



# “EFFECT OF MINDFULNESS THERAPY ON ACHIEVEMENT MOTIVATION AND TEST ANXIETY AMONG COLLEGE STUDENTS”

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## INTRODUCTION

College life is considered the golden period of any one of their life. Every students feel like nostalgic feeling for this period. The importance of college education can be determined by the role it play in our life. For a successful career, every student needs knowledge, confidence, academic, and technical skills. To get this benefits college education is important. College life is not only pursuing a career, but it also provides general knowledge and introduces real life situation that help people learn about life and themselves (Narasappa Kumaraswamy, 2000).

Normally College students are comes under the young adult or late adolescent group. Adolescents are the ones who are very vital for deciding how the world is going to be after some years. Adolescents group is divided into three stages, Early stage (12 to 14 years,) Middle stage (15 to 17 years) and Late stage (18 to 21 years). Late Adolescents is the third and final stage and it occurs from ages18 through about 22, by this stage, adolescents have completed their physiological development. The late adolescents stand at a transforming moment in life. The accumulated physical, cognitive, emotional and social experiences of infancy, early childhood, middle childhood, and the earlier phases of adolescence have prepared him for the final transition to adulthood. This transition is the work of Late Adolescents. Late Adolescents otherwise known us young adulthood, or youth this is a time of life when very little is formative ( Santrock ,2011).

Youth period is the best time. The way in which you utilize this period will decide the nature of coming years that lie ahead of all. The adolescents of India have great creative energy with the positive potential to take them to spiritual heights. Demographically, today's India is at its youngest best and has the power to meet any challenge with the collective unconsciousness and effort of all people, especially young people. A brave, frank, clean – hearted, courageous and aspiring adolescent are the only foundation on which the future nation can be built. Education is the manifestation of the perfection already in man (Swami Vivekanda, 2013).

Supreme value of youth period is incalculable and indescribable. Late Adolescents or youth life is the most precious life. Youth is the best time. The way in which you utilize this period will decide the nature of coming years that lie ahead of you. Your happiness, your success, your honor and your good name all depend upon the way in which you live now, in this present period. This wonderful period of the first state of your life is related to you as the soft wet clay in the hands of the potter. Skillfully the potter gives it the right and correct shapes and forms, which he intends to give. Even so, you can wisely mold your life, your character, your physical health and strength, in short your entire nature in any way in which you make up your mind to do. Now youth means to place your firm confidence in yourself and exercise your hopeful determination and resolution and willing good intentions in this beautiful task of self-culture. The shaping of your life is indeed in your own hands (Swami vivekanda, 2010).

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take them to spiritual heights. Demographically, today's India is its youngest best and has the power to meet any challenge with the collective unconsciousness and effort of all people, especially young people. A brave, frank clean hearted, courageous and aspiring adolescent are the only foundation on which the future nation can be built. Education at is the manifestation of the perfection already in man (Santrock, 2007).

Youth or Late adolescence is the transition out of childhood offers more opportunities for growth; it is not only physical dimension but also in cognitive and social competence and also increased intimacy, autonomy and self-esteem. (Santrock, 2011).

Late Adolescence are a social construction. Their cognitive maturity is often considered to coincide with the capacity for abstract thoughts. Emotional maturity may depend on their achievements as discovering one's identity, becoming independent of parents developing a system of values, and forming relationships. All these are the psychological accepts of adolescence (Mangal,2015).

## **MAJOR SOCIAL AND EMOTIONAL PROBLEMS IN LATE ADOLESCENTS.**

As our kids become adolescents you will tend to spend lots of time worrying about their social and emotional development in adolescence. The adolescents generally have to deal with five major emotional and social issues during their adolescent years.

### **a. Establishing Identity.**

Most adolescent seem to be fraught with the important question, 'who I am.' Those who lack secure identities, find it difficult to fit themselves in their immediate world.

### **b. Establishing Autonomy**

Autonomy means a self-governed person. An autonomous teen can make their own decision and become self-sufficient.

### **c. Find Difficult to get Intimate:**

You are intimate with a person when you are caring, honest, open and trusting. Disturbed

pre-teens have a tendency to equate intimacy with sex, even though they are not same.

