

RELATIONSHIP OF MINDFULNESS WITH ACADEMIC MOTIVATION OF TYPE-C PERSONALITY STUDENTS AT HIGHER SECONDARY LEVEL

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ABSTRACT: *The present study was designed to find out the relationship of mindfulness with academic motivation of Type-C personality students at higher secondary level. Objectives of the study were 1) To identify Type-C personality in students at higher secondary level. 2) To find out the mindfulness of Type-C personality in students, 3) To find out the academic motivation of Type-C personality students and 4) To analyze the relationship between students' mindfulness and academic motivation. Random sampling technique and purposive sampling technique were employed for sample selection. Type-C Scale was used for the identification of Type-C personality developed by Kurrass, 2004. Mindful Attention Awareness Scale (MAAS) was used to find out the mindfulness of students and Academic Motivation Scale (AMS) by Vallerand et al., (1992) was used to find out the academic motivation of students. Percentages, means and correlation were applied for analysis of the data. Findings of the study did not support the Research hypothesis that depicted insignificant relationship between mindfulness and academic motivation of students. The reason is that there are many factors that involve in minimizing the influence of mindfulness of Type-C personality on academic motivation, and making the situation adverse where mindfulness and academic motivation are not inter-related.*

Keywords: *Academic motivation; Mindfulness; Mindful Attention Awareness Scale*

INTRODUCTION

Mindfulness is regarded as a new construct in the positive psychology that gained utmost importance few years ago. Kabat-Zinn (1990) defined mindfulness as awareness that is maintained during thinking process by feelings, senses and elements that surrounds it [1]. Likewise, Albrecht *et al.* stated that mindfulness is the ability of a person to observe, participate and accept every moment of life in a balanced state [2].

If we have a glance on the history of mindfulness, Buddha was the pioneer to introduce this concept since 500 B.C. [3]. Siddhartha Gautama Buddha had gone through the experience by overwhelmingly affected his mind to have comprehensive understanding and resultantly his holistic teachings reflected how mindfulness may be enhanced [4]. So conventional mindfulness has basis of Buddhist teachings that is linked with moment-by-moment experience occurred as a result of an active attention to observe internal and external stimuli without any evaluation [2, 1, 5].

According to Mikulas a social psychologist, Langer has given a new concept of mindfulness to adopt an approach that is more world oriented in behavior and cognition. [5, 6, 2, 4, 7]. Langer further, extended his views by considering mindfulness as a blended state of mind that openly welcomes innovations that leads to active construction of new knowledge about the world surrounding it. [6]. Many researchers have supported this view as mindfulness involves candidness, inquisitiveness, alertness and attentiveness for multifaceted purposes and individual possess such capability that helps him to modify his perspective when required according to the nature of the situation [8,9,6].

Different researchers have considered mindfulness as a course of action [10], personality trait or behavioral tendency [11], ability to do something well [12, 13, 14, 15, 16]. According to Bishop *et al.* (2004); Brown & Ryan (2003); Thompson & Waltz (2007) mindfulness consists of both characteristics trait-like as well as state-like [16, 17, 18].

Mindfulness is considered to be a new variable in positive psychology [19, 20]. As according to Baer (2003) well-being can be enhanced by increasing mindfulness [21]. Chiesa & Malinowski has given their views about mindfulness that

individual can experience attentiveness through strong feelings and thinking, that are not judged or elaborated [22]. Bishop *et al.* has proposed a theory on mindfulness that depicts that individual's learning is operated by mindfulness that dispose of the attempt to the negative thoughts by force, in its place, accept the presence of thoughts and emotions [16]. Likewise, Keng *et al.* stated that awareness raised by mindfulness is momentary for negative feelings and body senses guides to more flexibility and objectivity relatively than reactions [23]. Above statement is contrasted with the evaluation and explanation of such stimuli that elicit strong feelings and responses and results in adverse individual's health [24]. Mindfulness does not necessarily mean agreement or support but indicates the way how attention and responsiveness may enhance the actions [25].

