

Dispositional Mindfulness: Predictions on Resilience and Life Satisfaction among University Students

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ABSTRACT

The aim of the study was to examine the predictive abilities of resilience and life satisfaction on dispositional mindfulness among university students. Convenient sampling technique was used for the selection of 140 students (58 males and 82 females) with their age range between 18 to 24 years. Mindful Attention Awareness Scale, Brief Resilience Scale and Satisfaction with Life Scale were used to collect the data. Data obtained was scored and analyzed using regression in order to numerically understand the relationship and predictive ability of resilience and life satisfaction. The analysis showed that there was a positive relationship between dispositional mindfulness, resilience and life satisfaction, also the findings of the study demonstrated that dispositional mindfulness was a significant predictor of resilience and life satisfaction among university students.

Keywords: *Dispositional mindfulness, Resilience, Life satisfaction, University students*

The term 'mindfulness is' derived from the Pali word *sati* meaning 'remember,' but as a mode of consciousness it generally means the presence of mind (Bodhi, 2000; Nyaniponika, 1973). Mindfulness can be characterized as an awareness that arises by paying enough attention to intent, in the present moment, without any judgment, to the emergence of experience moment by moment. (Kabat-Zinn, 2003). According to Bishop et al., (2004), mindfulness is a spectrum of mental processes which have the task of understanding and boosting functional thoughts, emotions and behaviours and weakening dysfunctional ones. He suggested that mindfulness has two components and they are self-regulation of attention and orientation to experience. Kabat Zinn (2003), conscientiousness is by itself the purposeful and non-judgmental alertness about one's current sensory and cognitive experiences. A common factor in the above meanings is that the state of mindfulness requires no deliberate effort and energy; that it is spontaneous and that it lives the present time with all its senses.

Brown & Ryan (2003), furthermore, distinguished between trait and state or dispositional mindfulness. Trait mindfulness is believed to predict autonomous activity in an individual's daily life. But state mindfulness is associated with the temporary positive affect and experience of being present in the moment.

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Taking an educational approach to mindfulness, David and Sheth (2009), pointed out that due to their enriched focus and knowledge, mindful students show better educational performance and achievement. They also indicated that mindful teachers are more focused on their job, more responsive to the needs of the students, more emotionally balanced, and generally healthier, as opposed to their mindless colleagues. Neurobiological research in educational settings indicated that mindfulness, as a paragliding term covering resilience, fosters self-regulation, self-reflection and metacognitive strategies for both teachers and students (Meiklejohn et al., 2012). Ineffective facilitation fosters mindlessness, failing to educate learners who are fully interested in the learning activities in the classroom at the present time and are open to new ideas (Langer, 2000).

In academic settings, the learning process is arduous, and the students should be devoted in the process. In educational context, resilience refers to the ability of an individual, team or school to adapt, recover and keep moving forward after the occurrence of changes and in the situation of adversities (Schelvis et al., 2014) and Life satisfaction refers to the people's global cognitive evaluation of the satisfaction with their own life as a whole (Diener, Emmons, Larsen, & Griffin, 1985). Life satisfaction is defined as an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. (Buetell, 2006).

Kim & Kim (2017) proposed that resilient students are claimed to perform better than their non-resilient or in broader sense than their mindless counterparts. In brief, resilience affects the learning quality and also the general enhancement of people in different fields. (Nolan, Taket & Stagnitti, 2014). Various studies also show that for university students life satisfaction can be linked to academic satisfaction, college self-efficacy, college persistence and also family support. Recently the studies have focused on life satisfaction in relation with academic stress, locus of control, mindfulness, positive and negative emotions, and even hours of study. A large body of correlational studies shows that the measures of trait mindfulness are associated with high levels of life satisfaction and low levels of psychological distress like stress and anxiety (Brown, Kasser, Ryan, Linley, & Orzech, 2009).

