
Mindfulness, Perceived stress And Hardiness Among College students

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Abstract

The academic period is a very significant aspect of an individual's development. Although it is constantly observed that students fail to achieve their full potential. This study presents an overview of the literature of mindfulness in education, which is on the key terms perceived stress and hardiness. Mindfulness in relation to stability of mind when they say "When our thinking is soft, it is called imperturbable thinking. This kind of thinking is always stable". Perceived stress refers to the degree to which events in a person's life are assessed as stressful, unpredictable and uncontrollable. Hardiness is a combination of attitudes that provides the courage and motivation to do the hard, strategic work of turning stressful circumstances from potential disasters into growth opportunities. The purpose of the study was to analyse the relationship between Mindfulness, perceived stress and hardiness as well as to determine the significant difference in mindfulness, perceived stress and hardiness among college students. The measures were administered among college students selected through convenient sampling method. The sample consisted of 100 college students of age range 18-25, out of which 50 Males and 50 were Females were collected from Kottayam district. Tools used were The Mindfulness Attention Awareness Scale (MAAS), Perceived Stress Scale (PSS) and Hardiness Scale(HS). The statistical analysis will be done using SPSS. The result and discussion will be mentioned in the full paper.

Keywords: Mindfulness, Perceived stress, Hardiness, college students

Introduction

A college student is an individual who is enrolled in a university or college for a particular course. They are a part of the institution while they pursue the course and then become the part of the alumni association once they complete the course. The college student learns various things during the college days like, discipline, better ways of communication, preparing project reports, hosting fests, etc. Students should surely give their best while they are still in college because the college years play a major role in the growth & development of students. College students are expected to be hardworking, disciplined, dedicated, and goal-oriented.

Mindfulness is awareness of one's internal states and surroundings. Mindfulness can help people avoid destructive or automatic habits and responses by learning to observe their thoughts, emotions, and other present-moment experiences without judging or reacting to them. Mindfulness can: help relieve stress, treat heart disease, lower blood pressure, reduce chronic pain, improve sleep, and alleviate gastrointestinal difficulties. mindfulness works, in part, by helping people to accept their experiences-including painful emotions-rather than react to them with aversion and avoidance. It's become increasingly common for mindfulness meditation to be combined with psychotherapy, especially cognitive behavioral therapy. This development makes good sense, since both meditation and cognitive behavioral therapy share the common goal of helping people gain perspective on irrational, maladaptive, and self-defeating thoughts.

Perceived stress is the feelings or thoughts that an individual has about how much stress they are under at a given point in time or over a given time period. Perceived stress incorporates feelings about the uncontrollability and unpredictability of one's life, how often one has to deal with irritating hassles, how much change is occurring in one's life, and confidence in one's ability to deal with problems or difficulties. It is not measuring the types or frequencies of stressful events which

have happened to a person, but rather how an individual feels about the general stressfulness of their life and their ability to handle such stress. Individuals may suffer similar negative life events but appraise the impact or severity of these to different extents as a result of factors such as personality, coping resources, and support. The degree of stress experienced and the ways in which a person reacts to it can be influenced by a various number of factors such as personal characteristics, lifestyle, social support, and appraisal of the stressor(s), life events, and sociodemographic and occupational variables.

Hardiness is defined as responding to stressful situations with commitment (vs. alienation), control (vs. powerlessness) and challenge (vs. threat). Hardiness is a personality style that helps a person cope, withstand (Gentry & Kobasa, 1984; Weinberg & Gould, 2011), and actively engage in transformational coping when faced with stressful events (Quick, Wright, Adkins, Nelson, & Quick, 2013). Transformational coping allows the person to reframe the stressful situation and perceive it as an opportunity rather than a threat (Nelson & Simmons, 2003). The trait is made up of three factors, which include the following: a sense of control over external events, commitment in daily life, and a challenge perspective if unexpected changes occur (Kobasa, 1979). The three counterparts of hardiness amalgamate, which results in the individual working harder to transform potentially stressful situations into opportunities (Maddi, 2004). Therefore, as this trait develops, it forms the pathway for resilience in stressful environments, which ultimately results in performance enhancement through active coping (Maddi, 2006).

Objectives

To assess the relationship between mindfulness, perceived stress and hardiness among college students.

Hypothesis

- i. There is a significant relationship between mindfulness and perceived stress among college students.
- ii. There is a significant relationship between mindfulness and hardiness among college students.
- iii. There is a significant relationship between perceived stress and hardiness among college students.
- iv. There is a significant relationship between mindfulness, perceived stress and hardiness.

Method

Participants

The total sample size of the study is 100. The study focused on adults of age group 18 to 25, samples were taken using convenient sampling. The samples were taken from Kottayam district kerala.

Inclusion Criteria, in this present study, students of both genders; male and female are included. Sample includes undergraduate degree students and postgraduate degree students from various colleges in Kottayam. College students in Kottayam are included.

Exclusion Criteria, Physically and mentally challenged people were excluded.

Measures

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.

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- almost always, 2 – very frequently, 3 -somewhat frequently, 4 -somewhat infrequently, 5very infrequently, 6-almost never

Scoring

To score the scale, simply compute a mean (average) of the 15 items.

Reliability and Validity

The MAAS has good internal consistency with an alpha of .78.No data on stability were reported.

Perceived Stress Scale PSS

Sheldon Cohen, Tom Kamarck, and Robin Mermelstein (1998) The PSS is a 10-item instrument designed to measure the degree to which situations in one's life are appraised as stressful. The PSS assess global perceptions of stress with a rationale that stressful events can increase risk of health problems when they are appraised as threatening or otherwise demanding.

