THE STUDY OF RELATIONSHIP BETWEEN MINDFULNESS AND PSYCHOLOGICAL WELL-BEING AMONG COLLEGE STUDENTS

A

DISSERTATION

SUBMITTED TO THE MIER COLLEGE OF EDUCATION (AUTONOMOUS)

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

MASTER OF ARTS

IN

PSYCHOLOGY (CLINICAL AND COUNSELLING)

SUPERVISOR

Ms. Upasana Moten

Assistant Professor

INVESTIGATOR

Tanya Dhillon

Roll No. 2415017

Sem IV

MIER COLLEGE OF EDUCATION (Autonomous)

JAMMU – 180001

2026

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This is to certify that **Mrs. Tanya Dhillon** student of **Master of Arts in Psychology (Clinical and Counselling) Semester IV, Session 2024-2026**, bearing **Roll No 2415017,** has worked under my supervision on her dissertation entitled**:**

"THE STUDY OF RELATIONSHIP BETWEEN MINDFULNESS AND PSYCHOLOGICAL WELL-BEING AMONG COLLEGE STUDENTS".

Her dissertation is fit for submission, in partial fulfillment of the requirements for the award of the Degree in **Master of Arts in Psychology (Clinical and Counselling).**

DATE:

(Ms. Upasana Moten)
SUPERVISOR

Head,
School of Social Sciences
and Humanities

श्रेष्ठ

B.C. Road Jammu
180 001

Ph.: 0191-2546078,2565098
Fax:0191-2548239

Email:principal@miercollege.in
Website: www.miercollege.in

DECLARATION

I hereby declare that the work presented in the dissertation entitled:

"THE STUDY OF RELATIONSHIP BETWEEN MINDFULNESS AND PSYCHOLOGICAL WELL-BEING AMONG COLLEGE STUDENTS"

submitted in partial fulfilment of the requirements for the award of the Degree of Master of Psychology (Clinical and Counselling) to MIER College of Education (Autonomous), is an authentic record of my own research work carried out under the supervision of Ms Upasana Moten, Assistant Professor.

I further declare that the work embodied in the present dissertation:

a) Is my original work and has not been copied from any research journal, dissertation, thesis, or book; and

b) Has not been submitted by me for the award of any other Degree/Diploma/Certificate of any University or Institution.

c) All sources of information used in this study have been duly acknowledged.

Date: _____ (Signature of the Candidate)

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to all those who have contributed to the successful completion of this dissertation entitled “Mindfulness and Psychological Well-Being Among College Students.”

First and foremost, I extend my heartfelt thanks to my respected supervisor Ms Upasana Moten valuable guidance, constant encouragement, constructive suggestions, and continuous support throughout the course of this study. Her expertise and motivation have been instrumental in completing this research successfully.

I am deeply grateful to the Chairperson, Mrs Renu Gupta,the principal,Mr Adit Gupta and all the faculty members of the Department of Psychology, MIER College of Education (Autonomous), Jammu, for providing the necessary academic support, facilities, and encouragement during my postgraduate studies.

I would also like to thank the principals and authorities of the colleges who permitted me to collect data, and all the students who willingly participated in this study. Their cooperation and honest responses made this research possible.

My sincere appreciation goes to the library staff and administrative personnel for their assistance in accessing the required resources and materials.

I owe a special debt of gratitude to my parents, family members, and friends for their unconditional love, support, patience, and encouragement throughout this journey. Their faith in me has always been a source of strength and inspiration.

Finally, I thank Almighty God for His blessings, guidance, and strength that enabled me to complete this dissertation successfully.

Mrs Tanya Dhillon.

TABLE OF CONTENTS

Sr. No.	Contents	Page No.
—	Supervisor's Certificate	ii
—	Declaration	iii
—	Acknowledgement	iv
—	Table of Contents	v
—	List of Tables	vii
—	List of Figures	viii
—	List of Abbreviations	ix
—	List of Appendices	x
I	**CHAPTER I: INTRODUCTION**	**1**
1.1	Introduction	2
1.2	Mindfulness	4
1.3	Psychological Well-Being	5
1.4	Relationship Between Mindfulness and Psychological Well-Being	6
1.5	Need and Significance of the Study	7
1.6	Objectives of the Study	8
1.7	Hypotheses of the Study	8
II	**CHAPTER II: REVIEW OF RELATED LITERATURE**	**9**
2.1	Introduction	10
2.2	Studies Related to Mindfulness	11
2.3	Studies Related to Psychological Well-Being	12
2.4	Research on Mindfulness and Psychological Well-Being	13
2.5	Research Gap	14
III	**CHAPTER III: RESEARCH METHODOLOGY**	**15**
3.1	Introduction	16
3.2	Research Design	16
3.3	Method	17
3.4	Population of the Study	17
3.5	Sample	17
3.6	Sample Size	17
3.7	Sampling Technique	18
3.8	Research Tools Used and Its Description	18
3.9	Statistical Techniques Employed	18
IV	**CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA**	19
4.1	Descriptive Analysis: Gender Distribution	20
4.2	Age Distribution	21
4.3	Descriptive Statistics: Mean and Standard Deviation	23
4.4	Correlation Analysis	24-25

Sr. No.	Contents	Page No.
4.5	Gender Differences in Mindfulness and Psychological Well-Being	26-29
4.6	Discussion	30
4.7	Conclusion	31
V	**CHAPTER V: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**	32
5.1	Introduction	34
5.2	Objectives of the Study	34
5.3	Hypothesis	34-35
5.4	Summary of the Study	36
5.5	Implications of the Study	36-37
5.6	Limitations of the Study	38
5.7	Suggestions for Future Research	39
5.8	Conclusion	39-40
—	**Summary**	**41-46**
—	**References**	**47-50**
—	**Appendices**	**51-59**

LIST OF TABLES

Table No.	Description	Page No.
4.1	Frequency Distribution of Male and Female Participants	20
4.2	Frequency Distribution of Age Among the Sample	22
4.3	Descriptive Statistics of Mindfulness and Psychological Well-Being by Gender	23
4.4	Pearson Correlation Between Mindfulness and Psychological Well-Being	24
4.5	Independent Samples t-Test Results for Mindfulness by Gender	27
4.6	Independent Samples t-Test Results for Psychological Well-Being by Gender	28

LIST OF FIGURES

Figure No.	Figure Name	Page No.
Figure 4.1	Gender Distribution of the Sample (N = 150)	21
Figure 4.2	Age Distribution of the Sample (N = 150)	22
Figure 4.3	Mean Scores of Mindfulness and PWB by Gender	23
Figure 4.4	Scatter Plot — Relationship Between Mindfulness and PWB (Male = Blue; Female = Pink)	25
Figure 4.5	Gender Differences in Mindfulness and PWB (M ± SD)	26
Figure 4.6	Gender Comparison of Mindfulness Scores with t-Test Result	27
Figure 4.7	Gender Comparison of PWB Scores with t-Test Result	28

LIST OF ABBREVIATIONS

Abbreviation	Full Form
MAAS	Mindful Attention Awareness Scale
PWB	Psychological Well-Being
SD	Standard Deviation
M	Mean
N	Number of Participants
r	Pearson Correlation Coefficient
p	Probability Value (Level of Significance)
t	t-test Value
df	Degrees of Freedom
MBSR	Mindfulness-Based Stress Reduction
MBCT	Mindfulness-Based Cognitive Therapy
FFMQ	Five Facet Mindfulness Questionnaire
SDT	Self-Determination Theory
SPWB	Scales of Psychological Well-Being (Ryff's)
WHO	World Health Organization
UGC	University Grants Commission
NAAC	National Assessment and Accreditation Council
H_1	First Research Hypothesis
H_2	Second Research Hypothesis (Null — Mindfulness, Gender)
H_3	Third Research Hypothesis (Null — PWB, Gender)

LIST OF APPENDICES

Appendix	Title	Page No.
Appendix A	Mindful Attention Awareness Scale (MAAS)	51-55
Appendix B	Ryff's Scales of Psychological Well-Being (SPWB — 42-Item Version)	56-59

CHAPTER – I
INTRODUCTION

CHAPTER I

INTRODUCTION

1.1 Introduction

Mental health has become one of the greatest health and educational issues of the contemporary society. The shift in social change, technology, urbanization and higher performance demands have significantly changed the mental environment of people, especially the young adults. Mental health is no longer considered as the lack of mental illness; it is more likely to be taken as the condition of overall psychological functioning allowing individuals to achieve their abilities, to manage the usual pressures of life, to work effectively, and to play a significant role in the society (World Health Organization [WHO], 2014). This expanded concept indicates an increased appreciation of the fact that optimal mental health involves emotional balance, cognitive flexibility, self-awareness, and sense of purpose, which are all required to perform effectively in modern life.

College students are one of the populations that are particularly susceptible to psychological distress in terms of higher education. The adolescence stage to adulthood is a significant developmental period, where identity formation, greater autonomy, responsibility at school, and social roles are developed. College students are supposed to cope with academic demands, competitive assessment programs, economic challenges, career dilemmas, and changing interpersonal dynamics at the same time. Employing empirical evidence, it is always shown that stress, anxiety, depressive symptoms, and emotional exhaustion prevalence is high among college-going population across cultures (American College Health Association, 2022; Eisenberg et al., 2013).

Over the last few years, academic environment has been getting more and more challenging because of the increased competition, the speed of technological advances, and the changes in the expectations of the labor-market. Students not only have to perform at an academic excellence level but also to acquire employability skills, continue to socialise and be productive at all times. The consequences of such demands are often chronic stress, sleeping difficulties, emotional disregulation, and

lack of coping ability (Beiter et al., 2015). Academic stress has been reported to have negative effects like burnout, low motivation, poor concentration and poor psychological well-being when a person is exposed to prolonged stress.