University students handle a lot of stress and have lower levels of resilience and life satisfaction due to the change in their socio-academic environment. Although researchers have identified the relationship between mindfulness, resilience and life satisfaction, there are very few studies of these variables in the field of education. Also, there is a lack of Indian studies on mindfulness where mindfulness has its roots in the Indian tradition. Amid this background, the purpose of present study will aim to understand the effect that dispositional mindfulness has on resilience and life satisfaction among university students.

REVIEW OF LITERATURE

This chapter includes the various studies on mindfulness, resilience and life satisfaction. The review includes the major findings from the existing literature and research gaps.

Wang, K., & Kong, F., (2020) conducted a study to examine the relationship between trait mindfulness and life satisfaction and also to understand the mediating role of resilience and self-esteem among Chinese adolescents. The sample included 467 adolescents, 154 were boys and 313 were girls. The scales used were Mindful Attention Awareness Scale (MAAS), The Rosenberg Self-esteem Scale (RSES), Connor-Davidson Resilience Scale (CD-RISC),

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and the Satisfaction with Life Scale (SWLS). Using correlation analysis, the findings showed that mindfulness, life satisfaction, resilience and self-esteem are positively correlated with each other. The results of Structural Equation Modelling show that mindfulness predicts life satisfaction through the mediating effects of self-esteem and through the chain mediating effects of resilience. No gender differences were found by the mediated effects.

Colgan, D. D. et al., (2019) conducted a study to evaluate feasibility and acceptability of Mindfulness-based Wellness and Resilience (MBWR) to enhance resilience to primary care teams. The sample included 31 healthcare providers on interdisciplinary primary care teams. The participants attended an eight-week mindfulness intervention program. This study incorporated a mixed design where the perceived effects were measured by focus groups and online surveys. Also, the participants completed the Brief Resilience Scale (BRS), the Five Facet Mindfulness Questionnaire-Short Form (FFMQ-SF), and the Self-Compassion Scale-Short Form. The findings showed that MBWR was a feasible and acceptable method to integrate mindfulness and teamwork training which increases resilience to the primary care setting. It is also found to enhance patient care. The participants who participated in the intervention showed increased self-awareness, self-regulation skills and team cohesion.

Freligh, C. B., & Debb, S. M., (2019) conducted a study to examine whether specific components of mindfulness are predictive of resilience and nonreactivity among African American college students. The sample included African American undergraduate students who are attending a historically Black University. The author used the Five Facet Mindfulness Questionnaire (FFMQ) and the Brief Resilience Scale (BRS). The results showed that mindfulness was positively correlated with resilience. Also, nonreactivity, one of the facets of mindfulness, was more predictive of resilience than other components.

Kinman, G., Grant, L., & Kelly, S., (2019) conducted a study examining the effects of mindfulness training on emotional resilience which includes emotional self-efficacy, reflective ability, self-compassion and psychological flexibility on social workers. The participants were divided into treatment and control groups. An eight-week mindful intervention training which included Mindfulness Based Stress Reduction and Mindfulness Cognitive Therapy were given to the treatment after which 14 participants who took the questionnaire and four participants were interviewed. The results showed that emotional resilience, compassion satisfaction, emotional self-efficacy and psychological flexibility increased in the treatment group after the intervention and compassion fatigue and perceived stress were found to be reduced. The findings show that mindfulness training tend to enhance social worker's ability to detect and manage the emotional states of others and also themselves.

Collins et al., (2017) conducted a study to examine whether mindfulness can be a protective factor of suicidal desire and thus increasing resilience, the zest of life. The sample included 233 university students who took eight weeks of mindfulness training. The scales used in the study includes Mindful Attention Awareness Scale (MAAS), Zest for Life Scale, Interpersonal Needs Questionnaire, Kessler Psychological Distress Scale, and items which assess suicidal ideation and suicidal intent. The findings show that mindfulness has been a good protector factor of suicidal desire and also enhances one's orientation towards a life worth living thus increasing resilience, the zest for life.

