



Impact of Mindfulness Training on Psychological Well Being

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Abstract The present study aims at investigating the impact of mindfulness on psychological well being of adults. For this purpose 30 adults in age range of 25-30 years were selected. Ryff's psychological well being scale was administered to record the status of well being. They were given mindfulness training in five sessions. After the intervention the well being of the sample was again recorded. The data was analyzed using frequencies, percentages and *t* test. The results indicated a positive impact of mindfulness on psychological wellbeing with *p* value < 0.001 level of significance.

Key words: Mindfulness, self-acceptance, nurtures

Introduction

Mindfulness means awareness of thoughts, feelings, sensations and surrounding environment. It involves acceptance without judging them. With practice of mindfulness, thoughts tune into what is sensed in the present moment rather than rehashing the past or imagining the future. Mindfulness increases positive emotions while reducing negative emotions and stress. Mindfulness improves learning, memory, emotion regulation, and empathy. Research on mindfulness has increased significantly (Brown et al., 2007). A recent meta-analysis of the mindfulness research literature reported robust effect sizes for the impact of mindfulness training on anxiety and depression (Hofmann et al., 2010). The ability to regulate negative emotions, non-attachment and rumination were mediating in the relationship between mindfulness and two aspects of mental health, psychological distress and psychological wellbeing (Coffey & Hartman, 2010). Mindfulness has been conceptualized as promoting the well-

being of individuals; in particular, mindfulness directly nurtures the well-being experience through providing richness and it indirectly does so through facilitating self-regulating health behavior which includes increased attention to and acceptance of individual needs and values and a higher capacity to behave consistency with those needs and values (Brown & Ryan, 2003; Brown et al., 2007). The results of studies show that mindfulness may directly, and also through mediating variables, reduce depression, stress and aggression and increase psychological well-being (Marlatt, 2002). In addition, studies on non-clinical populations show that mindfulness increases self-compassion, positive affection, well-being and quality of life and reduces negative emotions, rumination, stress symptoms, anxiety, somatization, aggression and avoidance behavior (Shapiro et al., 2008). Moreover, mindfulness may increase health and emotional tolerance for negative emotions and stressors (Baer, 2003; Breslin, Zack, & McMMain, 2002; Kabat-Zinn, 2003).



Objective: The aim of this investigation is to study the impact of mindfulness training on psychological well being of sample.

Material and Method: Sample: The sample of the study consisted of 30 adults in age group 25- 30 years.

Tools: Ryff's Psychological Well-Being Scales (PWB), 42 Item version (1996) was administered to the sample.

The sample were tested on psychological well being, before and after mindfulness training.

Intervention: Five sessions of Mindfulness training was given to the sample selected. The sessions included:

1. Mindful exercise – Mindful breathing
2. Second Mindfulness Exercise: Concentration The second exercise is following in-breath from the beginning to the end
3. Third Mindfulness Exercise: Awareness of Your Body. The third

exercise is to become aware of body as breathing

4. Fourth Mindfulness Exercise: Releasing Tension. The next exercise is to release the tension in the body.

5. Walking Meditation

Results and Discussion

Ryffs Psychological wellbeing s a theoretically grounded instrument that specifically focuses on measuring multiple facets of psychological well-being. The different dimensions of psychological well being include: self-acceptance, the establishment of quality ties to other, a sense of autonomy in thought and action, the ability to manage complex environments to suit personal needs and values, the pursuit of meaningful goals and a sense of purpose in life and continued growth and development as a person. The scale was administered to the sample before intervention and the data was consolidated and presented in the tables below.