**d. Getting Comfortable With their Sexuality.**

Adolescents and pre-teen year is when young adults develop their sexuality. The way they are exposed to sexuality is determined by the way they develop a healthy sexual identity.

**e. Success and Competition.**

Success and competition are fostered by our society. Teens must be able to figure out what they want to achieve and what they are good at. This will help them strive for success (Santrock, 2011).

**4. Social Changes in Late Adolescents.**

The social changes around tend to affect teens in different ways. The followings are certain social changes in adolescents.

**a. Dynamics with Friends and Family.**

While spending time with friends and family members, they imbibe social skills. They can easily identify behaviors that are acceptable and those that are not.

**b. Argumentative Behavior.**

Argumentative attitude is a person who always says controversial things just to stir up trouble. When teens start growing their own way, they have their own judgments and values (Berzonsky and Adams, 2003).

**WHAT ARE THE RISK FACTORS INFLUENCE IN LATE ADOLESCENT BEHAVIOUR**

Late Adolescents face many new challenges; the main risk factors are followed ones, research on the structural pattern of family, peers, schools/ colleges, communities, and media and technology influence adolescent behavior and risk-taking. Many social risk factors have been shown to increase the likelihood that adolescent will engage in risk behaviors as well as to disrupt parenting and family processes. Such as economic hardship

Parental divorce, death, or mental illness, and poor performance in academic skill.

## **Family**

When the relationship of late adolescents with members of their families deteriorates as adolescence progresses, the fault usually lies on both sides. Parents far too often refuse to modify their children's abilities as they grow older. As a result, they treat their adolescent's sons and daughters much as they did when they were younger. Many late adolescents feel that their parents do not "understand them" and that their standards of behavior are old fashioned". When stress and challenges are high it will increase in emotional and behavioral problems, which in turn affect family functioning and increase risks for children. Good family environments help students to achieve better goals in their life.

## **Peer group Influence**

In late adolescent period we can see many social changes in their behavior, one of the important change is increased peer group influence. Adolescents spend most of their time outside the home with members of the peer group; it is understandable that peers would have a greater influence on Late adolescent's or youth's attitudes, speech, interests, appearance, and behavior than the family has. The bad influence of peer groups will negatively affect their behaviors as well as their academic performance (Elizabeth, 1980).

Some researchers have shed light on the question of which college students are most susceptible to peer influence. High levels of social anxiety or low level of self-esteem tend to make, depends with their types of friends. Recently in our society we can see youth are belongs in antisocial activities, like belongs in drug trafficking groups, stealing etc (Dowood and Riyadh, 2016). Normally College education is a way to understand the things that we learned from first class to 12<sup>th</sup> in schools. School education goals can be to understand the basic things that we have to use in life and the college education goals can be how to sustain and grow in life. College education is very important for every student to get new experience. It is very important to attain education from college because college studies open with horizons of knowledge in the life of students (Berzonsky and Adams, 2003).

While time spent at college is a found memory and a happy experience for most, the student life is not without is unique, but there are a few problems that almost at least once college students deal with at least once during their time at college (Kurpius, 2008). College Student represents the society's investment for future. Their mental health and wellbeing are important not only in its own right but also as a factor contributing to the larger society's wellbeing (Kendall et al. 1965). College students frequently have more complex problems today than they did over decade ago common stressors in college include greater academic demands, being on your own in a new environment, changes in family relations, changes in social life, exposure to new people ideas and temptations. Anxiety and Depression are common mental health problems among College student population. At any given time 25% of student population report symptoms of anxiety and depression (Beck and Young, 1978).

## **PSYCHOLOGICAL PROBLEMS OF COLLEGE STUDENTS.**

Lack of self-confidence or low self-esteem, anxieties about aspects of study including exams and presentations, general stress and anxiety, depression, relationship difficulties, eating problems, bereavements and parental separations, loneliness and managing transitions. College students are facing difficulty in making decisions, traumatic experiences including issues around sex and sexuality, suicidal thoughts, and assault and abuse. Difficulties with alcohol or drugs, Irritable and angry for minor reasons. Feel anxious without any reason. Feel useless and incompetent, worrying excessively for minor reasons, moreover they have difficulties in cognitive functions like difficulty in concentration and in remembering. Students facing main academic difficulties are, unable to study properly, easily distractible and not interest in studies. Feel inferior to others, cannot think properly (Narasappa kumaraswamy, 2000).