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Pereira, J. N. et al., (2017) conducted a study to examine the role of resilience and mindfulness as a factor relating to wellbeing and associated effective practice among practitioners. The sample included 37 practitioners out of which 8 were psychological wellbeing practitioners, 12 Cognitive behaviour therapists and 19 counsellors and also 4980 patients. The measures used were Connor-Davidson Resilience Scale (CD-RISC), Mindful Attention Awareness Scale (MAAS), Patient Health Questionnaire-9 (PHQ-9), Work and Social Adjustment Scale (WSAS), and Index of Multiple Deprivation (IMD). The patients were given treatment for the duration which ranged from 1 to 33 sessions. The treatment included mindfulness practice, behaviour therapy, person-centered therapy, psychodynamic therapy, emotion focused therapy and integrative approaches. The findings indicated that effective practitioners showed increased levels of mindfulness and resilience as compared to less effective practitioners. Also, treatment given by effective practitioners was significantly effective for patients with higher levels of depression.

Aherne, D. et al., (2016) conducted a qualitative study to understand the perception of student satisfaction and engagement with mindfulness-based stress reduction programmes for medical students. The sample included 140 first year medical students ages ranging from 20 to 43 years and 88 second year medical students age ranging from 22 to 37 years. A pre-test was conducted later in which the students completed a 7-week MBSR course and post-study was conducted where the students were given an open-ended qualitative feedback questionnaire along with a satisfaction rating scale. Using thematic analysis, the themes found were that the second-year medical students were more positive in general than first years. Also, second year students reported higher levels of satisfaction with their course and engaged greater than first year students. Also, the author mentioned that second year students had greater motivation and engaged more in the stress reduction course.

Jessica, H., Emma, W., & Michael, R., (2016) conducted a study to examine the effects of Web based mindfulness training programs for eight weeks on pain intensity, pain acceptance and life satisfaction in people with chronic pain. The sample included 107 individuals with chronic pain who were randomly assigned for the treatment and control group (n = 36 in the treatment group, n = 41 in the control group). After eight weeks of web-based mindfulness, both the groups had an online discussion involving pain related topics. The treatment group who took the mindfulness training showed increased pain acceptance, higher levels of life satisfaction, reduced pain intensity and pain related suffering.

Kemper, K. J., Khayat, X. M. R., & Cramer, H., (2016) conducted a cross sectional study to understand the relationship between mindfulness and self-compassion with sleep and resilience in health professionals. The sample included 213 clinicians and trainees out of which 73% were females. The author used the following scales in the study, Patient-Reported Outcomes Measurement Information System (PROMIS) Sleep scale, Brief Resilience Scale (BRS), Cognitive and Affective Mindfulness Scale-Revised, and Self Compassion Scale. The findings showed that resilience was strongly correlated with reduced stress, increased mindfulness and self-compassion. And also sleep disturbances were significantly correlated with perceived stress, reduced mindfulness and self-compassion.

Bajaj, B., & Pande, N., (2015) conducted a study to examine the mediating role of resilience in the impact of mindfulness on life satisfaction and affect as subjective well-being. The sample included 327 undergraduate university students in India. Mindful Attention Awareness Scale (MAAS), Connor-Davidson Resilience Scale (CD-RISC), and the

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Satisfaction with Life Scale (SWLS) and Positive and Negative Affect Schedule (PANAS) were used to collect data. The results using Structural equation modelling showed that resilience partly mediated the relationship between mindfulness, life satisfaction and positive and negative affect components. The findings also show that mindfulness also predicted resilience and life satisfaction.

Volanen et al., (2015) conducted a study on examining the results of mindfulness intervention on building resilience among adolescents. The sample in the study consisted of 500 students with an age range of 12 to 15 years and they were randomly assigned to two groups where one received mindfulness intervention and other received control stress management for nine weeks. The students were assessed post the intervention which was after 6 months. The results found were that around 49% of students continued to practice mindfulness at their homes after six months. These students who continued practising mindfulness at their homes reported to have better resilience to stress and difficult emotions, more concentration in their hobbies, better grades and also got along better with their family members and friends.