Historically, most psychological studies and mental health treatments have mostly been based on an illness-oriented or deficit-based model. This method mainly involves the diagnosis, treatment, and prevention of the psychological disorders like anxiety, depression, and stress related disorders. The focus on symptoms and dysfunction alone can ignore positive psychological abilities which can help individuals to succeed in spite of adverse conditions (Keyes, 2002). This causes people who do not qualify as mentally ill to have low fulfilment levels, meaning, or emotional balance, what is termed as languishing (Keyes, 2005).

To address these shortcomings, there has been a paradigm shift in the discipline of psychology toward positive psychology that focuses on human strengths, adaptive functioning, and optimal well-being. Positive psychology tries to comprehend and encourage some factors that enable individuals and communities to thrive and not just to survive (Seligman and Csikszentmihalyi, 2000). The key to this strategy is the notion of psychological well-being that includes positive self-regard, meaningful involvement, self-development, independence, and fulfilling social interactions (Ryff, 1989).

Mindfulness has received significant popularity within this positive psychological framework as a construct and practice with considerable implications to mental health and well-being. Mindfulness is an act of conscious awareness or a state of present moment awareness where an attitude of openness, acceptance, and non-judgment are observed (Kabat-Zinn, 1994). In contrast to avoidance-based coping strategies, mindfulness helps people to notice their thoughts and emotions but not be controlled by them. Studies indicate that mindfulness practices improve emotional control, rumination, and adaptive coping, which improves psychological health (Brown and Ryan, 2003).

1.2 Mindfulness

Mindfulness has become an important construct in modern psychology because it is relevant in fostering mental well-being, emotional stability, and psychological well-being in general. Generally, mindfulness is a state of conscious awareness whereby a person consciously focuses on the present moment, and in the process is open, curious, and accepting of what is going on around him or her. Kabat-Zinn (1994) described mindfulness as attention but in a specific manner, namely, non-judgmentally, in the present moment, and purposefully.

Psychologically, mindfulness is not just a method of relaxation, but a relationship to experience. Brown and Ryan (2003) defined mindfulness as a dispositional characteristic of receptive attention to the current events and experiences. With regard to this perception, mindfulness improves self-regulation by making people more aware of mental processes, thus enabling them to be more adaptive to stressors than acting impulsively.

Mindfulness is traceable to the ancient Buddhist philosophy by the name sati, which is one of the essential elements of the Noble Eightfold Path. Mindfulness is practiced in Buddhist traditions as a way of comprehending what the mind is and the suffering is minimized by being aware and insightful (Analayo, 2003). The development of mindfulness in contemporary psychology started at the end of the twentieth century, majorly supported by the works of Jon Kabat-Zinn, who introduced Mindfulness-Based Stress Reduction (MBSR) in clinical practice (Kabat-Zinn, 1990).

Mindfulness in modern psychology is perceived as a quality and a practice that can be developed. Trait mindfulness is the inherent quality of a person to be attentive and aware in his or her day-to-day life, but state mindfulness is the momentary state of awareness in a particular activity or practice (Baer et al., 2006). In the field of positive psychology, mindfulness is identified as a safeguarding psychological tool, which promotes resilience, emotional intelligence, and psychological well-being.

Mindfulness has a central constituent of awareness, which entails being conscious of both the internal and external experiences. Non-judgmental acceptance is another necessary aspect of mindfulness that requires an individual to see the experience without classifying it as good or bad. It has been indicated that non-judgmental

acceptance is very important in emotional regulation and psychological well-being since it lessens self-criticism and enhances self-compassion (Neff, 2011).

Mindfulness-based programs have become increasingly popular in educational institutions as a form of prevention and promotion mental health programs. Colleges and universities across the globe have started to integrate mindfulness into the curriculum to assist students in emotional health, academic achievement, and stress. It has been found that these interventions may result in the improvement of attention, decrease in test anxiety, and improve the well-being of students (Zenner et al., 2014).

1.3 Psychological Well-Being

The psychological well-being is a key construct in modern mental health studies and is a change in focus in deficit-focused models and a more holistic view of human functioning. Historically, mental health was mainly described based on the lack of mental illnesses or suffering. Psychological well-being is not just a reduction of symptoms but a consideration of how people rate and experience their lives with regards to meaning, purpose and positive functioning (Ryff, 1989).

Ryff (1989) developed a multidimensional concept of psychological well-being which has emerged as one of the most effective theories in the discipline. This model provides psychological well-being that is composed of six fundamental dimensions namely: (i) self-acceptance, (ii) positive relationship with others, (iii) autonomy, (iv) mastering the environment, (v) purpose in life, and (vi) personal growth.

Self-acceptance is an affirmative assessment of self that entails acceptance of both weaknesses and strengths. Studies show that self-acceptance relates to a decreased level of anxiety and depression and an increased level of satisfaction with life (Ryff and Singer, 2008). Autonomy is the ability of an individual to make a choice and be independent in thought and action. Increased autonomy has been associated with increased intrinsic motivation, self-confidence and psychological well-being (Ryan and Deci, 2000).

Environmental mastery defines the capability to have control over one's life, and to influence or adjust to the circumstances around. Purpose in life implies having a sense of direction, goals and a sense of meaning which makes sense of whatever happens to one. Research findings show that a high purpose level correlates with increased

resilience, motivation and emotional stability (Steger et al., 2006). Personal development implies being able to continue developing and experience new things.

In addition to the eudaimonic view of Ryff, hedonic views have also been discussed on the psychological well-being, which focuses on happiness, pleasure and satisfaction in life. Modern studies are embracing a stronger hedonic-eudaimonic approach, realizing that the best well-being entails positive affect and purposeful activity (Keyes, 2005).

1.4 Relationship Between Mindfulness and Psychological Well-Being

The relationship between mindfulness and psychological well-being has gained considerable attention in contemporary psychological research, particularly within the domains of positive psychology and mental health promotion. Mindfulness, characterized by present-moment awareness and non-judgmental acceptance, is increasingly recognized as a psychological process that facilitates well-being by enhancing emotional regulation, cognitive flexibility, and self-understanding.

From a theoretical perspective, mindfulness contributes to psychological well-being by altering the way individuals relate to their internal experiences. Brown and Ryan (2003) proposed that mindfulness enhances self-regulation by increasing clarity of awareness, thereby enabling individuals to make choices that are more aligned with their values and needs. This self-regulatory function supports several dimensions of psychological well-being, including autonomy, environmental mastery, and self-acceptance.

Empirical research has consistently demonstrated a positive association between mindfulness and psychological well-being across diverse populations. Among college students, mindfulness has been found to buffer the negative effects of academic stress and enhance emotional resilience. Mindfulness is also closely linked to self-acceptance, a core dimension of psychological well-being (Neff & Germer, 2013).

Mindfulness also supports purpose in life and personal growth, key dimensions of psychological well-being. By encouraging present-moment engagement, mindfulness allows individuals to connect more deeply with their values, goals, and aspirations. Research indicates that mindfulness is associated with increased clarity regarding

personal goals and greater openness to learning experiences, both of which contribute to ongoing psychological growth (Steger et al., 2010).

In summary, mindfulness and psychological well-being are conceptually and empirically interconnected constructs. Mindfulness enhances psychological well-being by promoting self-awareness, emotional regulation, self-acceptance, and purposeful engagement with life. Understanding this relationship provides a strong rationale for the present study.

1.5 Need and Significance of the Study

The mental health of college students has become a growing concern worldwide due to increasing academic demands, social pressures, and rapid lifestyle changes. A substantial proportion of college students experience subclinical psychological distress that negatively affects their academic performance, emotional functioning, and quality of life (Eisenberg et al., 2013). This situation underscores the need for preventive and promotive approaches that strengthen psychological resources.

Psychological well-being is increasingly recognized as a crucial indicator of students' overall mental health and academic adjustment. High levels of psychological well-being are associated with better emotional regulation, resilience, motivation, and academic engagement, whereas low levels are linked to burnout, disengagement, and vulnerability to mental health problems (Keyes et al., 2012).

Mindfulness has emerged as a promising psychological construct and practice that aligns closely with well-being-oriented approaches to mental health. Research suggests that mindfulness fosters awareness, acceptance, and emotional balance, enabling individuals to cope more effectively with stress and challenges (Brown & Ryan, 2003).

The present study is significant because it seeks to examine the relationship between mindfulness and psychological well-being among college students. From an academic perspective, this study adds value by extending existing research to the college student population. While previous studies have demonstrated positive associations, many have been conducted in Western or clinical samples, limiting generalizability.

The findings of this study are expected to have practical implications for educators, counsellors, and academic institutions. If mindfulness is found to be positively

associated with psychological well-being, educational institutions may consider incorporating mindfulness-based programs into student support services. In the long term, fostering psychological well-being during college years may contribute to healthier coping patterns, improved interpersonal relationships, and greater overall life adjustment.

1.6 Objectives of the Study

The following objectives were formulated for the present study:

(i) To assess the relationship between mindfulness and psychological well-being among college students.

(ii) To compare the level of mindfulness between male and female college students.

(iii) To compare the level of psychological well-being between male and female college students.

1.7 Hypotheses of the Study

The following hypotheses were formulated for the present study:

H1: There will be a significant and positive relationship between mindfulness and psychological well-being among college students.

H2: There will be no significant gender difference in the level of mindfulness between male and female college students.

H3: There will be no significant difference in the level of psychological well-being between male and female college students.

CHAPTER – II
REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature review is a critical base of any systematic research study because it gives a thorough insight on the available body of knowledge regarding the research issue. The main aim of literature review is to analyse, synthesize and critically analyse past theoretical and empirical research applicable to the variables being investigated. In the given work, aimed at investigating the correlation between mindfulness and mental health in college students, the literature review helps to put the study in the context of the overall area of mental health and positive psychology.

A literature review performs one of the most important functions to provide a theoretical and empirical background of the study. In mindfulness, literature offers an insight on the source of mindfulness, dimensions of mindfulness and use of mindfulness in psychological studies. Likewise, the psychological well-being research provides a perspective on its multidimensionality and applicability in mental well-being, academic adaptation, and satisfaction (Creswell and Creswell, 2018).

