

TITLE

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Table of Content

Introduction.....	3
Hypotheses:.....	5
Methods.....	5
Participants.....	5
Design	6
Materials	6
Results.....	6
Discussion.....	9
Conclusion	11
References.....	12

Introduction

There are certain factors , especially external, that prevent to focus the attention on the tasks, causing stress take over. When people are distracted, they feel that they are not fulfilling their obligations and it gives them the feeling that they have many pending tasks, when in reality, it is probable, that they only need half an hour to complete them. One of the main causes of their lack of focus is the digital environment. Mobile applications and social networks such as WhatsApp, Twitter or Facebook make them divert their attention from work to consult the messages that come to them. In this sense, extreme caution is necessary, since the excessive use of digital tools can cause techno-stress. Noise is also important, it causes people's ability to concentrate less and it is likely that they choose to abandon their work (Shapiro & Carlson, 2009).

In addition, people must bear in mind that sometimes they are the ones who boycott them. Their heads jump from one thought to another and sometimes, the lack of control or organization plays tricks on them, causing chaos in the management of their time. If concentration often fails and it becomes impossible to complete the remaining tasks, mindfulness is a good technique that has the benefits for people's physical and mental health.

The concept of mindfulness is defined as the ability to be totally concentrated in a certain activity without other thoughts or assaulting feelings. It is somewhat complex, because from the beginning, people are taught to be multitasking and attend to several obligations at once, but they do not give the tools to do it correctly. Running from one place to another without stopping to think about what happens around. Mindfulness invites to stop and contemplate (Germer, 2013). Learning to meditate is the first step to reach an effective conscious contemplation. Among his many techniques, meditation is the most important.

According to Malinowski, (2013) majority of the studies based on neuroscientific and psychological disciplines choose to define mindfulness from the perspective of Jon Kabat-Zinn, who conducted pivotal research based on the Buddhist approaches of mind training and integrated it into different health interventions based on psychological factors. The notion of mindfulness is thus described as the awareness developed through focusing attention on purpose, in the current moment and with non-judgmental approach and continue to reveal and experience each moment. Many authors adopt the same or similar perspective who elaborated and characterized the concept of mindfulness as the one which is actually the awareness of different mental states of a person in a dispassionate and sustained manner. Mindfulness includes immediate and continuous awareness of perceptions, physical sensations, thoughts, affective states, and imagery. This study explores the relationship which exists between attentional control and mindfulness (see hypothesis 1 below).

Chang, (2018) argued that within the context of early developmental of an individual a person acquires some secure and some insecure attachments, which in turn contribute towards the manifestation of differences in his/her ability to recognize, manage, and react to interpersonal and intrapersonal emotional information or trait emotional intelligence. There are natural prominent dispositional tendencies among people which they demonstrate toward mindfulness. The mindfulness enables people to recognize curious, nonjudgmental, and accepting attitude in the present time moment by moment and thus affect their emotional experiences. Therefore the study concluded that there is a possibility that there is a meaningful role played by trait mindfulness in elaborating the level of emotional intelligence of a person. The results in the study showed that attachment anxiety and mindfulness has a positive relationship between them.

Bellinger, DeCaro, and Ralston, (2015) posited that mindfulness has positive impact on the person's cognitive performance and ability of emotion regulation. The study aimed to examine if the concept of mindfulness can be used to enhance the emotional response of a person towards certain situation that produce anxiety, to free the working memory resources, and to improve individual performance. The study concluded that mindfulness has indirect positive impact of the performance of student, particularly in case of high-stakes quizzes and similar exams and reduces their cognitive test anxiety. However, the study also concluded that mindfulness has little or no impact on anxiety in case of lower-stakes assignments and tests such as homework. Thus the authors recommended that mindfulness can be used as a means to make improvement in academic performance of students by facilitating resistance against test anxiety and ensuring that students perform well during tests.

Hypotheses:

Hypothesis 1: Mindfulness will be negatively predicted by Trait Anxiety

Hypothesis 2: Mindfulness will be negatively predicted by Attachment Anxiety

Hypothesis 3: Mindfulness will be positively predicted by Attentional Control.

Methods

Participants

This study recruited 100 adults with depressive symptoms among which 51% were females and 49% male. All participants belonged to age range of 18 to 30 years with mean age of 24.3 years. All participants were students studying in local university whose name has been kept confidential due to ethical concerns.

Design

This study is based on cross sectional survey design. The sample size of the study is 100 young adults aging from 18 to 30 years. The study developed a self-administered questionnaire. The questions were formed by adapting questions from the studies conducted by Spielberger (1983) for measuring trait anxiety, Brennan et al.'s (1998) to measure attachment anxiety and Derryberry to measure attentional control.

Materials

1. Spielberger's (1983) questionnaire to assess trait anxiety
2. Brennan et al.'s (1998) to measure attachment anxiety
3. Derryberry and Reed's Scale to assess attentional control, mindful Attention and Awareness Scale (MAAS)

Results

According to Faul, et al., (2009) Pearson's correlation technique is frequently applied by social researchers for measuring the strength and nature of relationship between two different variables. If the Correlation Coefficient is (+) positive then the relationship between the variables is direct. Direct correlation implies that an increase in one variable leads to an increase in other variable. The inverse correlation, indicated by negative sign shows that the variables are inversely proportional to each other. A coefficient higher than 0.5 or 50% is considered to be strong correlation while less than 0.5 is weak correlation.