Kong, F., Wang, X., & Zhao, J., (2014) conducted a study to understand the relationship between dispositional mindfulness, core self-evaluation and life satisfaction among Chinese adults. The sample includes 310 participants among which 117 were females and 133 were males with an age range of 18 to 50 years. The authors collected data using Mindful Attention Awareness Scale (MAAS), the Core Self-evaluation Scale (CSES), and the Satisfaction with Life Scale (SWLS) and the participants were asked to complete it through online forms. The results were analysed through correlation which indicated mindfulness was core self-evaluation and life satisfaction. Also, the findings showed that mindfulness and life satisfaction were not moderated by gender. But however, males scored higher than females on core self-evaluation.

Wang, Y., & Kong, F., (2014) conducted a study to understand the mediating effect of emotional intelligence in the impact of mindfulness on life satisfaction and mental distress among Chinese adults. The sample included 321 participants of age ranging from 18 to 52 years, 183 participants were female and 138 were male, also 141 were students and 180 were non-students. The scales used were Mindfulness Attention Awareness Scale (MAAS), Wong Law Emotional Intelligence Scale (WLEIS), General Health Questionnaire (GHQ), and Satisfaction with Life Scale (SWLS). The results indicated that mindfulness was positively correlated to life satisfaction and emotional intelligence and negatively correlated to mental distress. Also, the findings indicated that emotional intelligence partially mediated the relationship between mindfulness and life satisfaction. Multi-group analysis findings indicated that there were no significant group differences in emotional intelligence mediating the role of mindfulness in life satisfaction and mental distress.

Keye, M. D., & Pidgeon, A. M., (2013) conducted a study to understand the relationship between resilience, mindfulness and academic self-efficacy among university students. The sample included 141 participants, 39 were males and 102 were females who were 18 years and above. The scales used were The Freiburg Mindfulness Inventory (FMI) to measure trait mindfulness, The Beliefs in Educational Success Test (BEST) to measure academic self-efficacy and The Connor Davidson-Resilience Scale (CD-DISC) to measure resilience. Using regression analysis, the findings showed a positive correlation between mindfulness

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and self-efficacy and also the results indicated that mindfulness and academic self-efficacy were significant predictors of resilience.

Thompson, R. W., Arnkoff, D. B., & Glass, C. R., (2011), conducted a Meta analytic study to the effect of trait mindfulness and acceptance on psychological resilience to trauma. 15 studies were reviewed for this study. The results of the studies give substantial evidence for the hypothesis that trait mindfulness and acceptance are linked with greater adjustment to trauma. An increased vulnerability to PTSD and global psychological dysfunction is associated with emotional disengagement strategies and persistent dissociation. In particular, research that have used evaluation methods focused on the literature of recognition and acceptance

The existing literature shows a positive relationship between mindfulness, resilience and life satisfaction, however not major studies are conducted on Indian population where mindfulness has its roots and tradition.

Objectives

1. To examine the predictions of dispositional mindfulness on resilience among university students.
2. To examine the predictions of dispositional mindfulness on life satisfaction among university students.

Participants

The participants of the study were students from various universities with a level of education (Undergraduate and postgraduate students). Through the snowball sampling technique around 250 participants were sent invites to participate in the study. Out of which only 140 students fit into criteria of age ranging from 18 to 24 years. Among 140 sample sizes 58 were males and 82 females.

Inclusion Criteria

1. Students who belong to the age group 18 to 24 years
2. Students who are doing under graduation/post-graduation
3. Students of Indian nationality.

Exclusion Criteria

1. Students who are studying through correspondence or online
2. Students who are above 24 years of age
3. Students who are not of Indian nationality

Procedure

The participants who were interested in participating were emailed an individualized link to complete the online forms and it was explained that their participation was voluntary, and confidentiality would be maintained. The forms included the Mindful Attention Awareness Scale, Brief Resilience Scale and Satisfaction with Life Scale along with consent form and demographic details.