Academic motivation

Guay *et al.* 2010 as cited by Gredler, Broussard and Garrison, 2004 stated that motivation is the basic cause of action. Motivation is the characteristic that instill an individual to do or not to do something [26, 27]. Academic motivation is defined by Gottfried as gratification of school learning represented by skills direction; inquisitiveness; determination; inner desire to do the work; and the learning of exigent, difficult, and new everyday tasks [28].

Pintrich and Zusho have described academic motivation as inner processes that initiate and maintain activities intended to achieve particular goals of academics [29]. According to Deci & Ryan (2002) self determination theory depicted multifaceted nature of academic motivation. Academic motivation consists of various types but three major types of motivation are intrinsic motivation, extrinsic motivation and amotivation [30].

In addition to the above literature about motivation Mori and Gobel make argument that intrinsic value refers to the pleasure that work commitment bring about in view of the fact that extrinsic value refers to the utility of the work in terms of an individual's future ends and purposes. The third sort of guiding reason, amotivation, is described as an evident detachment between deeds and product [31]. Amotivated beings do not take into account any relation between hard work and things done for a reward. They consider success as

done by natural powers and come to belief by reasoning that thing done is not earned through hard work [32].

Self determination theory gives one's mind to an idea on sorts, rather than just discussing motivation, paying specific attention to self-ruled motivation, controlled motivation, and motivation as predictors of the act, relational, and well being outcomes [33].

Type-C Personality

Type-C personality is the type of personality that has its own significant features. Majority people have an intense desire to discover innovative things and to apply them. They love to know interested things. They have a calm personality and do not like to govern the opponent. They are introvert and seem to be in favour of a pragmatist. Individuals belonging to this group suffer from mental stress and depression. They like to work lonely and face difficulty in group work. These individuals are self determined and astute. These individual have ability to perform best in their career [34].

Relationship of Mindfulness with Academic Motivation

Many research studies have indicated that Mindfulness has great impact on motivation. Lévesque and Brown confirmed through his study that mindfulness has a moderated effect on motivation for daily behavior. [35]. An experimental study conducted by Moblian on the effect of mindfulness training to increase academic motivation of Esfahan high school female students also indicated significant differences between experimental and control groups in terms of academic motivation [36]. But the study conducted by Sarnell examined the relationship between motivation, mindfulness, sport commitment, and performance in young female athletes. This study assessed the predictive power of self-determined motivation and mindfulness in relation to commitment and performance. There were no significant differences found between middle school and high school age groups according to levels of self-determined motivation and mindfulness [37].

The Current Study

Above discussed literature has given a concrete idea about the vital role of mindfulness. Mindfulness has gained great consideration for last few years. Studies indicated that mindfulness has great impact, especially in the educational field. Having declared this purpose, we are struck by the fact that there is lack of research examining the relationship between mindfulness and academic motivation of Type C personality students at higher secondary level especially in Pakistan. This is one of the guiding purpose of the study to find out the relationship between mindfulness and academic motivation of Type-C personality students at higher secondary level with the following objectives:

1. To identify personality Type-C in students at higher secondary level.
2. To find out the mindfulness of personality Type-C students.
3. To find out the academic motivation of personality Type-C students.
4. To analyze the relationship between students' mindfulness and their academic motivation.

Hypothesis

H₁: There is a significant relationship of mindfulness with academic motivation of Type-C personality students.

MATERIAL AND METHODS

Research Design

The quantitative research approach was used in the study. The correlational research design was applied in the present study. According to Gay correlational research is used to determine how two or more than two variables are related [38].

Population

Students who were having Type-C personality and were studying at higher secondary level in Public Colleges in Rawalpindi district comprised the population of the study.