Considering the correlation coefficient between the variables, mindfulness and attentional control is 0.322, it implies that there is direct correlation. The strength of correlation is however, low because the coefficient is less than 0.5, i.e. 0.322 or 32.2%. In case of Pearson's correlation coefficient between trait anxiety and mindfulness, there is inverse correlation with -0.325 or

32.5%. This indicates that when trait anxiety increases mindfulness decreases. Finally the correlation coefficient between attachment anxiety and mindfulness is -0.188 or 18.8% which implies a the inversely proportional relationship between mindfulness and attachment anxiety is weak.

Correlations

		Attentional Control	Trait Anxiety	Attachment Anxiety	Mindfulness
Attentional Control	Pearson Correlation	1	-.272**	-.249**	.322**
	Sig. (1-tailed)		.003	.006	.001
	N	100	100	100	100
Trait Anxiety	Pearson Correlation	-.272**	1	.623**	-.325**
	Sig. (1-tailed)	.003		.000	.000
	N	100	100	100	100
Attachment Anxiety	Pearson Correlation	-.249**	.623**	1	-.188*
	Sig. (1-tailed)	.006	.000		.030
	N	100	100	100	100
Mindfulness	Pearson Correlation	.322**	-.325**	-.188*	1
	Sig. (1-tailed)	.001	.000	.030	
	N	100	100	100	100

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

However, the correlation technique, although present the nature of relationship between two variables, has some limitations. Firstly, this technique fails to show the independent variable impact on dependent variable and secondly it cannot include more than two variables in the analyses (Zou, Tuncali, and Silverman, 2003). Therefore, this study also conducted regression analysis to have more comprehensive understanding about the relationship.

Regression analysis is used to present the changes in dependent variable occurred by making changes in independent variables with the help of coefficient of determination. The

model is stronger if the coefficient of determination is stronger or vice versa. Regression analysis also show the beta values which reveal that if there is unit change in independent variable(s) how much change is going to occur in dependent variables. Regression models overcome the weaknesses in correlation technique and can also be used for prediction and forecasting purposes.

Regression model which is presented below shows the coefficient of determination is R-squared 0.167 or 16.7%. it shows that the predictors attentional control, trait anxiety, and attachment anxiety explain only 16.7% of the variability in mindfulness. From this it can be inferred that this regression model is rather weak and therefore, more variables and factors should be included in the model to understand and explore variability in mindfulness. Furthermore, the significance value, as given by ANOVA table, is .001, which is less than 0.005 and proves that the regression model is statistically significant.

Finally, the beta value between attentional control and mindfulness is 0.332. It shows that if there is a increase of one unit in attentional control, there will be 0.322 unit increase in mindfulness *ceteris paribus*. The beta value between trait anxiety and mindfulness is -0.291. This value indicates that a increase of one unit in trait anxiety, there will be 0.291unit decrease in mindfulness because the relationship is inverse. Finally, the beta value between attachment anxiety and mindfulness is 0.03. This value indicates that if there is a unit increase in attachment anxiety, there is likely to be a 0.03 unit increase in mindfulness because the relationship is positive. It is important to note that attentional control has the highest impact on mindfulness while trait anxiety and attachment anxiety have very low impact on mindfulness.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.408 ^a	.167	.141	9.97249

a. Predictors: (Constant), Attachment Anxiety, Attentional Control, Trait Anxiety

Hypotheses Summary

Hypotheses	Decision
Hypothesis 1: Trait Anxiety will negatively predict Mindfulness.	Accepted
Hypothesis 2: Attachment Anxiety will negatively predict Mindfulness.	Accepted
Hypothesis 3: Attentional control will positively predict mindfulness.	Accepted

Discussion

The results above clearly indicate that the impact of predictors have limited impact on mindfulness. Attentional control and attachment anxiety have positive impact while trait anxiety

has negative impact on mindfulness. However, the regression model indicates that the variability in mindfulness is dependent upon other factors as well. Furthermore, it is important to note that the findings above are consistent with general literature because other researchers such as Malinowski, (2013) have reported similar results. The hypotheses introduced in the first section are accepted.

Sørensen, et al., (2018) conducted a research to analyse the relationship between dispositional mindfulness and attentional control and its mechanisms and to analyse the interaction between these two variables. The study concluded that the state of mindfulness is related with efficient and flexible attention control. Furthermore, mindfulness is also related positively with the ability to focus attention through disengagement from salient stimuli which is not relevant for the pursuit of goal-directed behavior. Thus the findings of this study regarding positive relationship between attentional control and mindfulness are consistent with general literature.

Wang, et al., (2018) conducted an empirical cross-sectional survey with 23 Chinese subjects with depressive symptoms and concluded that trait anxiety has a multiple mediating role when considering relationship between depression and mindfulness. The study found a negative impact of trait anxiety on mindfulness. The study showed that there is potential of mindfulness in psychological interventions for treatment of depression. It can be used to enhance positive cognition and reduce negative emotional tendencies in order to prevent and treat depressive symptoms in Chinese population. Thus it can be affirmed that the findings in this study about trait anxiety and mindfulness are consistent with general literature.

Chang, (2018) conducted a study to explore the relationship between mindfulness and attachment related anxiety. With a sample of 510 students and cross-sectional survey based

correlational study, the study showed a strong positive relationship between attachment anxiety and mindfulness. This relationship is directly proportional which means students showed higher mindfulness with higher attachment anxiety. Thus the study recommended that mindfulness based intervention can be used in practice and therapeutic practices to treat problems in students.

Conclusion

This study conducted a cross-sectional survey of 100 people having mindfulness as dependent variable and trait anxiety, attachment anxiety and attentional control as independent variables. As mentioned above, mindfulness has positive relationship with attachment anxiety and attentional control and negative relationship with trait anxiety.. The results suggest that mindfulness concept can be used in interventions to treat depressive symptoms and for other psychological disorders.

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