The literature review is also significant in the determination of research gaps. Even though a substantial amount of research has been conducted regarding mindfulness and well-being, some populations, cultural backgrounds, and educational environments have been underrepresented. The recognition of these gaps is used to explain the necessity of the current research and outline its possible contribution to the available knowledge base (Randolph, 2009).

2.2 Studies Related to Mindfulness

Regehr, Glancy, and Pitts (2013) conducted a meta-analysis of stress-reduction interventions in university students and found that mindfulness-based and cognitive-behavioural interventions were effective in reducing stress in students.

Khoury and colleagues (2013) carried out a massive meta-analysis of mindfulness-based therapy and found that mindfulness-based interventions can improve the outcomes of psychological problems, including anxiety, depression, and stress levels.

Keng, Smoski, and Robins (2011) conducted a thorough review of the existing empirical evidence and found that mindfulness is usually associated with subjective well-being, less psychological symptoms, and better behavioural regulation. Pathways such as less rumination, more emotional awareness, and enhanced coping were also highlighted in the review.

Baer, Smith, Hopkins, Krietemeyer, and Toney (2006) analysed several mindfulness questionnaires on undergraduate samples and determined a set of facets that were to become the Five Facet Mindfulness Questionnaire (FFMQ). Their results confirmed the notion that mindfulness constitutes different yet interrelated elements — observing, describing, acting with awareness, non-judging, and non-reactivity — which can have different outcomes.

Shapiro, Carlson, Astin, and Freedman (2006) proposed a model based on the idea that mindfulness results in a perspective shift (commonly referred to as reperceiving), which enables individuals to look at internal experiences without being absorbed by them. This change assists in emotion regulation, self-management, and value-congruent behaviour, thus enhancing psychological results.

Brown and Ryan (2003) created the Mindful Attention Awareness Scale (MAAS) to assess dispositional mindfulness and established that high mindfulness is always correlated with signs of psychological health and well-being. In several studies, they concluded that mindful attention is associated with enhanced self-regulation and less emotional distress, which supports the perception that mindfulness is not a one-time meditative quality, but a consistent attentional mode that impacts on everyday functioning.

2.3 Studies Related to Psychological Well-Being

Keyes et al. (2012) showed through existing empirical evidence that the greater the psychological well-being of students, the greater their academic engagement, social adjustment, and healthy coping styles.

Keyes (2002) believed that mental health falls on a scale between languishing and flourishing, which implied that the absence of mental illness does not necessarily mean that an individual has mental health. This framework enhanced the research of well-being by establishing psychological well-being as an independent, substantive concept, which is crucial to comprehend the functioning of students, engagement with academic pursuits, and subsequent adaptation.

Ryan and Deci (2000) drew on Self-Determination Theory (SDT), which played a significant role in the explanation of well-being through the fulfilment of basic psychological requirements — namely autonomy, competence, and relatedness. They argued that well-being is enhanced by effective performance in one's job, good relationships with others, and a sense of choice as opposed to being controlled.

Ryff and Keyes (1995) investigated the psychological well-being structure and provided evidence to demonstrate that the six dimensions of well-being are distinct yet interconnected aspects of well-being.

Ryff (1989) was one of the biggest contributors to the literature of psychological well-being as she offered a multidimensional model based on humanistic and developmental psychology. The framework theorized well-being by six dimensions namely self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth.

Diener (1984) furthered the notion of subjective well-being by highlighting life satisfaction and affect balance as a major measure of a good life, making an early distinction between hedonic well-being (concerned with happiness and life satisfaction) and eudaimonic well-being (concerned with meaning, growth, and positive functioning).

2.4 Research on the Connection between Mindfulness and Psychological Well-Being

Khoury et al. (2015) found through meta-analytic evidence that mindfulness-based interventions yield moderate to high levels of improvement on well-being-related variables.

Steger et al. (2010) highlighted the importance of mindfulness in promoting eudaimonic elements of well-being, including meaning, personal development, and life meaning.

Howell, Digdon, and Buro (2010) established that mindfulness had a positive correlation with subjective well-being, and a negative correlation with stress and sleep problems in university students.

Keng, Smoski, and Robins (2011) concluded through meta-analytic evidence that mindfulness is strongly linked to positive psychological results in both clinical and non-clinical populations. Programs using mindfulness-based stress reduction (MBSR) and mindfulness-based cognitive therapy (MBCT) have consistently found beneficial changes in psychological well-being outcomes such as self-acceptance, purpose in life, and positive relations with others.

Baer et al. (2006) proved through studies using multidimensional models of mindfulness that aspects such as acting with awareness and non-judgment are particularly closely linked with positive psychological outcomes.

Shapiro, Carlson, Astin, and Freedman (2006) suggested that mindfulness enables a process referred to as reperceiving whereby one is able to pause the routine mental and emotional reactions. This change of attitude allows being more flexible in response to stress and less connected with negative thoughts.

Brown and Ryan (2003) are regarded as one of the most powerful empirical studies of this relationship, analysing dispositional mindfulness and well-being among various samples including university students. Their results showed that participants who

were more mindful had better psychological well-being including self-acceptance, autonomy, and vitality.

2.5 Research Gap

An attentive analysis of the current literature shows that despite the vast amount of research conducted on mindfulness and psychological well-being as independent constructs, there still exist numerous significant gaps in the empirical research of their connection, especially when it comes to college students. The initial evidence of mindfulness and well-being has been done in clinical or therapeutic settings, the majority focused on symptom reduction in people with anxiety, depression, or stress-related disorders (Keng et al., 2011; Khoury et al., 2015).

Another important gap in the literature is connected with population and cultural representation. The percentage of studies investigating the relationship between mindfulness and well-being have been conducted mainly in the Western world, especially the United States, Canada and some parts of Europe (Brown and Ryan, 2003; Howell et al., 2010). Consequently, the results cannot be entirely applicable to students with different cultural, social, and educational backgrounds.

Most of the available researches use cross-sectional designs which, though effective in establishing associations, do not allow directional or mechanism-based conclusions. A few studies focus more on hedonic indicators like happiness and life satisfaction, whereas less attention is paid to eudaimonic characteristics of psychological well-being (Ryff, 1989; Keyes, 2005). Such an imbalance leaves a gap regarding the relationship between mindfulness and higher levels of positive functioning in students.

Overall, the literature review shows that there are definite gaps in terms of population focus, cultural setting, methodology, and the level of well-being measurement. Empirical studies which explore the connection between mindfulness and psychological well-being in college students through a positive psychology framework, validated measures, and a non-clinical sample are needed. The present research will attempt to fill these gaps.

CHAPTER – III
RESEARCH METHODOLOGY

CHAPTER III

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology represents a systematic guideline in the context of which a research problem will be studied, data will be gathered, and conclusions will be made in a scientifically correct way. It gives the rational basis of how the aims of research are converted into quantifiable results and how the empirical evidence is created to verify the theoretical presumptions. Methodological rigor is a crucial concept in psychological research, especially research that involves mental health and well-being, as it ensures reliability, validity, and ethical soundness of the results.

The current research aims at investigating the correlation between mindfulness and psychological well-being in college students. In this chapter, the research design, variables, sample characteristics, data collection tools, data collection procedure, ethical considerations and statistical methods to be used to accomplish the mentioned objectives of the study are outlined.

3.2 Research Design

The current research is a quantitative and correlational research. Correlational design is suitable when the main aim is to investigate the level and the direction of the relationship among two or more variables without incorporation of experimental manipulation. The study design is cross-sectional in nature, i.e., the data is collected at one point of time among the participants. The cross-sectional correlational design is widely applied in psychological studies of student populations because their design is feasible, efficient, and suitable for relational analysis.

3.3 Method

There are several methods of collecting data but the selection of methods of research is determined by the nature of the problem. The descriptive survey method is used in the study after considering the nature, need and purpose of present research. A descriptive study method observes and describes characteristics of a population or phenomenon without manipulating variables, aiming to identify patterns and trends, often as a first step before deeper causal research. Descriptive survey studies are conducted to describe the current status of a population or phenomenon, to collect the data of existing phenomena with the view to employ data to justify current conditions. Description of the tools and the sample is given under.

3.4 Population

The population for the present study consists of all undergraduate and postgraduate students studying in the Jammu district.

3.5 Sample

A sample is a smaller, manageable group of individuals or items selected from a larger population to study and draw conclusions about the entire group. The sample used in the current research included male and female college students from colleges in Jammu. Students undertaking undergraduate and postgraduate degrees in various academic disciplines were included as participants. The gender representation was attempted to be sufficient so that male and female students could be compared meaningfully.

3.6 Sample Size

The size of the sample varies from study to study, methods and nature of the population. In the present study, keeping in view the limitation of time, the researcher has been content within the limited samples. The study sample size comprised a total of 150 college students, of whom 97 were male (64.7%) and 53 were female (35.3%). The mean age of the students was 22.4 years with a range of 19 to 40 years. The

sample size was viewed as sufficient for correlational analysis and independent samples t-tests, which are the key statistical methods used in the research.

3.7 Sampling Technique

The sampling technique used for the present study is convenience sampling. In this method, the researcher chooses participants who are easily available and willing to participate in the study. This is the method most often used in psychological studies of student groups because of the practical limitations of time, access, and institutional approvals. The participants were selected across various academic streams and levels of study in order to reduce bias.

3.8 Research Tools Used and Its 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 the problem undertaken. Mindfulness and psychological well-being were measured with the help of standardized psychological tools, as reliability, validity, and comparability with past studies are guaranteed through the use of standardized instruments. For the present investigation the investigator has used the following tools of research:

I. Mindful Attention Awareness Scale (MAAS, Brown & Ryan, 2003)

II. Ryff's Scales of Psychological Well-Being (SPWB, Ryff & Keyes, 1995)

3.8 Statistical Techniques Employed

In order to analyse the data, the researcher used the following statistical techniques:

I. Mean

II. Standard Deviation

III. t-test

IV. Pearson's Product Moment Correlation

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The purpose of the study is to examine the relationship between mindfulness and psychological well-being (PWB) among young adult college students and to investigate gender differences in these variables. A total of 150 students participated, of whom 97 were male (64.7%) and 53 were female (35.3%). The mean age of the students was 22.4 years with a range of 19 to 40 years. The following tables and figures summarize the prevalence of mindfulness and PWB among the male and female students from the sample.