Delimitation of the study

The study was delimited to:

1. Girls Public Colleges
2. Higher Secondary Level
3. Session 2014-2015

Sampling procedure

The sample of this study was consisted of 100 students, studying at higher secondary level in public Colleges. The age range of participants was 15-17 years. The random sampling technique was used to select five higher secondary colleges. Purposive sampling technique was used for the selection of students having Type-C personality.

Instruments

Type-C Scale was used for the identification of Type-C personality developed by Kurrass [39]. To assess mindfulness of students MAAS, Mindful awareness, attention scale developed by Brown& Ryan (2003) was used consisting of 15 items on the six point likert scale and has a high degree of reliability in empirical research, with a reported Cronbach alpha of 0.87 [17,40]. Academic Motivation Scale (AMS) developed by Vallerand *et al.* was used to find out the academic motivation of students consisting of 28 items on seven point likert scale with the reliability and validity that has been established with measures of internal consistency, test-retest reliability, concurrent validity, and construct validity [41, 42].

	Variables	Instruments
01.	Mindfulness	Mindful Attention Awareness Scale (MAAS; Brown& Ryan, 2003)
02.	Type-C Personality	Kurrass Type-C Scale (2004) with some modifications
03.	Academic Motivation	Academic Motivation Scale (AMS; Vallerand et al. 2004)

DATA COLLECTION

A packet of Questionnaires containing all research instruments was administered at five selected colleges. First students having Type-C personality was screened out through the Type-C personality Scale developed by Kurrass. Some modifications were made as per requirement [39]. Then students were requested to fill mindfulness Scale and Academic Motivation Scales. During the conduction of study all ethical issues were given due consideration. Inform consents were filled up by every student at the beginning of the data collection. All the incomplete questionnaires that were not fulfilling the criteria were excluded from the study before the data analysis.

ANALYSIS OF DATA

	Study Objectives	Instruments	Analysis Technique
01	To identify personality Type-C in students at high secondary level.	Type-C scale	Percentages
02	To find out the mindfulness of personality Type-C students.	Questionnaires	Mean
03	To find out the academic motivation of personality Type-C students.	Questionnaires	Mean
04	To analyze the relationship between students' mindfulness and academic motivation.	Questionnaires	Pearson Correlation

Data collected through the questionnaires on mindfulness (MAAS) and Academic motivation scale (AMS) were further transferred to the SPSS (Statistical Package for Social Sciences), version 16 for analysis through utilization of a statistical technique called Pearson Product Moment Correlation.

RESULTS

Table 1: Identification of Type-C Personality in Students.

	Selected Colleges	Type-C Students	Percentage
01.	F.G Post Graduate College for Women Saddar, Rawalpindi	20	20%
02.	Govt. Degree College For Women, Peshawar road, Rawalpindi	18	18%
03.	Govt. Degree College Abid Majeed Road, Rawalpindi	15	15%
04.	Post Graduate College for Women, Satellite town, Rawalpindi	25	25%
05.	Govt. Degree College For Women, Dhoke Hassu, Rawalpindi	12	12%
	Total Sample	100	100%

Table 1 shows the identification percentages of the students who have Type-C Personality. 20% students studying at higher secondary level in F.G Post Graduate College for Women Saddar, Rawalpindi wa identified who have Type-C Personality. Likewise, 18% Students studying at higher secondary level in Govt. Degree College for Women, Peshawar road, Rawalpindi were explored to have Type-C Personality. In addition, 15% Students studying at higher secondary level in Govt. Degree College Abid Majeed road,

Rawalpindi were found out who have Type-C Personality. 25% Students studying at higher secondary level in Post Graduate College for Women, Satellite town, Rawalpindi were recognized who have Type-C Personality. 12% Students studying at higher secondary level in Govt. Degree College for Women, Dhoke Hassu Rawalpindi were identified who have Type-C Personality.