Research Design

The present study aims to be an exploratory quantitative research study following correlational research to check the relationship between dispositional mindfulness, resilience

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and life satisfaction, and also to the prediction of dispositional mindfulness on resilience and life satisfaction.

Hypotheses

- H0: There will be no significant predictions of dispositional mindfulness on resilience H0 :
There will be no significant predictions of dispositional mindfulness on life satisfaction
- H1: There will be a significant predictions of dispositional mindfulness on resilience H2 :
There will be a significant predictions of dispositional mindfulness on life satisfaction

Tools Used

- 1. Mindful Attention Awareness Scale (MAAS):** The Mindful Attention Awareness Scale (Brown, K.W., & Ryan, R.M) is a 15 item self-reported scale was used to measure the level of dispositional mindfulness. The scale is a 6-point Likert type where it ranges from 1 = almost always to 6 = almost never. The scoring is just done by computing a mean\average of all the 15 items. Higher scores reflect higher level of everyday mindfulness. The cronback's alpha value of the scale ranges from .80 to .90. This scale also demonstrated high test-retest reliability, criterion validity, known-groups validity and discriminant and convergent validity.
- 2. Brief Resilience Scale (BRS):** The Brief Resilience Scale (Smith, B.W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P. & Bernard, J., 2008) is 6 item self-reported scale was used to measure the general ability of resilience. The scale ranges from 1 = strongly disagree to 5 = strongly disagree and score is computed by finding the mean\average of all 6 items. High scores reflect high resilience. The scale's cronback's alpha value ranges from .80 to .91 with good internal consistency and test retest reliability.
- 3. Satisfaction with Life Scale (SWLS):** The Satisfaction with Life Scale (Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S., 1985) is a 5 item self-reported scale which is used to measure the individual's overall life satisfaction or their global cognitive judgments of their life satisfaction. It is a 7-point scale that ranges from 7= strongly agree to 1 = strongly disagree. This scale has been found to have good psychometric properties in terms of high reliability and predictive validity and sensitivity to change. The score is the sum up of scores on each time where higher scores show higher level of life satisfaction.

Ethical consideration

The reason for the study was explained to the participants in the survey. The researcher requested the participants to read the consent form sent and was given an option to choose agree\not to agree. Participants were also assured of the confidentiality and anonymity of their responses and the names of the participants were not collected for the data. The study was checked for plagiarism and the report has been attached.

RESULTS

The data of the participants were scored, and it was analyzed using SPSS. After these analyses the results have been tabulated, interpreted and the findings have been concluded.

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Table No. 1 Descriptive statistics for mindfulness, resilience and life satisfaction.

Variables	N	Mean	SD	Skew
Mindfulness	140	3.91	0.89	-0.32
Resilience	140	3.07	0.60	0.16
Life satisfaction	140	22.11	5.30	0.21

Note: N = Number of participants, SD = Standard Deviation.

Table 2 Pearson correlation coefficient for predictor and criterion variables.

	Resilience	Life satisfaction
Mindfulness	0.37**	0.19*

Note: *Correlation is significant at 0.05 level

**Correlation is significant at 0.01 level

Table 1 presents the descriptive statistics for mindfulness, resilience and life satisfaction. The skewness values for mindfulness, resilience and life satisfaction indicates that the variables are normally distributed. Hence, a Pearson's correlation was run to determine the relationship between mindfulness, resilience and life satisfaction. Table 2 presents the correlation coefficient of the variables which shows that mindfulness and resilience ($r = 0.3$, $p = 0.00$) are moderately positively correlated. This indicates that as mindfulness increased so did resilience. The correlation coefficient of mindfulness and life satisfaction ($r = 0.1$, $p = 0.01$) shows that weak positive correlation. This indicates that as mindfulness increased so did life satisfaction.

Table No. 3 ANOVA predicting resilience and life satisfaction from mindfulness.

