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This chapter presents a summary of the information attained in the literature review. A critical analysis is included regarding the difference between the constructs of social media addiction, self-esteem and psychological well-being among young adolescents. The chapter concludes by mentioning the limitations of the study as well as recommendations for further research.

Findings of the study:

1. There is a significant association between mindfulness and anxiety among college students. Rejected.
2. There is no significant difference between mindfulness and anxiety among male and female college students. Rejected.

Suggestions for future research:

That's a fascinating and important topic! Here are some suggestions for future research directions in the study of the association between mindfulness and anxiety among college students:

1. Longitudinal Studies: Conduct long-term studies to examine how mindfulness practices over extended periods impact anxiety levels. This can help determine the sustainability of mindfulness benefits.
2. Diverse Populations: Expand your research to include diverse groups of college students, considering variables such as age, gender, ethnicity, and socioeconomic status to see if the association between mindfulness and anxiety varies across different demographics.
3. Intervention Studies: Design intervention studies to compare different mindfulness practices (e.g., meditation, yoga, mindful breathing) and their specific effects on anxiety. This can help identify the most effective methods.
4. Comparative Studies: Compare the effects of mindfulness with other anxiety reduction techniques such as cognitive-behavioral therapy (CBT), exercise, or medication to evaluate relative efficacy.

5. **Mechanisms of Action:** Investigate the underlying mechanisms through which mindfulness impacts anxiety. For instance, explore how mindfulness influences brain activity, stress hormone levels, or cognitive processes.
6. **Mindfulness Training:** Study the impact of formal mindfulness training programs on anxiety, assessing factors like duration and intensity of training needed for significant anxiety reduction.
7. **Technology-Based Interventions:** Explore the effectiveness of mindfulness apps and online programs in reducing anxiety among college students, especially given the increasing reliance on technology for mental health interventions.
8. **Academic Performance:** Examine the relationship between mindfulness, anxiety, and academic performance to see if reduced anxiety through mindfulness leads to improved academic outcomes.
9. **Qualitative Research:** Include qualitative studies to gather in-depth insights into students' personal experiences with mindfulness and its impact on their anxiety levels.
10. **Mindfulness and Other Mental Health Issues:** Broaden the scope to include the impact of mindfulness on other mental health issues commonly faced by college students, such as depression, stress, and sleep disturbances.
11. **Environmental Factors:** Consider how environmental factors, such as campus culture, workload, and social support, interact with mindfulness practices to influence anxiety levels.
12. **Measurement Tools:** Develop and validate new measurement tools or refine existing ones to more accurately assess mindfulness and anxiety levels.
13. **Peer Support and Group Interventions:** Study the effects of peer support and group mindfulness interventions to determine if they provide additional benefits over individual practices.
14. **Physiological Measures:** Incorporate physiological measures (e.g., heart rate variability, cortisol levels) to provide objective evidence of changes associated with mindfulness practices.

Educational Implications:

1. **Curriculum Integration:** Incorporate mindfulness practices into the college curriculum. This could include dedicated courses on mindfulness, incorporating mindfulness exercises into existing classes, or offering workshops and seminars focused on mindfulness techniques.

2. **Mental Health Programs:** Enhance campus mental health programs by including mindfulness-based interventions. Counseling centers can offer mindfulness-based stress reduction (MBSR) programs and train counselors in mindfulness techniques to help students manage anxiety.
3. **Student Orientation Programs:** Introduce mindfulness practices during student orientation programs to equip new students with tools to manage anxiety and stress as they transition to college life.
4. **Mindfulness Spaces:** Create designated mindfulness spaces on campus where students can practice mindfulness techniques such as meditation, yoga, or deep breathing exercises. These spaces can serve as a refuge for students needing a break from academic pressures.
5. **Faculty and Staff Training:** Provide mindfulness training for faculty and staff to help them support students more effectively. This can also help create a more mindful and empathetic campus environment.
6. **Peer Support Networks:** Establish peer-led mindfulness groups where students can practice mindfulness together and support each other in managing anxiety. Peer mentors trained in mindfulness can play a key role in these networks.
7. **Research and Evaluation:** Encourage ongoing research on mindfulness and anxiety within educational institutions to continuously evaluate and improve mindfulness-based programs and interventions.
8. **Technology Integration:** Utilize technology to make mindfulness practices more accessible. Develop or recommend mindfulness apps and online resources that students can use independently to manage their anxiety.
9. **Holistic Education Approach:** Promote a holistic approach to education that emphasizes the importance of mental well-being alongside academic achievement. This can help reduce the stigma associated with seeking help for anxiety and other mental health issues.
10. **Stress-Reduction Workshops:** Offer regular stress-reduction workshops that incorporate mindfulness techniques. These workshops can be tailored to address specific stressors faced by college students, such as exam stress, time management, and social pressures.
11. **Academic Policies:** Review and potentially revise academic policies to reduce unnecessary stress and anxiety. This could include policies on grading, deadlines, and workload management, with an emphasis on student well-being.

12. Collaboration with Health Services: Collaborate with campus health services to integrate mindfulness practices into overall health and wellness programs. This can provide a comprehensive approach to student health.

13. Feedback Mechanisms: Establish feedback mechanisms to gather student input on mindfulness programs and initiatives. This feedback can help tailor programs to better meet students' needs and preferences.