4.1 Descriptive Analysis: Gender Distribution

Table 1 presents the frequency distribution of male and female participants in the sample.

Table 4.1

Frequency Distribution of Male and Female Participants

Gender	Frequency (N)	Percentage (%)
Male	97	64.7
Female	53	35.3
Total	150	100.0

Note.N = total number of participants.

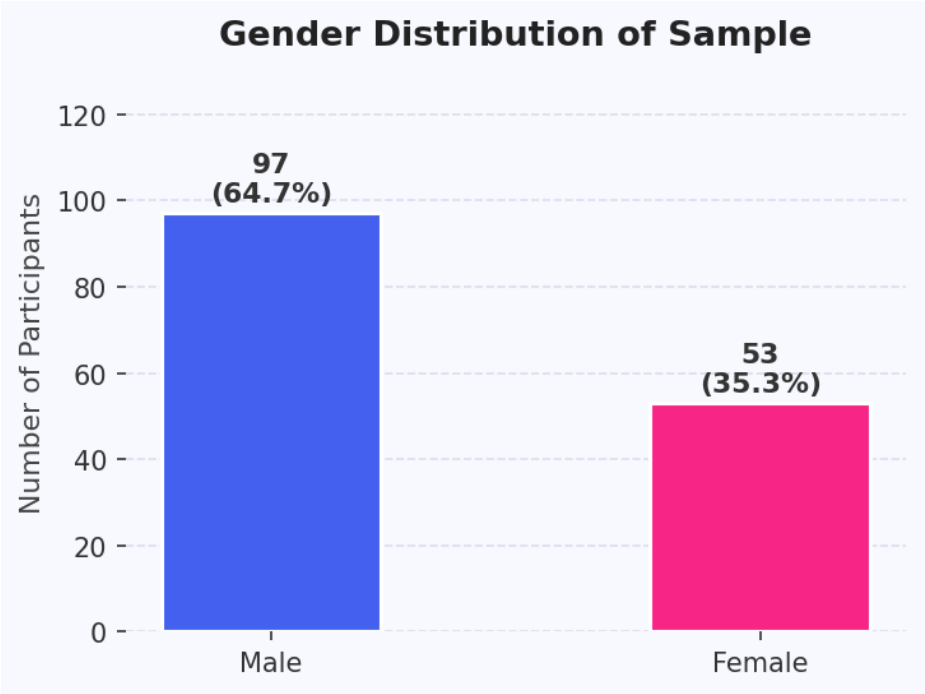


Figure 4.1 Gender distribution of the sample (N = 150).

4.2 Age Distribution

Table 2 presents the age distribution of the sample. The majority of participants were between 19 and 25 years of age, reflecting a young adult college-going population. The most frequently occurring age groups were 20 years (n = 27, 18.0%) and 19 years (n = 24, 16.0%). Three participants had missing age data.

Table 4.2

Frequency Distribution of Age Among the Sample

Age Group	Frequency (N)	Percentage (%)
19–20 years	24	16.0
21–25 years	27	18.0
26–30 years	72	48.0
31 years and above	24	16.0
Missing	3	2.0

Note. Three participants had missing age data.

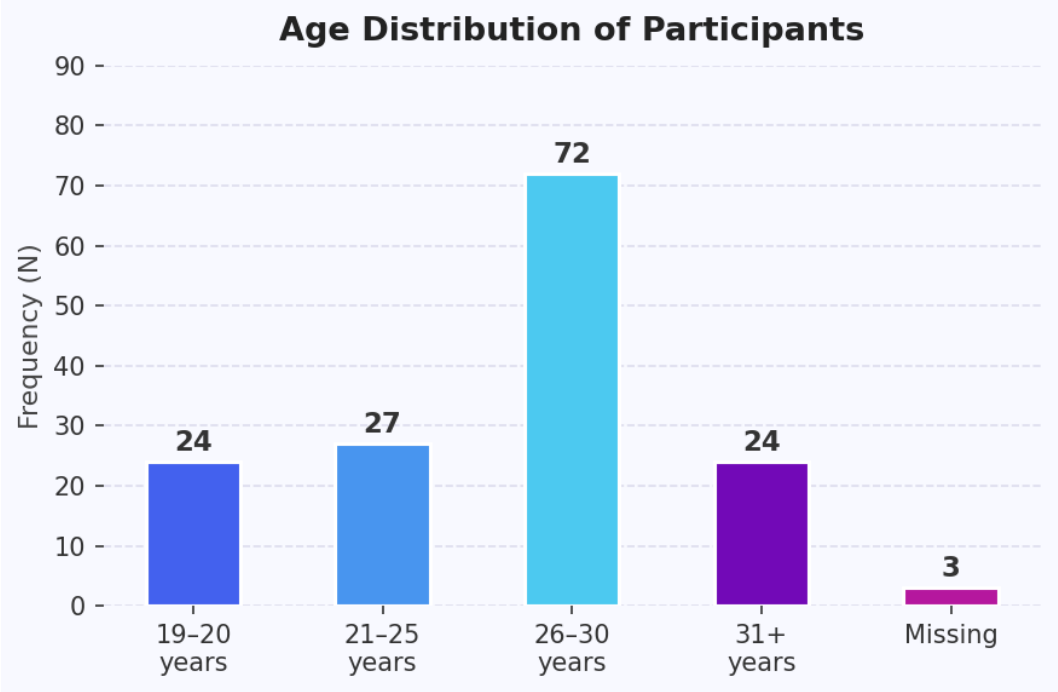


Figure 4.2. Age distribution of the sample (N = 150).

4.3 Descriptive Statistics: Mean and Standard Deviation

Table 3 presents the descriptive statistics for mindfulness and PWB by gender. Among males (N = 97), the mean mindfulness score was 35.39 (SD = 9.343) and mean PWB score was 38.93 (SD = 11.289). Among females (N = 53), the mean mindfulness score was 37.30 (SD = 8.648) and mean PWB score was 43.23 (SD = 8.147). Female participants reported slightly higher scores on both variables.

Table 4.3

Descriptive Statistics of Mindfulness and Psychological Well-Being by Gender

Gender	N	M	SD	M (PWB)	SD (PWB)
Male	97	35.39	9.343	38.93	11.289
Female	53	37.30	8.648	43.23	8.147

Note. M = mean; SD = standard deviation; PWB = psychological well-being.

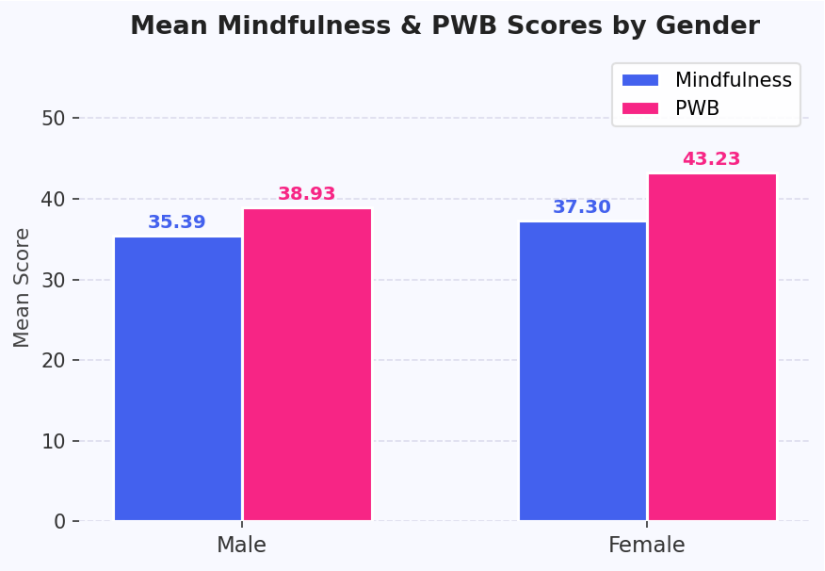


Figure 4.3. Mean scores of mindfulness and PWB by gender.

4.4 Correlation Analysis

A Pearson product-moment correlation coefficient is computed to assess the relationship between mindfulness and psychological well-being (PWB). As presented in Table 4, there was a significant positive correlation between the two variables, $r(148) = .445$, $p < .001$. This indicates that higher mindfulness scores were associated with higher PWB scores. In light of these findings, the hypothesis — 'There will be a significant positive correlation between mindfulness and psychological well-being among young adult college students' — is accepted.

Table 4.4

Pearson Correlation Between Mindfulness and Psychological Well-Being

Variable	N	r	p-value
Mindfulness	150	.445**	.000
Psychological Well-Being	150	.445**	.000

Note. ** $p < .001$.