Recently newspapers and medias are reporting about the increasing rate of consumption of drugs among college students. Many reasons are there for those problems. Family problems, the lack of guidance from parents, beyond of all those there are crises like lack of proper guidance from educational Institutes, failures in academics and Test Anxiety. The factors creating pressure to them are (i) Peer attitudes, (ii) Parental attitudes, (iii) The relevance or practical value various

courses.( iv) Degree of social acceptance among classmates, (v) Attitude towards teachers, administrators, disciplinary policies, and academic interests .

Mahmod and Akram (2010) argues that a pupils achievement is dependent more on their home conditions and social context than on the learning from college. A Student with a high intellectual potential may perform poorly because of non-intellectual factors emanating from home and physical living conditions. The student with more support from the family will have a good achievement in their academic performance. Difference in the study habits may affect their academic achievement as well and it can lead them to fear of exams and anxiety and low level of achievement motivation.

## ACHIVEMENT MOTIVATION

Achievement motivation can be defined as the need for success or that attainment of excellence. Achievement Motivation is a person's orientation to strive for tasks success, persists in the face of failure, and experiences the pride in accomplishment (Bariender, 2000). Achievement motivation can be understand simply as the tendency to strive for success or the attainment of desirable goal. Tendency to strive for success or attain a desired end. The study of achievement motivation examines crucial ingredients in the accomplishment of desirable goals (Atkinson etal, 1974).

According to Henderson and Niuzhang (2014) achievement is actual performance, it is what a person does, regardless of his capabilities, it includes need for achievement. It is an integrative based on the premise that performance motivation results from the way broad components of personality are directed towards performance. In a competitive society children usually learn the achievement motives from their parents and families.

A study has shown that children who get cooperative, encouraging and less authoritarian family environment usually develop as achievement oriented students. The study of achievement motivation examines crucial ingredients in the accomplishment of desirable goals. Studies have included a wide variety of domains, and new insights have been gained into factors involved in the areas of accomplishment such as academic achievement, economic and other work related

achievement (Magill, 1982).

Atkinson and Feather (1964) defined the concept of achievement motivation, by proposing the expectancy – value theory. This theory maintains that the strength of the achievement motive is determined by two opposing inclination: a tendency to approach success and tendency to avoid failure. The first tendency is manifested by not engaging in such activities. Students will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement Motivation is an important psychological concept and is useful in explaining why some people are more successful in attaining goals than are others. In general, people with a higher need for achievement do better than their counterparts with a low need for achievement. With regard to academic achievement in college students, it has been found that people with higher need for achievement have higher grade point averages. One of the most interesting applications in the study of achievement motivation has involved gender differences. Achievement motivation in girls may be a considerably different experience than it is for boys. Most of the research conducted by were with men only, in part on the basis of the belief that men need success and women need approval (Fried man and Bendas Jacob,1997).

## **ACHIEVEMENT MOTIVATION IN COLLEGE STUDENTS**

Achievement motivation of the college students is the matter of great concern in the 21<sup>st</sup> century Indian society. Unless the students have high level of achievement motivation it will be difficult on the part of the society to develop and to be at par with other developed society. Therefore right from the lower level up to the higher level there should be proper emphasis on the development of the desire to attain excellence in all walks of life. In case of college Students they acquire achievement motivation during the formative stage of social development. They learn it from their parents, other role models and socio- cultural influences and different teaching methods from educational system. Several factors, including parental belief and practice, socio-economic status, peer influence, and their different study habits affect student's achievement. Other than this in the area of academics achievement can be affected by number of factors including attitude, socioeconomic status, peer, teachers, self-efficacy, motivation, ability, learning



environment and test anxiety (Nail and Kristi, 1988).