Administration

The questions in the scale ask you about your feelings and thoughts during the last month. In each case, please indicate by writing a number in the space how often you felt or thought a certain way.

Scoring

After reverse scoring items 4,5,7and 8, the score for the PSS is obtaining by summing all item scores. Higher scores suggest greater level of perceived stress.

Reliability and validity

The PSS has good internal consistency, with an alpha of .78. No data on stability were reported.

The PSS has established good construct validity. The PSS scores were moderately related to responses on other measures of appraised stress as well as to measures of potential sources of stress as assessed by stress event frequency. Small but significant correlations were also found between higher PSS scores and some self-reports of health behaviors. The PSS was also related to scores on the Health Youth Services Utilization Scale and the three factors of the Psychosomatic Index. The frequency of physical illness and symptoms of physical illness also were positively related to reports of stress. The PSS was significantly correlated with the Life Satisfaction Scale and with measures of help-seeking behaviors.

Hardiness Scale (HS)

Paul. T. Bartone, Robert. J. Ursano, Kathleen M Wright and Larry.H.Ingraham (1989) **Scoring**

The HS is scored by first reverse-scoring items 3-7,9-12,14,16,18,20,23,24,26,29,31,32,34,35,37, 38,40,41 and 43-45.

Reliability and validity

The internal consistency (alpha) coefficients were .62, .66, and .82 for the challenge, control, and commitment subscales, respectively. As a total summated scale, the HS had an alpha of .85.

The internal consistency of the 30-item short form ranged from .56 to .82 for the subscales.

Internal consistency of the summated 30-item form was .83. Data on stability are not available.

The 45-item HS was developed from a pool of 76 items. Scale scores correlated .93 with total scores on the 76-item version. The three- subscale structure was supported with principal components factor analysis. Scores on the 30-item short form correlated .82 with scores on the 45-item version. HS scores were predictive of mental and physical health. Scores are sensitive to measuring change due to the level of stressful events.

Procedure

The tools for measuring Mindfulness Perceived stress and Hardiness were finalized and the samples were collected directly from the Kottayam district. After seeking consent, sociodemographic details like age, gender and qualification were collected from the participants. The participants were also given assurance about confidentiality. At the beginning of each form, it was stated that participation was completely voluntary and participants could withdraw from participation without any consequences. After assuring them that the data was only used for research purposes and no details regarding them will be published without their knowledge. Instructions were given at the start of each questionnaire. The collected data was analyzed for drawing conclusions based on the study.

Statistical analysis

The data collected were converted into spreadsheets and analyzed using the statistical software SPSS-28 version. The statistical package for the social study is a software programme and it is used by various kinds of researchers for complex statistical analysis of social science data. Descriptive

statistics were done as well as inferential statistics in which the Spearman correlation method is used for analysis.

Result

Table 1

The correlation between mindfulness, perceived stress and hardiness among college students using spearman's rank correlation

		Perceived Stress	Hardiness	Mindfulness
Spearman's rho	Mindfulness	r value	-0.160	0.213*
		p value	0.112	0.034
	Hardiness	r value	-0.216*	1.000
		p value	0.031	-
Perceived stress	r value	1.000	-0.216*	-0.160
	p value	-	0.031	0.112

*the value is significant at 0.05

Table 1 indicate the correlation between mindfulness, perceived stress and hardiness among college students. The corresponding r value and p value of mindfulness and perceived stress are -0.160 and 0.112. Hardiness and mindfulness have r value 0.213 and p value 0.034 and perceived stress and hardiness have r value -0.216 and p value 0.031.

Discussion

The aim of the study was to examine the relationship between mindfulness, perceived stress and hardiness among college student.

The correlation analysis show that perceived stress is negatively correlated with mindfulness and hardiness and mindfulness is positively correlated with hardiness which means that perceived stress increases the mindfulness and hardiness of students decreases and mindfulness increases hardiness also increases. Mindfulness is awareness of one's internal state and surroundings. Mindfulness can help people avoid destructive or automatic habits and response by learning to observe their thought, emotions, and other present movement experience without judging and reacting to them. Perceived stress is the feeling of thoughts that an individual has about how much stress they are under at a given point in time over a given time period. Hardiness is defined as responding to stressful situations with commitment (vs.

alienation), control (vs. powerlessness) and challenge (vs. threat). Hardiness is a personality style that helps a person cope, withstand and actively engage in transformational coping when faced with stressful events. The results imply that internal resource such as hardiness factor-challenge and mindfulness act as a shield to protect from stress.

Implications

The study is useful for understanding the relationship between Mindfulness, perceived stress and hardiness The overall results of the present study lead to the insight that enhancing mindfulness. This means that developing a stronger mindfulness may help individuals manage their perceived stress more effectively, and hardiness is the factor to overcome perceived stress. There is some evidence to support the idea that a sense of humor can be an important component of emotional intelligence.

Conclusion

The study was aimed to assess the relationship between mindfulness, perceived stress and hardiness among college students. From findings it can be concluded that perceived stress is negatively correlated with mindfulness and hardiness and mindfulness and hardiness is positively correlated.

Scope for further study

Limitations and recommendations that can be put forward for future studies include the following:

- i. A small sample of just a few individuals scarcely considers a genuine portrayal of the entire population. In this way, for future studies, it is recommended to utilize an enormous number of samples with more participants to be part of the research.
- ii. Utilization of self-reported measures is another restriction of the present research. The self-reported measures may cause a non-significant relationship between dimensions of mindfulness, perceived stress and hardiness.
- iii. The study can be conducted in different groups of the population.
- iv. Studies can be conducted on the basis of a comparison of sociodemographic details as well.
- v. This study should be replicated to see whether similar findings can be obtained elsewhere

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