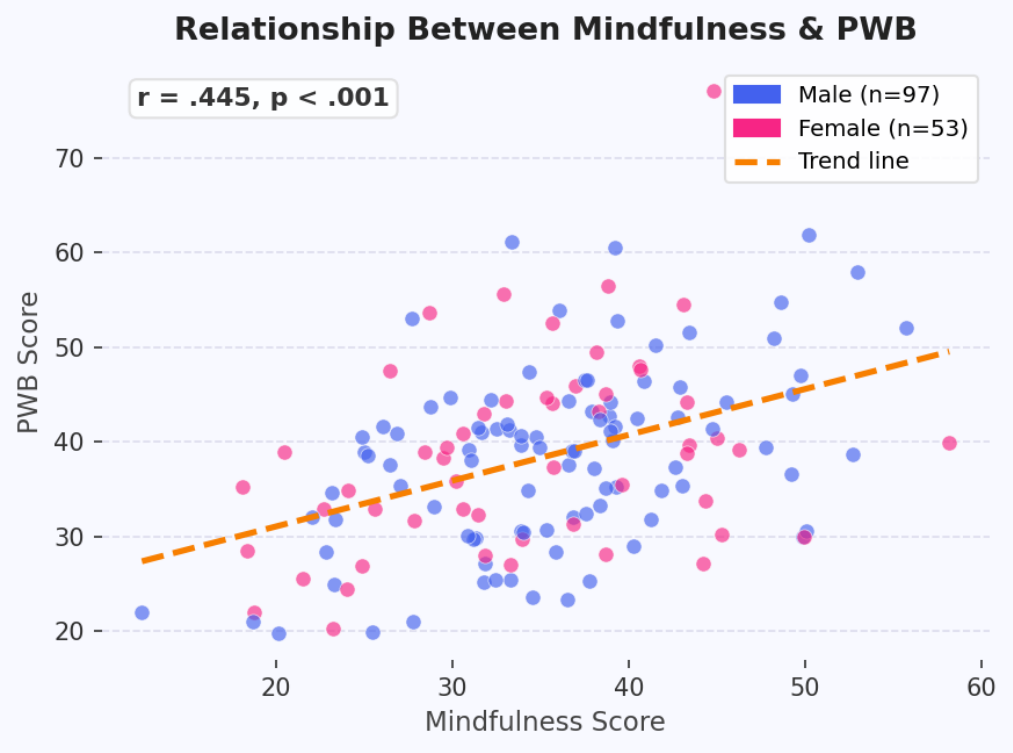


Figure 4.5. Scatter plot depicting the relationship between mindfulness and PWB. Blue = Male; Pink = Female; Dashed line = trend line.

4.5 Gender Differences in Mindfulness and Psychological Well-Being

An independent samples t-test was conducted to examine gender differences in mindfulness and psychological well-being (PWB). For mindfulness, there was no statistically significant difference between males (M = 35.39, SD = 9.343) and females (M = 37.30, SD = 8.648), t(148) = -1.228, p = .221. For psychological well-being, a statistically significant difference was found between males (M = 38.93, SD = 11.289) and females (M = 43.23, SD = 8.147), t(148) = -2.444, p = .016. Females reported significantly higher PWB than males.

The hypothesis — 'There will be significant gender differences in mindfulness and PWB among young adult college students' — was partially accepted: the difference was significant for PWB but not for mindfulness.

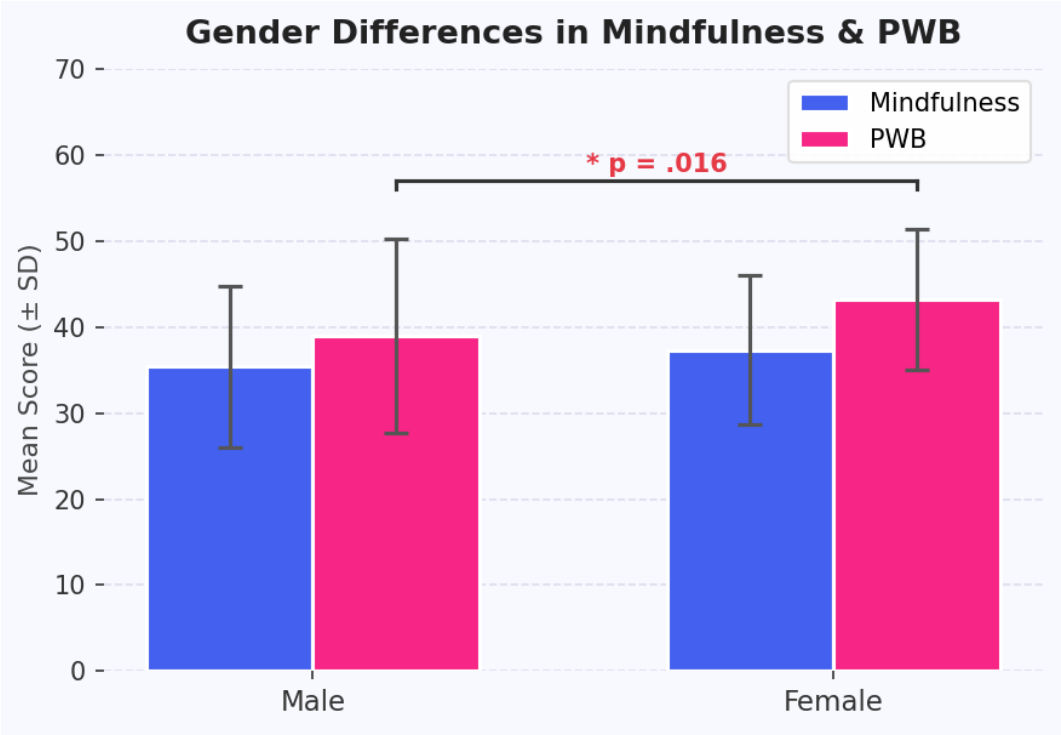


Figure 4.6. Gender differences in mindfulness and PWB (M ± SD). Asterisk (*) denotes statistically significant difference in PWB, p = .016.

4.5.1 Gender Differences in Mindfulness

Result: No significant difference was found in mindfulness between male and female students ($p > .05$). Therefore, H_2 is accepted.

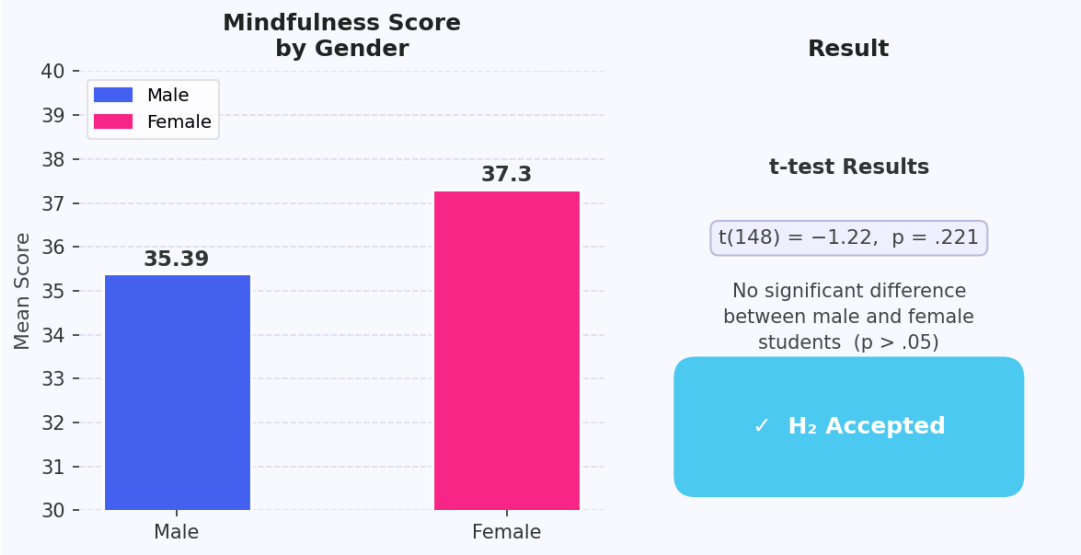


Figure 7. Gender comparison of mindfulness scores with t-test result. No statistically significant difference was found ($p > .05$); H_2 is accepted.

Table 4.5

Independent Samples t-Test Results for Mindfulness by Gender

Variable	t	df	p	Result
Mindfulness	1.22	148	.221	Not Significant

4.5.2 Gender Differences in Psychological Well-Being

Result: Female students scored significantly higher on psychological well-being than male students ($p < .05$). Therefore, H_3 is rejected.

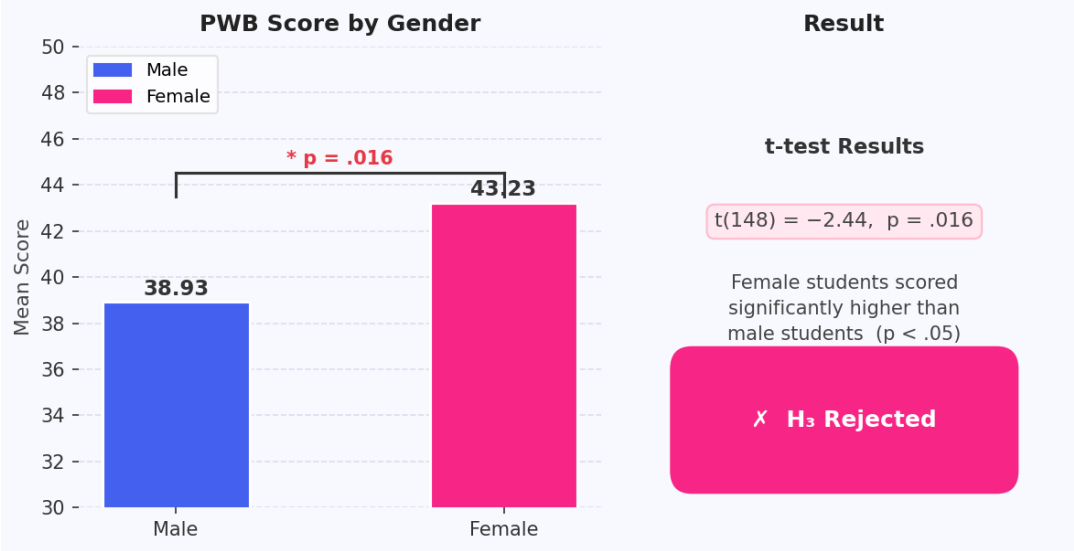


Figure 8. Gender comparison of PWB scores with t-test result. Female students scored significantly higher than male students ($p < .05$); H_3 is rejected.

Table 4.6

Independent Samples t-Test Results for Psychological Well-Being by Gender

Variable	t	df	p	Result
Psychological Wellbeing	−2.44	148	.016*	Significant

Note. * $p < .05$.

4.6 Discussion

The present study aimed to examine the relationship between mindfulness and psychological well-being (PWB) among young adult college students and to investigate gender differences in these variables. The sample consisted of 150 college students — 97 males (64.7%) and 53 females (35.3%) — with a mean age of 22.4 years.