Model		Sum of Squares	df	Mean Square	F	Sig.
1*	Regression	7.15	1	7.15	22.45	0.000
	Residual	43.98	138	0.31		
	Total	51.12	139			
2*	Regression	153.18	1	153.18	5.62	0.019
	Residual	3756.21	138	27.21		
	Total	3909.39				

1* = Dependent variable = Resilience

2* = Dependent variable = Life satisfaction

Table No. 4 Regression summary table for resilience and life satisfaction from mindfulness.

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1*	0.374	0.140	0.134	0.5645
2*	0.198	0.039	0.034	5.217

1* = Dependent variable = Resilience

2* = Dependent variable = Life satisfaction

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Table No. 5 The intercept and gradient of the line of best fit between resilience, life satisfaction and mindfulness.

Model		Unstandardized coefficients B	Std. Error	Standardized coefficients Beta
1*	(Constant)	2.07	0.21	0.37
	Mindfulness	0.25	0.05	
2*	(Constant)	17.49	1.99	0.19
	Mindfulness	1.18	0.49	

1* = Dependent variable = Resilience

2* = Dependent variable = Life Satisfaction

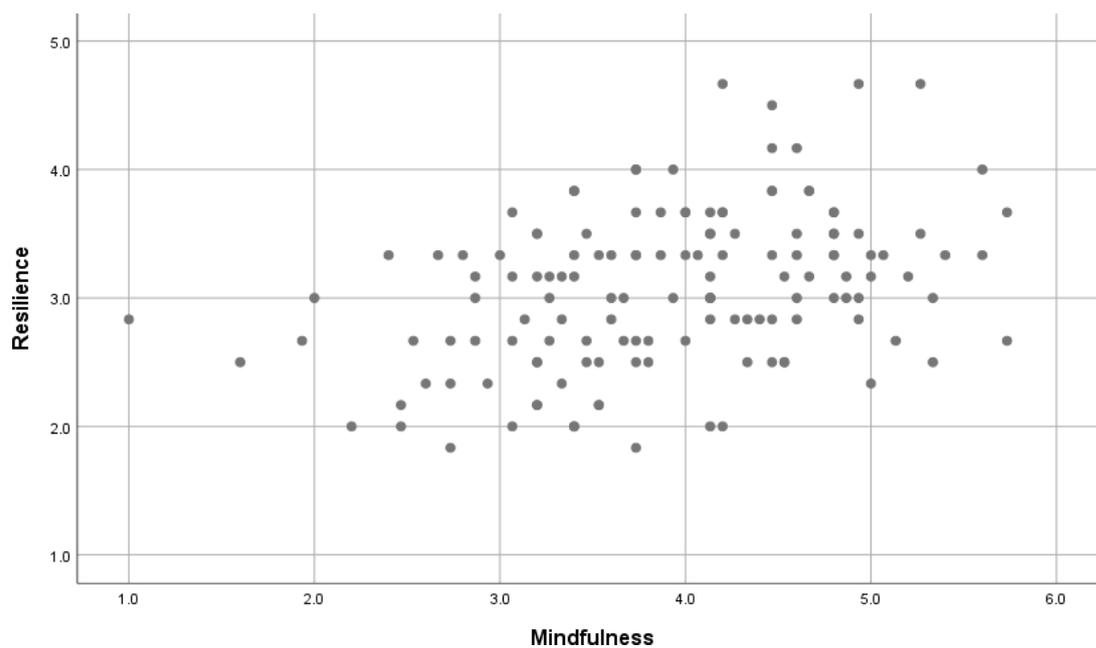


Fig. 1: Scatter plot of mindfulness and resilience

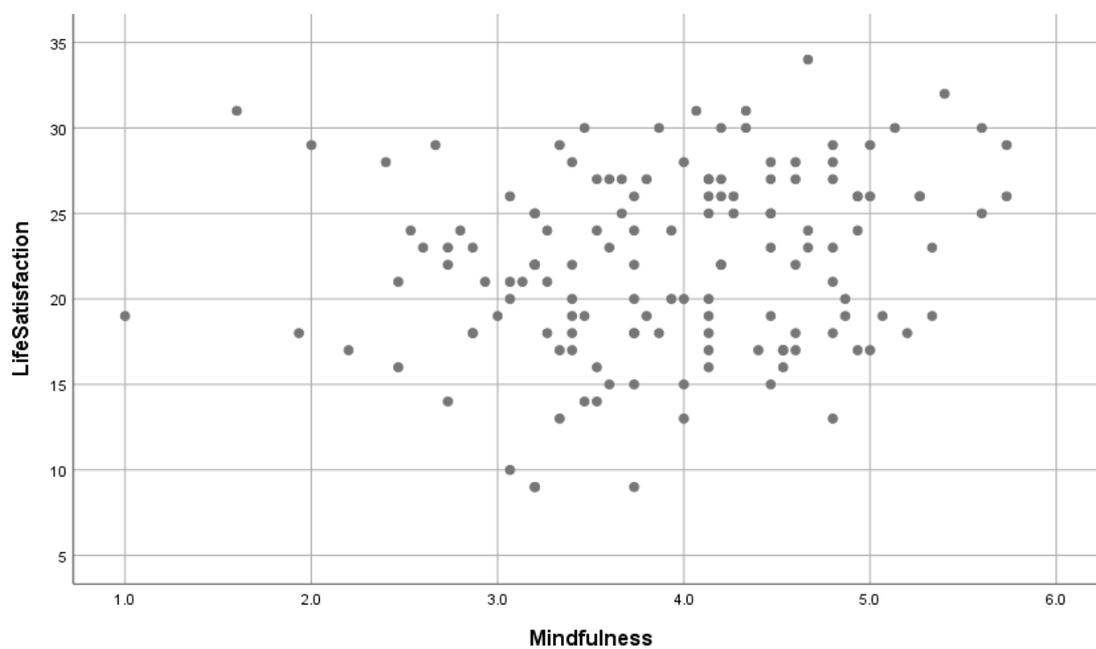


Fig. 2: Scatter plot of mindfulness and life satisfaction

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A simple linear regression was conducted to predict resilience and life satisfaction from dispositional mindfulness. Fig. 1 & fig. 2 presents the scatter plot and the correlation analysis which shows a positive linear relationship between resilience and dispositional mindfulness and between life satisfaction and dispositional mindfulness.

The table 3, 4 & 5 (model 1) shows the results which indicates that resilience can be significantly predicted by dispositional mindfulness, $F(1, 138) = 22.45$, $p = 0.00$. This indicates that the regression model is a better fit in predicting than the mean model. The R^2 value is 0.140 which indicates that 14% of variability in resilience is predicted by mindfulness. The regression equation is $\text{resilience} = 2.07 + 0.25 \times \text{mindfulness}$. Thus, for each unit increase in mindfulness score, resilience increases by 0.25