Bonito (2013) investigated the moderating effect of achievement motivation on relationship of learning approached and academic achievement of 200 students. The finding of the study revealed that achievement motivation moderated the relationship of learning approaches and academic achievement. The results also indicated that achievement motivation indirectly effected the relation of learning approaches and academic achievement. Goal orientation was significantly and

Positively associated with college student's academic achievement .

Sandra Graham (2014) explained that classroom settings, among particular set of peers, teachers, academic curriculum and other infra structural factors will influence the skills of studying. Pressure to perform academically and Juggling college work, and extra-curricular activities can be tiring and test anxiety is another important factor. Achievement motivation can be high when an individual knows that his performance will be evaluated. Academic achievement can be affected by number of factors including attitudes, socio economic status, peers, teachers, self-efficacy, learning environment and test anxiety.

Achievement motivation can be high when an individual knows that his performance will be evaluated. Academic achievement can be negatively affected by number of factors including attitudes, socio economic status, peers, teachers, self- efficacy, learning environment and test anxiety. In present education system all over the world, exam or test are used to determine a child's achievement in academic itself. It is easily assumed that it is measured by classroom based test at colleges or other competitive exams. Test or exams are referenced to determine the achievement of a student. This can create an anxiety in students called test anxiety (Ali and Mohsin, 2013).

## **TEST ANXIETY**

Test Anxiety is a kind of state anxiety and it happens only when one in a specific situation requiring performance or evaluation. Test Anxiety, a worried, restless, agitated distress that results from tests of performance or academic ability (Ergene 2011).

Test anxiety is a combination of physiological over arousal tension and symptoms along with worry dread fear of failure and catastrophizing that occurs before or during test situation. Test anxiety is one of the most important aspects of negative motivation and has direct debilitating effects on academic performance. (Kennedy and Wigfield, 2004).

According to Putwain and Daly (2003) test anxiety consist of two sub components, namely emotionality and worry, because it can manifest itself cognitively or physically. The emotionality element is the affective dimension of anxiety and describes the physical react tons of students in relation to performance. The common symptoms that student may experience while being evaluated are nausea, cramps, faintness, excessive sweating, headache, dry mouth, increased breathing rate, fast heart beat or tense muscles. The worry element refers to cognitive distress and it negatively affects concentration, attention and information processing.

Test anxiety is a form of state anxiety because it occurs only in situations when people are examined and evaluated and performance is of great importance (Charles Spielberger, 2010).

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## **TEST ANXIETY IN COLLEGE STUDENTS**

College Students experiencing test anxiety can have different characteristics. pointed out three types or categories of test- anxious students. Students in the first category lack the study skills to adequately prepare for tests and therefore lack the knowledge to perform well on tests. Students in the second category have the study skills necessary to prepare for the test, but have a fear of failure that makes them unable to perform successfully in test situation. Student in the third category of test anxious student believe that they have the study skills, but they do not. As a result students in this category do not adequately prepare for the test, and the poor preparation for the test cause anxiety. Test anxious students tend to receive low grades, poor scores and perform poorly on the test. Test anxiety affect performance in tests, therefore it affect negatively academic

achievement of students because test are seen as an indicator of academic achievement (Ergene, 2011).

While a certain level of test anxiety is beneficial for college students, it will help them preparing properly or concentrating during a test. Poor performance of test anxious students can be also direct result of deficit in study skills. College Student's awareness of their deficient skills and increases their anxiety level and reduce their performance. Excessively ambitious students also experiences sever test anxiety because they are afraid that they will not meet their own personal standard.

(Moshe Zeidner, 2011).

Empirical study of Fried Man and Benda's Jacob (1997) shown that the anxiety experienced by teacher has a significant impact on the test anxiety that is experienced by students. If teachers experience stress and anxiety, it will influence students, they can be expected to experience anxiety.

Test Anxiety is one of the most important aspects of negative motivation and has direct effect on academic performance of college students. Test anxiety affect performance in tests, therefore it affect academic achievement of students because test are seen as an indicator of academic achievement. College student with high test anxiety perform poorly on tests when compared to students with low test anxiety (Ergene, 2011).