Table 2: Mindfulness of Type C Personality students

Mindfulness Indicators	Mean
Emotional consciousness	3.39
Carelessness	3.84
Lack of attention	3.56
Lack of awareness	3.84
Forgetfulness	3.69
Focus on goal	3.62
Preoccupied Feelings	3.68

Above table shows the calculated means of mindfulness indicators. All indicators have more than average means according to the mindfulness scale as the maximum value on the scale is 6 and minimum value is 1. Minor differences were found among means of mindfulness indicators that are illustrated below. 'Carelessness' and 'Lack of awareness' indicators have same mean value i.e 3.84. It depicts that selected students of higher secondary level show careless attitude while doing any task. Likewise, students have less awareness about the assigned task they do. After that 'Forgetfulness' was the indicator that has mean value of 3.69 which indicates that students suffer from forgetfulness when they are indulged in any work. Students suffer from 'preoccupied feelings' and have mean value of 3.68. Above table depicts that students have less 'focus on goals', the mean value calculated was 3.62. Mean value of 'lack of attention' was 3.56 that highlighted that students pay less attention while doing their work. 'Emotional consciousness' of students has received 3.39 mean value. It illustrates that students are less conscious of emotions when indulge in a task.

Table 3: Academic motivation of Type-C students.

Academic Motivation		Mean
Intrinsic motivation	to know	3.89
	toward accomplishment	4.00
	to experience stimulation	4.08
Extrinsic motivation	identified	3.89
	introjected	4.08
	external regulation	3.79
Amotivation		3.98

Above table shows academic motivation of students at higher secondary level. All indicators have more than average means, according to the Academic Motivation scale as the maximum value on the scale is 7 and minimum value is 1. Students at higher secondary level are more intrinsically motivated than extrinsic motivation and amotivation. Minor difference is found among subscales of indicators of motivation that are illustrated below. Intrinsic motivation shown by students towards knowledge has mean value of 3.89. It depicts that selected students of higher secondary

level show average motivation in acquiring knowledge. Likewise, intrinsic motivation shown by students towards accomplishment has a mean value of 4. This means that students have more motivation to gain success. Intrinsic motivation shown by students towards experiencing stimulation has a mean of 4.08. Students experience inspiration or encouragement from others while doing any work. Extrinsic motivation shown by students towards identification has mean value of 3.89. Extrinsic motivation shown by students towards introjections has a mean value of 4.08. It depicts that students involve their ego in doing the task. Extrinsic motivation shown by students towards external regulation has a mean value of 3.79. Motivation shown by students towards identification has a mean value of 3.98. It reflects that students lack intentionality, they do not feel competent to participate in the task.

Table 4: Relationship of Mindfulness with Academic performance of Type-C Personality students

Mindfulness Indicators	R	Sig
Emotional consciousness	.050	.624
Carelessness	-0.20	.843
Lack of attention	.227*	.023
Lack of awareness	.070	.491
Forgetfulness	.093	.359
Focus on goal	.062	.540
Preoccupied Feelings	.066	.511

*. Correlation is significant at the 0.05 level (2-tailed).

Above table reflects that first indicator of mindfulness i.e emotional consciousness has .050 correlation which means very low correlation exists between emotional consciousness and academic motivation. Likewise, .624 shows the non significant relationship between emotional consciousness and academic motivation. A second indicator of mindfulness i.e carelessness has -.020 correlation which means negative correlation exists between carelessness and academic motivation. Likewise, .843 shows the non significant relationship between and carelessness academic motivation. The third indicator of mindfulness i.e lack of attention has .227* correlation which means significant correlation exists between lack of attention and academic motivation. Likewise, .023 shows the significant relationship between lack of attention and academic motivation. A fourth indicator of mindfulness i.e lack of awareness has .070 correlation which means very low correlation exists between lack of awareness and academic motivation. Likewise, .491 shows the non significant relationship between lack of awareness and academic motivation. A fifth indicator of mindfulness i.e forgetfulness has .093 correlation which means very low correlation exists between forgetfulness and academic motivation. Likewise, .359 shows the non significant relationship between forgetfulness and academic motivation. Above table reflects that sixth indicator of mindfulness i.e focus on goals has .062 correlation which means very low correlation exists between focus on goals and academic motivation. Likewise, .540 shows the non significant relationship between focus on goals and academic motivation. Above table reflects that seventh indicator of mindfulness i.e preoccupied feelings has .066 correlation which means very low correlation exists between

preoccupied feelings and academic motivation. Likewise, .511 shows the non significant relationship between preoccupied feelings and academic motivation.

