

# The Effectiveness of Mindfulness with a Cognitive Approaches on Psychological Wellbeing of the High School Students

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## ABSTRACT

This study aims to investigate the effectiveness of mindfulness with a cognitive approach on high school students' psychological well-being. This research was a pre-post test semi experimental with control group. The statistical universe of this research includes all of high school girls of Sarableh of whom 32 girls were selected through accessibility method. The sample was randomly divided into two 16 – member groups (one experiment group and one control group). In the end, both of the groups had a post test. In order to find whether or not the variances of the post tests of the two groups have a significant difference, co-variance analysis test has been used. The results of Levin's experiment, with the presupposition of the equality of the variances of the pretest, were calculated which were not significant. Therefore, the results of co – variance analysis are supported. The results showed that, after the adjustment of pretest scores, the significant effect of the factor between the subjects ( $p= 0.001$ ,  $F= 123.34$ ) existed. In other words, the psychological well – being of the students participated in mindfulness with cognitive approach (experiment group) had been significantly increased as to the control group. Based on the results of this research which show the effectiveness of mindfulness on psychological well – being, it is suggested to use this training in preventing from some disorders and also in enhancing mental health in consultation interventions and performing training workshops.

**KEYWORDS:** mindfulness, cognitive approach, psychological well-being, high school students

## INTRODUCTION

The results of various researches have shown that mindfulness – based cognitive therapy reduces the symptoms of stress and depression [1] and training of mindfulness – based stress reduction have been effective on improving physical, mental, emotional, and spiritual well – being [2], improving sleep quality, high quality of life, enjoying life and low physical symptoms [4]. Another research illustrated that mindfulness – based therapy has led to physical symptoms reduction, improving life quality, and using efficient confrontational skills [5].

The results of the research by Brown and Ryan [3] shows the efficacy of increased mindfulness on psychological well-being and increasing life satisfaction as a result, because increasing well-being reduces stress, depression, negative affections, the psychological symptoms and increases self-esteem, optimism, and positive affections. Howell et al. [6] investigated the relationship between mindfulness, emotional well-being, psychological well-being, and social well-being. The objective of the present study was to investigate the effectiveness of mindfulness with a cognitive approach on high school students' psychological well-being.

## METHOD

The method of this research is pre – test post test semi experimental with control group. The statistical universe of this research includes all of high school girls of Sarableh of whom 32 girls were selected through accessibility method. The sample was randomly divided into two 16 – member groups (one experiment group and one control group). In the end, both of the groups had a post test. To analyze data, description and inferential statistics (covariance analysis test) were used. Mindfulness training was performed in 8 ninety - minutes sessions, in group, according to Kabat-Zinn and colleagues' therapeutic method. Data were collected by means of Ryfe's psychological well – being questionnaire (1994).

## FINDINGS

The results of table 1 show that the mean score of the experiment group on post test is less than that of the control group. In order to find whether or not the variances of the post tests of the two groups have a significant difference, co-variance analysis test has been used.

The results of co – variance analysis have been provided in table 2. Moreover, the results of Levin's experiment, with the presupposition of the equality of the variances of the pretest, were calculated which were not significant. Therefore, the results of co – variance analysis are supported.

The results of table 2 shows that, after the adjustment of pretest scores, the significant effect of the factor between the subjects ( $p= 0.001$ ,  $F= 123.34$ ) existed. In other words, the psychological well – being of the students participated in mindfulness with cognitive approach (experiment group) had been significantly increased as to the control group.

Table 1: The mean, standard deviation

group	experiment	M	SD
control	Pre - test	245.69	27.52
	Post - test	223.19	28.41
experiment	Pre – test	241.69	29.10
	Post - test	291.37	24.89

Table 2: Co – variance analysis of the scores of psychological well – being

	SS	df	MS	F	sig
Pretest	14154.58	1	14154.58	56.60	0.001
Group	30842.00	1	30842.00	123.34	0.001
Error	7251.61	29	250.56		

## DISCUSSION

The results showed that mindfulness with a cognitive approach has had a significant positive effect on the well-being of these students. The results of this research are consistent with the results of the researches of Brown and Ryan [3] Howell et al. [6]. According to these results, it can be claimed that mindfulness with a cognitive approach is an effective method for enhancing psychological well – being and improving mental health. These researches reveal the effect of mindfulness on psychological well – being and life satisfaction. Because, as the well – being increases, the depression, anxiety, negative affections, and psychological symptoms decreases; the self – esteem, optimism, and the positive affections increase. Mindfulness makes the experiences clear and allows individuals to experience their lives moment by moment. This leads to negative psychological symptoms decrease, and psychological well – being increase [3].

Carmody and Baer [6] believe that performing mindfulness practices leads to the development of various mindfulness factors such as observation, impartiality, being uncreative, and conscious action. The development of these factors, in turn, results in psychological well – being enhancement, reduction of stress and psychological symptoms. In fact, when our mindfulness increases, our ability to stay back and observe the states like depression increases.

Based on the results of this research which show the effectiveness of mindfulness on psychological well – being, it is suggested to use this training in preventing from some disorders and also in enhancing mental health in consultation interventions and performing training workshops.

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