The findings revealed a significant positive correlation between mindfulness and psychological well-being, $r(148) = .445$, $p < .001$, indicating that higher mindfulness is associated with higher PWB. This is consistent with extensive literature suggesting that mindfulness practices enhance emotional regulation, reduce stress, and promote overall well-being (Brown & Ryan, 2003; Keng et al., 2011). The present findings support the view that cultivating mindfulness among young adults can be a meaningful pathway to improving their psychological well-being.

Regarding gender differences, the t-test analysis indicated a statistically significant gender difference in PWB, $t(148) = -2.444$, $p = .016$, with female participants reporting higher PWB than their male counterparts. This finding aligns with studies suggesting that females tend to report higher emotional well-being in certain cultural and academic contexts. The absence of gender differences in mindfulness is consistent with the conceptualization of mindfulness as a universal attentional capacity not contingent on gender.

4.7 Conclusion

The present study contributes to the growing body of research on mindfulness and psychological well-being in young adult populations. The findings establish a significant positive relationship between mindfulness and PWB among college students, underscoring the importance of mindfulness-based interventions in educational settings. While no gender differences were observed in mindfulness levels, female students showed significantly higher PWB than male students, highlighting the need for gender-sensitive approaches in mental health promotion.

CHAPTER – V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The present study provides a comprehensive summary of the entire dissertation, synthesizing the key theoretical foundations, methodological decisions, empirical findings, and practical implications arising from the research. The study investigated the relationship between mindfulness and psychological well-being (PWB) among college students, and examined whether gender differences exist in these constructs. This chapter brings together insights from all preceding chapters into a coherent and integrated narrative, presenting the conclusions drawn from the empirical findings, discussing their implications for theory and practice, highlighting the limitations of the study, and offering recommendations for future research.

5.2. Objectives of the Study

I. To assess the relationship between mindfulness and psychological well-being among college students.

II. To compare the level of mindfulness between male and female college students.

III. To compare the level of psychological well-being between male and female college students.

5.3. Hypothesis

The study was guided by the following research hypotheses:

H_1: There will be a significant positive relationship between mindfulness and psychological well-being among college students.

H_2: There will be no significant difference in the level of mindfulness between male and female college students.

H_3: There will be no significant difference in the level of psychological well-being between male and female college students.

5.4. Summary of the Study

The present study yielded three major findings:

First, mindfulness and psychological well-being are significantly and positively correlated among college students. A Pearson correlation of $r = .445$ ($p < .001$) confirmed that students who demonstrate higher dispositional mindfulness also report significantly higher levels of psychological well-being. This finding is robust, statistically significant, and consistent with the prevailing literature, lending empirical support to the role of mindfulness as a psychological resource that promotes positive mental health outcomes.

Second, there is no statistically significant gender difference in mindfulness levels among college students. Both male and female participants reported comparable levels of dispositional mindfulness, with slightly higher scores observed among females ($M = 37.30$ vs. $M = 35.39$), but this difference did not reach statistical significance ($p = .221$). This suggests that mindfulness as a present-moment attentional capacity is similarly distributed across genders in the college-going population.

Third, there is a statistically significant gender difference in psychological well-being, with female students reporting significantly higher PWB than males ($p = .016$). These finding highlights that while mindfulness is gender-neutral, the overall experience of psychological well-being differs between male and female college students, with females demonstrating greater positive psychological functioning.

5.5. Implications of the Study

5.5.1 Theoretical Implications

The study reinforces the theoretical models of both mindfulness and psychological well-being within the positive psychology paradigm. The significant correlation between the MAAS and Ryff's PWB Scale supports the conceptual overlap between dispositional mindfulness and eudaimonic well-being dimensions. The findings contribute to the mechanistic understanding of how mindfulness — through awareness, non-judgment, and present-moment focus — operationally supports constructs such as self-acceptance, purpose in life, and personal growth. The study also provides empirical evidence supporting Keyes's (2002) mental health continuum perspective, demonstrating that psychological well-being varies meaningfully across students, even within a non-clinical population.

5.2 Practical Implications

The findings carry significant practical implications for educational institutions, mental health practitioners, and policymakers concerned with student well-being. Given the positive and significant relationship between mindfulness and psychological well-being, there is a compelling basis for integrating mindfulness-based practices into the academic framework of colleges and universities. Structured mindfulness programs, encompassing techniques such as focused breathing, attentional training, body scan exercises, and reflective journaling, can be incorporated into student orientation programmes, wellness cells, and counselling services.

For mental health professionals and counsellors working within college settings, the study reinforces the utility of mindfulness as a complementary therapeutic tool. Incorporating mindfulness into individual counselling, group therapy, and peer support programmes can help students develop greater self-awareness, emotional balance, and adaptive coping strategies, thereby enhancing psychological well-being beyond the immediate alleviation of distress.

The significant gender difference in psychological well-being, favouring females, points to the need for gender-sensitive approaches in student mental health promotion.

The lower PWB scores among male students suggest potential vulnerabilities in areas such as self-acceptance, positive relations, or purpose in life, which may be exacerbated by cultural expectations of stoicism or limited help-seeking behaviour among young men. Targeted programmes designed specifically for male college students should aim to address barriers such as cultural stigma around help-seeking, social expectations of stoicism, and limited engagement with emotional support systems.

From an institutional perspective, faculty members and academic administrators play a vital role in creating mindfulness-supportive learning environments. Training educators in the principles of mindful pedagogy — which emphasises present-moment engagement, non-judgmental observation of student progress, and compassionate communication — can indirectly foster a classroom culture that supports student well-being, potentially contributing to reduced academic anxiety, improved learning outcomes, and a more positive overall educational experience.

5.6. Limitations of the Study

Several limitations of the present study should be acknowledged:

Convenience sampling: The sample was recruited through convenience sampling, which may limit the generalizability of findings. The over-representation of male participants (64.7%) further constrains the sample's representativeness.

Self-report bias: Both measures relied entirely on self-report, which is susceptible to response bias, social desirability, and inaccurate self-perception.

Uncontrolled confounding variables: The study did not control for potential confounding variables such as academic year, socioeconomic status, prior mindfulness practice, social support networks, or cultural background.

Cultural and contextual specificity: The study was conducted within a specific cultural and educational context. The findings may have limited cross-cultural applicability without further validation in diverse settings.

5.7. Suggestions for Future Research

Based on the findings and limitations of the present study, the following recommendations are offered:

Regression analysis should be conducted to examine the temporal relationship between mindfulness and psychological well-being. Tracking changes in both constructs over the course of an academic year would allow researchers to establish directionality and identify periods of heightened vulnerability or growth.

Future research should explore the role of mindfulness facets — as measured by multidimensional instruments such as the FFMQ — in predicting specific dimensions of psychological well-being. This would provide a more nuanced understanding of which aspects of mindfulness most strongly contribute to specific outcomes.

Intervention studies should be conducted in college settings to evaluate the effectiveness of structured mindfulness programs on psychological well-being outcomes. Randomized controlled trials comparing MBSR with active control conditions would provide stronger causal evidence.

Given the significant gender difference in psychological well-being, future studies should investigate the specific factors contributing to lower PWB among male college students, including the role of gender norms, help-seeking attitudes, and coping styles.

5.8. Conclusion

The study confirms that mindfulness is a significant psychological correlate of psychological well-being among college students. Consistent with the positive psychology framework (Seligman and Csikszentmihalyi, 2000), the findings suggest that cultivating dispositional mindfulness can meaningfully contribute to optimal psychological functioning. The mechanisms through which mindfulness enhances well-being — including reduced emotional reactivity, improved self-regulation, and greater self-acceptance — appear to be relevant and operative within the college student population.

The absence of gender differences in mindfulness levels supports the conceptualization of mindfulness as a universal psychological capacity not contingent on gender. Both male and female students are equally capable of developing and sustaining attentive present-moment awareness.

The significant gender difference in psychological well-being, favouring females, points to the need for gender-sensitive approaches in student mental health promotion. The lower PWB scores among male students suggest potential vulnerabilities in areas such as self-acceptance, positive relations, or purpose in life, which may be exacerbated by cultural expectations of stoicism or limited help-seeking behaviour among young men.

In conclusion, the present study makes a meaningful contribution to the growing body of research on mindfulness and well-being in educational contexts. The findings have clear implications for the design and delivery of mental health interventions within college settings, and underscore the importance of fostering psychological well-being as an integral component of holistic education.

SUMMARY

TOPIC: THE STUDY OF RELATIONSHIP BETWEEN MINDFULNESS AND PSYCHOLOGICAL WELL-BEING AMONG COLLEGE STUDENTS

SUPERVISOR **INVESTIGATOR**

Ms Upasana Moten **Mrs Tanya Dhillon**

Assistant Professor **Roll No – 2515017**
M.A. Semester IV

INTRODUCTION

Mental health has become one of the most significant concerns in contemporary society, particularly among young adults navigating the challenges of higher education. The shift in social expectations, technological advancement, urbanization, and increasing academic demands has transformed the psychological environment of college students. Mental health is no longer understood merely as the absence of illness; it encompasses overall psychological functioning, emotional balance, cognitive flexibility, self-awareness, and a sense of purpose (World Health Organization, 2014).

College students represent one of the most psychologically vulnerable populations in higher education. This transitional phase from adolescence to adulthood involves identity formation, increased autonomy, academic pressure, social role development, and career-related uncertainty. Empirical evidence consistently shows high prevalence of stress, anxiety, depressive symptoms, and emotional exhaustion among college-going populations across cultures (American College Health Association, 2022; Eisenberg et al., 2013).

Historically, psychological research and mental health interventions have been predominantly illness-oriented, focusing on diagnosis, treatment, and prevention of disorders. This deficit-based approach tends to neglect positive psychological

capacities that enable individuals to thrive despite adversity (Keyes, 2002). The paradigm shift towards positive psychology, advanced by Seligman and Csikszentmihalyi (2000), brought constructs such as psychological well-being to the forefront of mental health research.