In case of college Students they acquire achievement motivation during the formative stage of social development. They learn it from their parents, other role models and socio- cultural influences and different teaching methods from educational system. They acquire the values that they should attain good position, social standing and distinguished status in the society. Several factors, including parental belief and practice, socio-economic status peer influence, and their different study habits affect student's achievement. Other than this in the area of academics achievement can be affected by number of factors including attitude, socioeconomic status, peer, teachers, self-efficacy, motivation, ability, learning environment and test anxiety (Nail and Kristi,1988).

In present education system all over the world, exam or test are used to determine a child's achievement in academics. It is easily assumed that it is measured by classroom based test at colleges or other competitive exams. Test or exams are referenced to determine the achievement of a student. This can create an anxiety in students called test anxiety (Ali and Mohsin,2013).

College students academic achievement and their excellence in studies depends mainly on their study habits which is very much influential in their learning process. The relationship of Test Anxiety and Study Habits were studied. Students with low Test Anxiety scores have more effective study habits and avoid delaying academic tasks. Low level of Achievement motivation and Test Anxiety will lead many psychological problems in college students, severe level of stress will mislead them in antisocial behaviors, abusing drugs etc and reduce their self-esteem (Richard, Learner and Laurence Steinberg , 2004).

Different assessment tools, including questionnaire, measurement scales, self- report narratives are useful to assess college students level of Test Anxiety. To avoid college students stress, exam anxiety and to improve their achievement motivation can apply certain intervention techniques. Intervention techniques included relaxation therapies, systematic desensitization, Studies are revealing that various types of meditation techniques also very effective to reduce stress and improve self- confidence. Mindfulness Based Stress Reduction Therapy is one the best intervention technique can apply to college students to reduce their Test Anxiety and improve their Achievement Motivation.

## **MINDFULNESS BASED STRESS REDUCTION THERAPY**

The concept of mindfulness originates from the ancient Buddhist, Hindu, and Chinese philosophers. These most Eastern approaches to mindfulness are meditative in their nature and emphasize non-reactive awareness and concentration of one's self and experiences. The role of such mindfulness practices is to keep the mind properly grounded in the present moment and to decrease reactivity to what happens in the moment. It is a way of relating to all experience- positive, negative, and neutral- such that overall levels of suffering are reduced, and sense of well-being increases (Siegel and Fulton, 2005).

Basic definitions of mindfulness include moment-by-moment awareness. Keeping one's consciousness alive to the present reality or attention control. "A form of self-regulation of attention". Paying attention with purpose, non judgmentally, and while in the present moment. "The bringing of one's awareness to current experiences through observing and attending to the changing field of thoughts, feelings and sensations from moment –to moment basis" (kabat-zinn, 2005).

In the development of mindfulness, the Buddha also spoke about three stages (Davis, 2010) and these stages are:

- Focusing in the present moment.
- Noticing how the object changes and the factors related to the change.
- Bare attention to the object, without clinging or grasping and with equanimity.

## THE FOUR FOUNDATION OF MINDFULNESS THERAPY

### **Mindfulness of Body.**

This is the awareness of the body as body: a reminder that the body is actually a collection of many parts. Skin, bones, teeth, nails, hearts, lungs, and all other parts: When we look at the body as composed of many parts, it also helps us to see the body as a body and not as "my" body or as "myself". It is simply physical form like all other physical forms. Since it is not "myself," the body can also be called "selfless". This foundation helps us to recognize that the body is impermanent, subject to injury, illness, and death, and therefore not a source of lasting happiness.

### **Mindfulness of feelings.**

Mindfulness of feelings refers to both bodily sensation and emotions. Similarly to the body, feelings can also be subdivided. Here the Buddha is telling us to contemplate "the feeling in the feelings". Whether they be pleasant, unpleasant, or neutral. We learn to observe and fully acknowledge our feelings, and that they eventually always acknowledge our feelings.

Through this foundation, one learns to simply observe feelings as they come up, and not

identify with them or attach any judgment to them. They do not define who you are, they are simply feelings. Seeing a feeling as an emotion or sensation rather than “my” feeling, we come to know that feelings are selfless. In this way, Buddha says we recognize the truth about feelings. In other words, we “know feelings as they really are”.