14. Cultural Sensitivity: Ensure mindfulness programs are culturally sensitive and inclusive, recognizing that students from diverse backgrounds may have different experiences and perceptions of mindfulness practices.

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APPENDIX

Demography:

1. Name
2. Age
3. Gender
4. Locality
5. Educational Qualification

CONSENT FORM

I, Parul Datta the undersigned, voluntarily agree to participate in the research study titled "A Study of Association of Mindfulness and Anxiety among College Students" in Jammu district. I understand that my participation involves providing information through surveys and interviews, which will be used solely for academic purposes. I am aware that my responses will be kept confidential and that I can withdraw from the study at any time without any penalty. I have been informed about the purpose of the study and understand that there are no risks involved. By signing below, I acknowledge my informed consent to participate in this research.

Date:

Signature:

QUESTIONNAIRE

Please rate each of the following statements with the number that best describes <i>your own opinion</i> of what is <i>generally true for you</i> .		Never or very rarely true	Rarely true	Sometimes true	Often true	Very often or always true
FFQM 1	When I'm walking, I deliberately notice the sensations of my body moving. (OBS)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 2	I'm good at finding words to describe my feelings. (D)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 3	I criticize myself for having irrational or inappropriate emotions. (NJ-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 4	I perceive my feelings and emotions without having to react to them. (NR)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 5	When I do things, my mind wanders off and I'm easily distracted. (AA-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 6	When I take a shower or bath, I stay alert to the sensations of water on my body. (OBS)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 7	I can easily put my beliefs, opinions, and expectations into words. (D)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 8	I don't pay attention to what I'm doing because I'm daydreaming, worrying, or otherwise distracted. (AA-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 9	I watch my feelings without getting lost in them. (NR)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 10	I tell myself I shouldn't be feeling the way I'm feeling. (NJ-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 11	I notice how foods and drinks affect my thoughts, bodily sensations, and emotions. (OBS)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 12	It's hard for me to find the words to describe what I'm thinking. (D-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 13	I am easily distracted. (AA-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 14	I believe some of my thoughts are abnormal or bad and I shouldn't think that way. (NJ-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 15	I pay attention to sensations, such as the wind in my hair or sun on my face. (OBS)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 16	I have trouble thinking of the right words to express how I feel about things. (D-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 17	I make judgments about whether my thoughts are good or bad. (NJ-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 18	I find it difficult to stay focused on what's happening in the present. (AA-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

		Never or very rarely true	Rarely true	Sometimes true	Often true	Very often or always true
FFQM 19	When I have distressing thoughts or images, I "step back" and am aware of the thought or image without getting taken over by it. (NR)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 20	I pay attention to sounds, such as clocks ticking, birds chirping, or cars passing. (OBS)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 21	In difficult situations, I can pause without immediately reacting. (NR)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 22	When I have a sensation in my body, it's difficult for me to describe it because I can't find the right words. (D-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 23	It seems I am "running on automatic" without much awareness of what I'm doing. (AA-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 24	When I have distressing thoughts or images, I feel calm soon after. (NR)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 25	I tell myself that I shouldn't be thinking the way I'm thinking. (NJ-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 26	I notice the smells and aromas of things. (OBS)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 27	Even when I'm feeling terribly upset, I can find a way to put it into words. (D)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 28	I rush through activities without being really attentive to them. (AA-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 29	When I have distressing thoughts or images, I am able just to notice them without reacting. (NR)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 30	I think some of my emotions are bad or inappropriate and I shouldn't feel them. (NJ-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 31	I notice visual elements in art or nature, such as colors, shapes, textures, or patterns of light and shadow. (OBS)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 32	My natural tendency is to put my experiences into words. (D)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 33	When I have distressing thoughts or images, I just notice them and let them go. (NR)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 34	I do jobs or tasks automatically without being aware of what I'm doing. (AA-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 35	When I have distressing thoughts or images, I judge myself as good or bad depending what the thought or image is about. (NJ-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 36	I pay attention to how my emotions affect my thoughts and behavior. (OBS)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

		Never or very rarely true	Rarely true	Sometimes true	Often true	Very often or always true
FFQM 37	I can usually describe how I feel at the moment in considerable detail. (D)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
FFQM 38	I find myself doing things without paying attention. (AA-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
FFQM 39	I disapprove of myself when I have irrational ideas. (NJ-R)	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

State Trait Anxiety Inventory

Read each statement and select the appropriate response to indicate how you feel right now, that is, at this very moment. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe your present feelings best.

	1	2	3	4
	Not at all	A little	Somewhat	Very Much So
1. I feel calm			1	2 3 4
2. I feel secure			1	2 3 4
3. I feel tense			1	2 3 4
4. I feel strained			1	2 3 4
5. I feel at ease			1	2 3 4
6. I feel upset			1	2 3 4
7. I am presently worrying over possible misfortunes			1	2 3 4
8. I feel satisfied			1	2 3 4
9. I feel frightened			1	2 3 4
10. I feel uncomfortable			1	2 3 4
11. I feel self confident			1	2 3 4
12. I feel nervous			1	2 3 4
13. I feel jittery			1	2 3 4
14. I feel indecisive			1	2 3 4
15. I am relaxed			1	2 3 4
16. I feel content			1	2 3 4
17. I am worried			1	2 3 4
18. I feel confused			1	2 3 4
19. I feel steady			1	2 3 4
20. I feel pleasant			1	2 3 4