MINDFULNESS

Mindfulness has emerged as a prominent construct within positive psychology with significant implications for mental health and well-being. Mindfulness refers to a state of present-moment awareness characterized by openness, curiosity, and non-judgmental acceptance of internal and external experiences (Kabat-Zinn, 1994). Unlike avoidance-based coping strategies, mindfulness enables individuals to observe their thoughts and emotions without being overwhelmed by them.

Mindfulness traces its origins to ancient Buddhist philosophy, where it is known as sati, a key element of the Noble Eightfold Path. Its entry into modern psychology is primarily attributed to Jon Kabat-Zinn, who introduced Mindfulness-Based Stress Reduction (MBSR) in clinical practice (Kabat-Zinn, 1990). Mindfulness in contemporary psychology is understood as both a trait and a practice. Trait mindfulness refers to an individual's inherent tendency toward attentiveness and awareness in daily life, while state mindfulness refers to a momentary condition of conscious awareness during a specific activity (Baer et al., 2006).

Brown and Ryan (2003) defined mindfulness as a dispositional quality of receptive attention to present events and experiences and developed the Mindful Attention Awareness Scale (MAAS) to operationalize this construct. Research demonstrates that mindfulness enhances self-regulation, reduces rumination, increases emotional awareness, and promotes adaptive coping — all of which contribute to better psychological health. Mindfulness-based programs have also been increasingly integrated into educational institutions to support student emotional health, reduce academic stress, and improve overall well-being (Zenner et al., 2014).

PSYCHOLOGICAL WELL-BEING

Psychological well-being (PWB) represents a fundamental shift in mental health research from deficit-focused to strength-based models. Rather than measuring the mere absence of distress, psychological well-being captures how individuals evaluate and experience their lives in terms of meaning, purpose, and positive functioning (Ryff, 1989).

Ryff (1989) proposed a comprehensive multidimensional model of psychological well-being comprising six dimensions: (i) self-acceptance, which involves a positive evaluation of oneself including acknowledgment of both strengths and weaknesses; (ii) positive relations with others, characterized by meaningful and trusting interpersonal connections; (iii) autonomy, referring to the capacity for independent thought and self-directed action; (iv) environmental mastery, which is the ability to manage and adapt to one's surrounding circumstances; (v) purpose in life, involving a sense of direction, goals, and meaning; and (vi) personal growth, indicating ongoing development and openness to new experiences.

Research consistently shows that high psychological well-being is associated with greater academic engagement, resilience, motivation, and healthy coping among students (Keyes et al., 2012). Ryan and Deci's (2000) Self-Determination Theory further supports this framework by linking well-being to the fulfilment of basic psychological needs — autonomy, competence, and relatedness. Contemporary scholarship integrates both eudaimonic well-being (focused on meaning, purpose, and growth) and hedonic well-being (concerned with happiness and life satisfaction) for a holistic understanding of positive mental health.

RELATIONSHIP BETWEEN MINDFULNESS AND PSYCHOLOGICAL WELL-BEING

The theoretical and empirical relationship between mindfulness and psychological well-being is well established in the positive psychology literature. Mindfulness contributes to psychological well-being by altering the individual's relationship with internal experiences. Brown and Ryan (2003) proposed that mindfulness enhances self-regulation by increasing clarity of awareness, enabling choices aligned with

personal values — thereby supporting dimensions of well-being including autonomy, environmental mastery, and self-acceptance.

Mindfulness also fosters purpose in life and personal growth by promoting deeper engagement with one's values, goals, and aspirations. Research by Steger et al. (2010) indicates that mindfulness is associated with greater clarity regarding personal goals and openness to learning, contributing to ongoing psychological growth. Among college students specifically, mindfulness has been found to buffer the negative effects of academic stress and strengthen emotional resilience. In summary, mindfulness and psychological well-being are conceptually overlapping and empirically interconnected constructs, providing a strong rationale for the present study.

NEED AND SIGNIFICANCE

The mental health of college students has become a growing global concern due to escalating academic demands, social pressures, and rapid lifestyle changes. A substantial proportion of college students experience psychological distress that negatively affects academic performance, emotional functioning, and quality of life (Eisenberg et al., 2013). This underscores the urgent need for preventive and promotive approaches that strengthen psychological resources.

Mindfulness has emerged as a promising intervention aligned with well-being-oriented approaches to mental health. If mindfulness is found to be positively associated with psychological well-being, educational institutions can consider incorporating mindfulness-based programs into student support services. Furthermore, most existing studies have been conducted in Western or clinical populations, limiting generalizability to Indian college students. The present study addresses this gap by examining the mindfulness–well-being relationship in a non-clinical Indian sample from Jammu district.

STATEMENT OF THE PROBLEM

The present study is entitled: "The Study of Relationship Between Mindfulness and Psychological Well-Being Among College Students."

OPERATIONAL DEFINITIONS

MINDFULNESS: In the present study, mindfulness refers to the dispositional tendency of college students to be attentive, aware, and present-focused in their daily experiences, as measured by the Mindful Attention Awareness Scale (MAAS).

PSYCHOLOGICAL WELL-BEING: In the present study, psychological well-being refers to the college students' overall positive psychological functioning across six dimensions — self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth — as measured by Ryff's Scales of Psychological Well-Being (SPWB).

OBJECTIVES OF THE STUDY

The following objectives were formulated for the present study:

I. To assess the relationship between mindfulness and psychological well-being among college students.

II. To compare the level of mindfulness between male and female college students.

III. To compare the level of psychological well-being between male and female college students.

HYPOTHESES OF THE STUDY

H_1 - There will be a significant and positive relationship between mindfulness and psychological well-being among college students.

H_2 - There will be no significant gender difference in the level of mindfulness between male and female college students.

H_3 -There will be no significant difference in the level of psychological well-being between male and female college students.

POPULATION OF THE STUDY

The population for the present study consists of all undergraduate and postgraduate students studying in Jammu district.

SAMPLE FOR THE STUDY

The study sample comprised a total of 150 college students selected from colleges in Jammu city through convenience sampling. Of the total sample, 97 were male (64.7%) and 53 were female (35.3%). The mean age of participants was 22.4 years, with an age range of 19 to 40 years. Students from various academic disciplines and levels of study (undergraduate and postgraduate) were included to ensure broader representation.

TOOLS USED

Mindful Attention Awareness Scale (MAAS) by Brown and Ryan (2003): The MAAS is a 15-item self-report scale designed to measure dispositional mindfulness — the individual's tendency to be attentive and aware of present-moment experiences in daily life. Items are rated on a 6-point Likert scale ranging from 1 (Almost Always) to 6 (Almost Never). Higher scores indicate greater levels of dispositional mindfulness.

Ryff's Scales of Psychological Well-Being (SPWB) by Ryff and Keyes (1995): The SPWB is a standardized multidimensional self-report scale measuring six dimensions of psychological well-being — self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Participants respond on a 6-point Likert scale, with higher scores indicating greater psychological well-being.

RESULTS OF THE STUDY

The first objective was to examine the relationship between mindfulness and psychological well-being among college students. Pearson's Product Moment Correlation analysis revealed a significant positive correlation between mindfulness and psychological well-being ($r = .445$, $p < .001$). This indicates that college students with higher levels of dispositional mindfulness tend to report higher psychological well-being. The correlation reflects a moderate positive relationship between the two variables. Therefore, the first hypothesis stating that there is a significant positive relationship between mindfulness and psychological well-being among college students was accepted.

The descriptive analysis of the two variables showed that male students ($N = 97$) obtained a mean mindfulness score of 35.39 ($SD = 9.343$) and a mean PWB score of 38.93 ($SD = 11.289$). Female students ($N = 53$) obtained a mean mindfulness score of 37.30 ($SD = 8.648$) and a mean PWB score of 43.23 ($SD = 8.147$), indicating slightly higher scores on both variables among females.

The second objective was to compare the level of mindfulness between male and female college students. An independent samples t-test was conducted for comparison. Male students obtained a mean mindfulness score of 35.39 ($SD = 9.343$), whereas female students obtained a mean score of 37.30 ($SD = 8.648$). The obtained t-value was -1.228 with a p-value of .221, which was greater than the level of significance (0.05). Therefore, there was no statistically significant gender difference

in mindfulness among college students. Hence, the second hypothesis stating that there is no significant gender difference in mindfulness was accepted.

The third objective was to compare the level of psychological well-being between male and female college students. The independent samples t-test results showed that male students obtained a mean PWB score of 38.93 (SD = 11.289), whereas female students obtained a mean score of 43.23 (SD = 8.147). The obtained t-value was −2.444 with a p-value of .016, which was less than the level of significance (0.05). Therefore, a statistically significant gender difference was found in psychological well-being, with female college students reporting significantly higher PWB than their male counterparts. Thus, the third hypothesis stating that there is no significant gender difference in psychological well-being was rejected.

The study concluded that college students generally possess meaningful levels of both mindfulness and psychological well-being. A significant positive relationship exists between these two variables, indicating that students who are more mindful in their daily lives tend to experience greater psychological well-being. While no significant gender difference was observed in mindfulness, female students demonstrated significantly higher psychological well-being than male students, highlighting the importance of gender-sensitive approaches in mental health promotion programs for college students.

SUGGESTIONS FOR FUTURE RESEARCH

I. Longitudinal studies should be conducted to examine the temporal and directional relationship between mindfulness and psychological well-being over an academic year.
II. Future research should include larger and more diverse samples from different districts, states, and cultural backgrounds for broader generalizability.
III. Future studies may explore specific facets of mindfulness using multidimensional instruments such as the Five Facet Mindfulness

Questionnaire (FFMQ) to identify which aspects of mindfulness most strongly predict specific dimensions of psychological well-being.

IV. Intervention-based studies using Mindfulness-Based Stress Reduction (MBSR) or Mindfulness-Based Cognitive Therapy (MBCT) programs should be conducted in college settings with randomized controlled designs to establish causal evidence.

V. Additional psychological variables such as academic stress, emotional regulation, self-compassion, resilience, and social support should be studied alongside mindfulness and psychological well-being.

VI. Future research should specifically investigate the factors contributing to lower psychological well-being among male college students, including gender norms, help-seeking behaviour, and coping styles.