The table 3, 4 & 5 (model 2) shows the results which indicates that life satisfaction can be significantly predicted by dispositional mindfulness, $F(1, 138) = 5.62$, $p = 0.01$. This indicates that the regression model is a better fit in predicting than the mean model. The R^2 value is 0.039 which indicates that 3.9% of variability in life satisfaction is predicted by mindfulness. The regression equation is $\text{life satisfaction} = 17.49 + 1.18 \times \text{mindfulness}$. Thus, for each unit increase in mindfulness score, life satisfaction increases by 1.18.

DISCUSSION

The present study aimed to examine the predictive abilities of resilience and life satisfaction on dispositional mindfulness among university students. Hypotheses were formulated based on this objective. The first null hypothesis formulated was that there will not be no significant prediction of dispositional mindfulness on resilience and the second null hypothesis was that there will be no significant prediction of dispositional mindfulness on life satisfaction. The first alternate hypothesis was that there will be a significant prediction of resilience by dispositional mindfulness and the second hypothesis was that there will be significant prediction of life satisfaction by dispositional mindfulness. The correlation analysis shows a positive relationship between resilience and dispositional mindfulness and between life satisfaction and dispositional mindfulness. The results of this study revealed that dispositional mindfulness is a positive and significant predictor of resilience and life satisfaction among university students.