### **Mindfulness of Mind.**

Mindfulness of mind is not referring to the thinking mind, rather, it is more like consciousness or awareness. Again, we talk about the mind as if it were a single object, but it is actually a series of particular instances of “mind in mind”. This foundation of mindfulness teaches us that consciousness arises from moment to moment. We learn not to attach our identity to our thoughts and we come to know “mind as it really is”.

### **Mindfulness of Dharma.**

The word “dharma” is another Sanskrit word that is as difficult to define as the word “yoga”. It can simply be described as “natural law” or the way things are. Mindfulness of Dharma is to practice awareness of the inter existence of all things, and awareness that they are temporary, without self-essence, and conditioned by everything else (Segal and Williams, 1995).

In Kabat-Zinn (2003) view, “An operational working definition of mindfulness is: the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment”. Atchely (2010) explains it as “the clear and single minded awareness of what actually happens to us and in us at the successive moments of perception”. Mindfulness as a “bright and expansive mental state with a sense of expansion, a sense of opening up rather than narrowing down there is a sense of clarity and purpose”

Bamber and Schneider (2016) described mindfulness as “bringing one’s complete attention to the present experience on a moment-to-moment basis”. The new concept of mindfulness has been based on the traditional meditation and non- meditative techniques to this human process of being mindful. Brown and Ryan (2003) defined it as “the state of being attentive to and aware of what is taking place in the present”. Bishop et al, (2004) opinioned that Mindfulness is the self-

regulation of attention so that it is maintained on immediate experience thereby allowing for increased recognition of mental events in the present moment.

Many researchers explained that mindfulness has a reflexive quality in which awareness related contents are not interpreted initially through the structure of personal experience and well-established mental representations;(Levesque & Brown, 2007). It has been concluded that mindfulness integrated by an enhanced capacity to organize, maintain, and reorient attention and awareness in relation of present experiences, and systematic transformation in psychological predisposition that modify the behavior of one's personal experience (Treanor,2011).

Shapiro et al (2007) proposed three interconnected mechanism in the mindfulness procedure: attitude, attention and intention. Mindfulness practices are based on attitudinal foundations that involve non- judgment, acceptance, trust, patience, non- striving, curiosity and kindness.

Mindfulness-based stress reduction (MBSR) technique introduced by Kabat-Zinn (1995) which is define as "a group program of mindfulness that focuses upon the progressive acquisition of mindful awareness". This mindfulness based program used the combined techniques of mindfulness meditation, yoga, and body awareness which facilitates to become mindful for the people suffering with pain, stress related problem and another life issues that are hardly treated in hospital setting. However, MBSR has also been used with patients suffering from cancer, heart disease, and couples who seeks for enhancing their relationship satisfaction (Segal and Williams,1995).

## **SEVEN INTERRELATED ATTITUDES FOR MINDFULNESS MEDITATION.**

Kabat-Zinn (1990) defined seven interrelated attitudes which are beneficial for the purpose of mindfulness meditation. By practicing these seven qualities and begin to continue into



everyday life, enhanced the person's general level of mindfulness. These are laid out below:

### **Non-judging**

The basic idea of non-judging is to recognize the continuous evaluation of the things in our lives as “good or bad” when events and people may be come across are not inherently so. Langer (2002) has pointed out that “things out there are not self-evidently good or bad”, and that the “the prevalence of value judgments in our lives reveal nothing about the world, but much about our minds”.

### **Patience**

Patience means to disclose the events according to their own time instead of trying to make things happen on the basis of our present desires. Its value lies in to focus on what is occurring right now, in the current situation, and make familiar with the idea that things will nurture according to their own time; rushing ahead generally create problems and difficulties.

### **Beginner's mind**

Beginner's mind means an open mind that “is willing to see everything for the first time.” The significance of an open beginner's mind is to develop perspectives in its present richness and not based on past experiences and understandings.

### **Trust**

A mindfulness practice enables an individual to acknowledge his mistakes and develop a trust in the strength of an individual's own belief, thoughts, intuition and feelings.