VII. Qualitative and mixed-method research designs may be employed to gain deeper understanding of students' subjective experiences of mindfulness and well-being.

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APPENDICES

Appendix A: Mindful Attention Awareness Scale (MAAS)

The Mindful Attention Awareness Scale (MAAS)

The trait MAAS is a 15-item scale designed to assess a core characteristic of mindfulness, namely, a receptive state of mind in which attention, informed by a sensitive awareness of what is occurring in the present, simply observes what is taking place.

Brown, K.W. & Ryan, R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. Journal of Personality and Social Psychology, 84, 822-848.

Carlson, L.E. & Brown, K.W. (2005). Validation of the Mindful Attention Awareness Scale in a cancer population. Journal of Psychosomatic Research, 58, 29-33.

Instructions: Below is a collection of statements about your everyday experience. Using the 1-6 scale below, please indicate how frequently or infrequently you currently have each experience.

Please answer according to what really reflects your experience rather than what you think your experience should be. Please treat each item separately from every other item.

1	2	3	4	5	6
Almost Always	Very Frequently	Somewhat Frequently	Somewhat Infrequently	Very Infrequently	Almost Never

Mindful Attention Awareness Scale (MAAS)

Please indicate the degree to which you agree with each of the following items using the scale below.

Item	Statement	Almost Always (1)	Very Frequently (2)	Somewhat Frequently (3)	Somewhat Infrequently (4)	Very Infrequently (5)	Almost Never (6)
MAAS 1	I could be experiencing some emotion and not be conscious of it until sometime later.	□	□	□	□	□	□
MAAS 2	I break or spill things because of carelessness, not paying attention, or thinking of something else.	□	□	□	□	□	□
MAAS 3	I find it difficult to stay focused on what's happening in the present.	□	□	□	□	□	□
MAAS 4	I tend to walk quickly to get where I’m going without paying attention to what i experience along the way.	□	□	□	□	□	□

Item	Statement	Almost Always (1)	Very Frequently (2)	Somewhat Frequently (3)	Somewhat Infrequently (4)	Very Infrequently (5)	Almost Never (6)
MAAS 5	I tend not to notice feelings of physical tension or discomfort until they really grab my attention.	□	□	□	□	□	□
MAAS 6	I Forget a Person's Name Almost as Soon as I've Been Told It for The First Time.	□	□	□	□	□	□
MAAS 7	It seems I am "running on automatic" without much awareness of what I'm doing.	□	□	□	□	□	□
MAAS 8	I Rush Through Activities Without Being Really Attentive to Them.	□	□	□	□	□	□
MAAS 9	I get so focused on the goal I want to achieve that I lose touch with what I am doing right now to get there.	□	□	□	□	□	□

Item	Statement	Almost Always (1)	Very Frequently (2)	Somewhat Frequently (3)	Somewhat Infrequently (4)	Very Infrequently (5)	Almost Never (6)
MAAS 10	I do jobs or tasks automatically, without being aware of what I'm doing.	□	□	□	□	□	□
MAAS 11	I find myself listening to someone with one ear, doing something else at the same time.	□	□	□	□	□	□
MAAS 12	I drive places on "automatic pilot" and then wonder why I went there.	□	□	□	□	□	□
MAAS 13	I find myself preoccupied with the future or the past.	□	□	□	□	□	□
MAAS 14	I find myself doing things without paying attention.	□	□	□	□	□	□
MAAS 15	I snack without being aware that I'm eating.	□	□	□	□	□	□

Scoring MAAS:

To score the scale, simply compute a mean of the 15 items. Higher scores reflect higher levels of dispositional mindfulness

Mindfulness Measure	My total	My item average
MAAS		

Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: mindfulness and its role in psychological well-being. Journal of personality and social psychology, 84(4), 822.

Appendix B: Ryff's Psychological Well-Being Scale

Ryff's Psychological Well-Being Scale (Ryff, 1989) measures six dimensions of psychological well-being: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Participants respond on a 6-point Likert scale. Higher scores indicate greater psychological well-being.

Psychological Wellbeing (42 items)

Age: Adult
Duration: 3-5 minutes
Reading Level: 6th to 8th grade
Number of items: 42
Answer Format:

1	2	3	4	5	6	7
Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree

Ryff's Psychological Well-Being Scales (PWB), 42 Item version
Please indicate your degree of agreement (using a score ranging from 1-7) to the following sentences.

No.	Statement	1 Strongly Agree	2	3	4	5	6	7 Strongly Disagree
1	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	☐	☐	☐	☐	☐	☐	☐
2	In general, I feel I am in charge of the situation in which I live.	☐	☐	☐	☐	☐	☐	☐
3	I am not interested in activities that will expand my horizons. *	☐	☐	☐	☐	☐	☐	☐
4	Most people see me as loving and affectionate.	☐	☐	☐	☐	☐	☐	☐
5	I live life one day at a time and don't really think about the future. *	☐	☐	☐	☐	☐	☐	☐

No.	Statement	1 Strongly Agree	2	3	4	5	6	7 Strongly Disagree
6	When I look at the story of my life, I am pleased with how things have turned out.	☐	☐	☐	☐	☐	☐	☐
7	My decisions are not usually influenced by what everyone else is doing.	☐	☐	☐	☐	☐	☐	☐
8	The demands of everyday life often get me down.	☐	☐	☐	☐	☐	☐	☐
9	I think it is important to have new experiences that challenge how you think about yourself and the world.	☐	☐	☐	☐	☐	☐	☐
10	Maintaining close relationships has been difficult and frustrating for me. *	☐	☐	☐	☐	☐	☐	☐
11	I have a sense of direction and purpose in life.	☐	☐	☐	☐	☐	☐	☐
12	In general, I feel confident and positive about myself.	☐	☐	☐	☐	☐	☐	☐
13	I tend to worry about what other people think of me. *	☐	☐	☐	☐	☐	☐	☐
14	I do not fit very well with the people and the community around me. *	☐	☐	☐	☐	☐	☐	☐
15	When I think about it, I haven't really improved much as a person over the years. *	☐	☐	☐	☐	☐	☐	☐
16	I often feel lonely because I have few close friends with whom to share my concerns. *	☐	☐	☐	☐	☐	☐	☐
17	My daily activities often seem trivial and unimportant to me. *	☐	☐	☐	☐	☐	☐	☐
18	I feel like many of the people I know have gotten more out of life than I have. *	☐	☐	☐	☐	☐	☐	☐
19	I tend to be influenced by people with strong opinions. *	☐	☐	☐	☐	☐	☐	☐
20	I am quite good at managing the many responsibilities of my daily life.	☐	☐	☐	☐	☐	☐	☐
21	I have the sense that I have developed a lot as a person over time.	☐	☐	☐	☐	☐	☐	☐
22	I enjoy personal and mutual conversations with family members or friends.	☐	☐	☐	☐	☐	☐	☐
23	I don't have a good sense of what it is I'm trying to accomplish in life. *	☐	☐	☐	☐	☐	☐	☐
24	I like most aspects of my personality.	☐	☐	☐	☐	☐	☐	☐
25	I have confidence in my opinions, even if they are contrary to the general consensus.	☐	☐	☐	☐	☐	☐	☐

No.	Statement	1 Strongly Agree	2	3	4	5	6	7 Strongly Disagree
26	I often feel overwhelmed by my responsibilities. *	☐	☐	☐	☐	☐	☐	☐
27	I do not enjoy being in new situations that require me to change my old familiar ways of doing things. *	☐	☐	☐	☐	☐	☐	☐
28	People would describe me as a giving person, willing to share my time with others.	☐	☐	☐	☐	☐	☐	☐
29	I enjoy making plans for the future and working to make them a reality.	☐	☐	☐	☐	☐	☐	☐
30	In many ways, I feel disappointed about my achievements in life. *	☐	☐	☐	☐	☐	☐	☐
31	It's difficult for me to voice my own opinions on controversial matters. *	☐	☐	☐	☐	☐	☐	☐
32	I have difficulty arranging my life in a way that is satisfying to me. *	☐	☐	☐	☐	☐	☐	☐
33	For me, life has been a continuous process of learning, changing, and growth.	☐	☐	☐	☐	☐	☐	☐
34	I have not experienced many warm and trusting relationships with others. *	☐	☐	☐	☐	☐	☐	☐
35	Some people wander aimlessly through life, but I am not one of them.	☐	☐	☐	☐	☐	☐	☐
36	My attitude about myself is probably not as positive as most people feel about themselves. *	☐	☐	☐	☐	☐	☐	☐
37	I judge myself by what I think is important, not by the values of what others think is important.	☐	☐	☐	☐	☐	☐	☐
38	I have been able to build a home and a lifestyle for myself that is much to my liking.	☐	☐	☐	☐	☐	☐	☐
39	I gave up trying to make big improvements or changes in my life a long time ago. *	☐	☐	☐	☐	☐	☐	☐
40	I know that I can trust my friends, and they know they can trust me.	☐	☐	☐	☐	☐	☐	☐
41	I sometimes feel as if I've done all there is to do in life. *	☐	☐	☐	☐	☐	☐	☐
42	When I compare myself to friends and acquaintances, it makes me feel good about who I am.	☐	☐	☐	☐	☐	☐	☐

Scoring Instruction:

I. Recode negative phrased items: # 3, 5, 10, 13,14,15,16,17,18,19, 23, 26, 27, 30,31,32,34, 36, 39, 41. (i.e., if the scored is 6 in one of these items, the adjusted score is 1; if 5, the adjusted score is 2 and so on…)

II. Add together the final degree of agreement in the 6 dimensions:

i) Autonomy: items 1,7,13,19,25, 31, 37

ii) Environmental mastery: items 2,8,14,20,26,32,38

iii) Personal Growth: items 3,9,15,21,27,33,39

iv) Positive Relations: items: 4,10,16,22,28,34,40

v) Purpose in life: items: 5,11,17,23,29,35,41

vi) Self-acceptance: items 6,12,18,24,30,36,42