Table 1: Psychological wellbeing of sample before mindfulness training

Dimensions	Min- max score	Low(score 6-17)	Average (score 18-29)	High (score 30-42)
Autonomy	6-42	18(60%)	10(33.3%)	2 (6.6%)
Environmental mastery	6-42	22 (73.3%)	8 (26.6%)	-
Personal growth	6-42	13 (43.3%)	14(46.6%)	3 (10%)
Positive relationships	6-42	23 (76.6%)	7 (23.3%)	-
Purpose in life	6-42	13(43.3%)	14(46.6%)	3(10%)
Self acceptance	6-42	19(63.3%)	8 (26.6%)	2 (6.6%)

The psychological wellbeing of the sample was presented in the table above. From the results it could be inferred that in Autonomy dimension 60% of them scored low while 33% average only 3% high. From this it could be said that the sample

are more concerned about the expectations and evaluations of others. They rely on judgments of others to make important decisions and conforms to social pressures to think and act in certain ways. Environmental mastery



means a sense of mastery and competence in managing the environment, controlling the complex array of external activities. In this dimension also the sample scored very low. In personal growth dimension which includes a feeling of continued development; sees self as growing and expanding 43% of sample scored low and 46% average. The positive relationship of the sample was also found to be low which indicate that they have few close, trusting relationships with others and

they finds it difficult to be warm, open, and concerned about other. In purpose of life dimension 43% scored low and 46% average that indicates that they lack clear sense of meaning in life. Self acceptance dimension majority of them scored less which indicates that they feel dissatisfied with self; is disappointed with what has occurred with past life. From this analysis it could be inferred that psychological well being of the selected sample was low.

Table 2: Psychological wellbeing of sample before mindfulness training

Dimensions	Min- max score	Low(score 6-17)	Average (score 18-29)	High (score 30-42)
Autonomy	6-42	-	9 (30%)	21 (70%)
Environmental mastery	6-42	2 (6.6%)	10 (33.3%)	18 (60%)
Personal growth	6-42	3 (10%)	8 (26.6%)	19 (63.3%)
Positive relationships	6-42	5 (16.6%)	8 (26.6%)	17 (56.6%)
Purpose in life	6-42	4 (13.3%)	7 (23.3%)	19 (63.3%)
Self acceptance	6-42	-	10 (33.3%)	20 (66.6%)

After mindful training the sample were administered Ryff's psychological well being scale was again administered to study the impact of intervention on psychological well being of sample. The intervention helped the sample to score better in all dimensions of psychological well being. In Autonomy nearly three fourth scored high indicating they are now more self determined and independent. The study indicated that 60% of the sample gained mastery over the environment due to the impact of mindfulness. The intervention helped them to see as individual growing and

expanding resulting in improved scores of personal growth. The training helped them in developing warm trusting relationship with others and develops empathy. Majority of the sample (63%) scored high in purpose in life dimension which indicates that they are now having sense of direction and goal orientation. Self acceptance was also improved, through positive attitude towards self and accepting different facets (both positive and negative qualities). The study concludes that after mindfulness training the psychological well being improved.



Table 3: Mean differences in psychological wellbeing scores pre and post intervention

Dimensions	Pre test		Post test		t calval	p value
	Mean	SD	Mean	SD		
Autonomy	21.8	2.13	30.98	1.97	17.33	0.001**
Environmental mastery	19.9	3.16	33.13	2.07	19.18	0.0001**
Personal growth	17.6	1.98	27.76	1.89	20.12	0.001**
Positive relationships	20.7	2.1	31.02	2.78	16.22	0.001**
Purpose in life	18.98	2.05	23.8	0.98	11.81	0.001**
Self acceptance	22.43	3.42	32.0	3.1	11.35	0.001**

The mean differences in psychological well being scale before and after mindfulness training was indicated in the table above. In autonomy the mean score was 21.8 and after training the average score was 30.98 indicating a significant difference. In environmental mastery a significant difference was found in pre and post test scores ($t=19.18$, $p<0.001$). The personal growth post test mean score was more than pre test, (post=27.7,pre=17.6). In the other dimensions like positive relationships, purpose and self acceptances also a significant difference was found in pre and post test ($p<0.001$). From the t test analysis it could be concluded that there is a positive impact of mindfulness on psychological well being of adolescents.

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