DISCUSSION

The present study intended to examine the relationship of mindfulness with academic performance of Type-C personality students at higher secondary level. Previous researches highlighted that mindfulness has great effect on academic motivation of students. The study hypothesis that there is a significant relationship of mindfulness with academic motivation of Type-C personality students were not supported. The present study results highlighted that all indicators of mindfulness have no significant relationship with the academic motivation of students at higher secondary level except one variable (lack of attention) has positive significant relationship with academic motivation. That depicts the inattentiveness of students with their academic motivation at higher secondary level. Carelessness is the only indicator of mindfulness that has negative correlation with academic motivation. Study conducted by Sarnell (2012) was in line with the present study results as it examined the relationship between motivation, mindfulness, sport commitment, and performance in young female athletes [37]. There were no significant differences found between middle school and high school age groups according to levels of self-determined motivation and mindfulness. Mindfulness plays very important role in aptitude of the students towards learning particularly in Academic motivation, same as mindfulness has a significant role in goal orientation and if individuals' goal orientation is high it likely to exhibit high academic motivation in different climates. Likewise, Lévesque and Brown confirmed through their study that mindfulness has a moderated effect on motivation for daily behavior. [35]. But here in this study Mindfulness is not playing an important role in Academic Motivation. There may be many reasons. One reason may be the technical factors that include the inadequacy of the tools used in the study, culture differences, usage of unsuitable sampling technique etc. But here in the present study no such technical factors were found that influence the study results. As the Mindfulness scale (MAAS) has a high degree of reliability in empirical research, with a reported Cronbach alpha of 0.87 [40]. Likewise, reliability and validity of the AMS-C 28 has been established with measures of internal consistency, test-retest reliability, concurrent validity, and construct validity [41, 42]. The suitable sampling technique was used for sample selection. There may be some other factors that have an imperative effect on academic motivation. As in a discussion paper of Academic motivation of German students, Wilkesmann *et al* highlighted factors like social background of students and educational background of their parents that have great influence on Academic motivation [43]. Another study on Factors affecting high school students' Academic motivation in Taiwan by Hardre *et al*. indicated that cognitive preferences, self perceptions, East-West Cultural differences, classroom climate, interpersonal styles, achievement goals, perceived ability, school engagement and effort have great effect on Academic motivation of students [44]. Likewise, a bundle of researches have been conducted on the factors other than mindfulness

that have great influence on Academic motivation of students. So in this regard, we may say that such external factors may be the main causes for the present insignificant study results. While discussing the study results, limitations of the study should be discussed as they may have considerable effect on study results. Firstly, the findings of the study are based on a theoretical basis and there may be such external variables as highlighted above that may be operated within the relationship and may have great influence on the results. Moreover, as the sample of the present study was consisted of only female college students, there is limited capacity of result generalization. Future research may be conducted by using the increased sample size of college students.

CONCLUSION

To sum up the present study findings of the study did not support the Research hypothesis that depicted insignificant relationship between mindfulness and academic motivation of students. The reason is that there are many factors that involve in minimizing the influence of mindfulness of Type-C personality on academic motivation, and making the situation adverse where mindfulness and academic motivation are not interrelated. So the present study is a vital contribution to positive psychology as it has highlighted a new dimension for future research to sort out those external factors that have great influence in producing the study results insignificant as in the present study. To what extent those variables are strong to influence students' mindfulness may be explored in future.

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