### **Non-striving**

Kabat-Zinn (1990) focused non-striving as a concept in mindfulness which indicates to eliminate desires and not to expect and not to struggle which further creates a more receptive attitude. By this, Kabat-Zinn means that people should consider

mindfulness meditation without preconceived ideas regarding what should happen in future.

### **Acceptance**

Acceptance means to allow oneself to perceive things as they are really in the present moment. The importance of acceptance is that one is more prone to know what to do and have inner conviction to behave when they have clarity of image of what is really occurring than when their vision is clouded by their own mind's self-serving judgment, desires, fear and prejudices (Kabat-Zinn, 1990).

### **Letting Go**

Kabat-Zinn (1990) exhibited that "Letting Go" refers to practicing non-attachment to protrusive thoughts and feelings. In meditation, people discover that certain feelings, experiences and thoughts occur regularly and with high emotional intensity.

Overall, mindfulness practice is an approach that helps an individual to observe the processes of their own mind from a viewpoint similar to that of an outside, non-judgmentally observer (Kabat-Zinn, 1990)

## **MINDFULNESS THERAPY IN COLLEGE STUDENTS**

The increased risk of anxiety, depression, daytime sleepiness, suicide, self-injurious behaviors, physical illness, decreased physical activity, risky sexual behavior, increased cigarette smoking, alcohol and drug dependency, and severity of work performance difficulties are very common among students with attention deficit disorder in colleges. It is found that the discovery and intervention of attention deficit disorder during college can decrease the incidence, severity, and duration of future mental health problems (Nelson, 2012).

Effectively treating attention deficit disorder in colleges, lessens attention problems, to reduce attention deficit behavior and to improve attention span. Mindfulness therapy can apply

to students to reduce their attention deficit. The effect of mindfulness therapy will improve the quality of life, reduces depression and anxiety, increases health and fitness behaviors, and positively improves academic performance. Studies in college students suggested that, Mindfulness cognitive therapy(MBCT)interventions can significantly reduce inattention, anxiety, depression, anger, fatigue, conduct problems, and peer relations problems in students (McIndoo etal,2016).

Mindfulness cognitive therapy (MBCT) has only been experimentally researched in group rather than individualized, formats, the latter mode of therapy most commonly used in college counseling clinics. Therefore, the main objective of this study was to conduct a fundamental investigation of MBCT (individualized) in the context of a randomized controlled research design. With the aim of developing shortened behavior therapies that might viably be applied within college clinic settings, MBCT was applied to college students for 6 week. The result of the study revealed that effect MBCT is reducing students anxiety ( Prevat etal., 2015).

Mindfulness meditation has been benefited in relieving of stress Kabat-Zinn (1990) confirmed that the course of mindfulness meditation increased the feeling of affiliate trust and oneness motivation. Biegel etal (2009) studied an adolescents dealing with various psychiatric diagnoses by using mindfulness based stress- reduction technique and compared this in a randomized clinical trial to a control group. Findings revealed that the group who received the mindfulness-based stress reduction program reported decreased depressive and anxious symptoms, somatic complaints and also increase in quality of sleep and positive feelings about themselves.

### **Mindfulness Based Stress Reduction Therapy**

In the present study Mindfulness based stress reduction therapy developed by John kabat-

zin (1995) is applying to help students to become aware of one's mind and body and living in the here and now by accepting the present, in order to fully appreciate each moment. An integral part of mind fullness practice is to look at, it will help students to accept the tension, fear and, as well as anger, disappointment and Test anxiety. In this research work to do mindfulness practice selected 4 methods from mindfulness therapy.

1. Mindful-breathing method
2. Mindful eating-suggestion
3. The body scan medication
4. Mindful yoga posses

### **SIGNIFICANCE OF STUDY**

In India many surveys conducted in higher secondary schools and colleges about adolescents antisocial behaviour the results are shocking. The newspapers and visual medias nowadays shows us the news of increased consumption of drugs among the adolescents. A number of cases are being registered related to this issue. The number of boys abusing drugs has gone rather up. And most probably, as a result these adolescents engaged in antisocial activities. The NCERT report shows 20% college students engaged in antisocial behaviours. Many reasons can force them for such illegal things, family problems, the lack of proper guidance from parents will negatively affect students self- esteem and self- confidence. Beyond all these there have been crises like lack of proper guidance in education, and the limitation of understanding the value of education other than merely passing an examination.