These findings explain that people who are more mindful tend to have the ability to adapt to changes and recover in the situation of adversities. Also, people who are mindful tend to be more satisfied with their lives. From the demographic data, it was observed that few people are practicing yoga, mindfulness and other forms of meditation, also few people have reported that they tend to spend time with their hobbies or interests when they find themselves stressed. This can possibly explain that when they engage themselves with their interests, they tend to be more focused and concentrated which in turn will help to keep their thoughts calm and clear resulting in being resilient and satisfied with their lives.

As to the influence of dispositional mindfulness on resilience and life satisfaction, several studies have reported results similar to those from this study. The present study findings are consistent with the findings of Wang & Kong, (2020) where they concluded that mindfulness predicted life satisfaction through the mediating effects of self-esteem and through the chain mediating effects of resilience. These findings support Flach's (1989) resilience theory, which suggests that mindfulness is part of a repertoire of psychological strengths that allow individuals to efficiently deal with the changes and adversities.

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Literature showed that trait mindfulness and acceptance were linked with greater adjustment to trauma which supports the present study. (Thompson, Arnkoff, & Glass, 2011). In a study, medical students reported enhanced quality of life and a significant decrease in negative psychological symptoms following exposure to mindfulness-based stress reduction training which also supports the present study. Bruce et al., 2002). No studies were found to contradict the results of the present study. And thus, with adequate results and support of the literature, each null hypothesis is rejected thereby accepting both the alternate hypothesis stating that dispositional mindfulness is a significant prediction of resilience and life satisfaction among university students.

Limitations

The limitations considered when examining the results were that the sample size tends to be small and the sample tends to have an unequal number of males and females making it difficult to generalize the results obtained to the population. Also, the participants were approached through online which also makes it difficult to obtain the sample behavior. Another limitation is that the data were collected during the Covid 19 pandemic situation hence there could have been the possibility of other extraneous variables which would have operated within the relationship found thus contributing to the results.

Implications

The current knowledge of the factors that can be strengthened through practicing mindfulness. Since dispositional mindfulness predicts resilience and life satisfaction in students then developing interventions that target in increasing student's mindfulness may be beneficial in strengthening resilience and increasing life satisfaction. Also, intervention studies can be planned with qualitative research design to obtain more reliable, valid results to provide more generalizable findings.

Summary

The main objectives of the study were to examine the prediction of dispositional mindfulness on resilience and life satisfaction among university students and hypotheses were made based on the objective of the study. The first null hypothesis states that there will be no significant prediction of dispositional mindfulness on resilience and the second null hypothesis states that there will be no significant prediction of dispositional mindfulness on life satisfaction. The first alternate hypothesis states that there will be significant prediction of dispositional mindfulness on resilience and the second alternate hypothesis states that there will be significant prediction of dispositional mindfulness on life satisfaction.

Through snowball sampling technique 140 university students (58 males and 82 females) with the age range of 18 to 24 years were included in the study. Data was collected using Mindful Attention Awareness Scale, Brief Resilience Scale, and Satisfaction with Life Scale along with consent form and demographic details through online Google forms.

The data collected were scored and regression analysis was conducted using SPSS. The Pearson correlation analysis showed a positive correlation between dispositional mindfulness, resilience and life satisfaction. The findings of the regression analysis showed that resilience and life satisfaction are significantly predicted by dispositional mindfulness among the university students.

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The results of the study conclude that if a person is mindful, he/she might tend to cope better and hence may have the ability to adapt to changes and recover in the situation of adversities. Also, people who are mindful in their daily life, tend to be more satisfied with their lives.

Suggestions for Further Research

Mindfulness can also be studied with factors like self-esteem, coping strategies, psychological wellbeing etc. As there is growing research on the importance of mindfulness in positive mental health, potential new interventions for strengthening mindfulness can be helpful for the students. Given the student's wellness should be priority, it is important for the universities to provide psychoeducation on mindfulness and offer mindful interventions and programs.

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Conflict of Interest

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