The Main causes for test anxieties are poor study habits, poor past test performance, and being afraid of failure. The main mental factor for test anxiety is students expectation are one major mental factor. Different children have different strategy to learn things, both in academics

or non- academic. And the difference in study habits may affect their achievement motivation as well as it can lead them to fear of exams, the test anxiety may lead them to develop low achievement motivation. Low achievement motivation may make them to disappointments, and psychological problems. So those students need some kind of anxiety reduction therapies, that methods will definitely help students to overcome their stressful stages and increase their achievement motivation.



## REVIEW OF LITERARURES

Reviews related to:

1. Achievement motivation in students
2. Test anxiety in students.
3. Effect of mindfulness therapy in students.

### ACHIEVEMENT MOTIVATION

A study on role of achievement motivation in adolescents was done by Palvas (2008) and issues attached to it. The study included samples of college students. Sampling size randomly selected boys and girls. The study concentrated on looking for total and partial scores of achievement motivation and also dimensions description for each sample. The study revealed that self-concept and self-confidence in individual's has a reflection on the positive acceptance. Adolescent needs positive acceptance from others, especially from their peer group which is very important to them. The study concluded with the result that positive acceptance with others will influence their achievement motivation.

An investigation was done by Nelson and DeBacker (2008) in the relationship between achievement motivation perceived and peer connections among adolescents. The study was carried out on 253 college students. With the use of regression analyses, achievement motivation was explained by perceived peer relationship. Adolescents who feel being respected and valued, and hence with less perceived loneliness had higher achievement motivation. Having the good quality of friendship at college was also a significant factor affecting achievement motivation.

Kaur (2013) compared student's achievement motivation. The sample was made up from Ludhiana District, included 200 girls and boys from urban and rural areas of who are in their degree class. The Results revealed that there was a substantial difference between achievement

motivation of rural and urban students and achievement motivation of boys and girls.

Yusuf (2014), studied on senior secondary school students in relation to achievement motivation and home environment. Result showed that good quality of home environment had significant positive correlation with high level of achievement motivation among high achievers. The sample for the present study consisted of adolescent girls in the age group of 16 to 20 years from Ludhiana city. It was found that as the quality of home enjoyment deteriorates, the level of achievement motivation also deteriorates.

Clark (2010) conducted a research study on both male and female college students in Austrailia, research that concluded that there is a substantial variance between females and males college students in achievement motivation and goal orientation.

Veena Prajapati (2009) Studied that girls have more achievement motivation than boys. The study focused on influence of parent's education on achievement motivation of adolescents. Sample consisted of 200 male and female adolescents of age group of 18-22 studying in different colleges of Varanasi city. For data analysis the following methods were used, Deo Mohan achievement motivation scale (1985) was used to measure the achievement motivation of adolescents. The following findings have been seen in that study,(1)Achievement motivation in academic area was found more among adolescents belonging to post graduate and graduate mothers as compared to intermediate and high school educated mothers, (2)Mother's education levels significant effect on the achievement motivation of the adolescents in academic area, (3)Achievement motivation in academic area was found more among adolescents belonging to post graduate and graduate fathers than intermediate and high school educated fathers.

Neha Acharya and Shobhna Joshi (2011) investigated the relationship between achievement motivation and parental support and to examine the gender differences in parental support. The sample for the present study consisted of 500

adolescents in the age group of 18 to 20 years from Varanasi city. The students included in the study were degree students. The study revealed that parental support for their children seems to have strong influence on achievement motivation. The result indicated a positive correlation between achievement motivation and parental system. Girls were sensitive to parental support as compared to boys.

The relationship among study habits, test anxiety, achievement motivation and academic success were investigated in a Turkish higher secondary school. Sample consisting of 510 participants, 52.4% were girls and 47.6% were boy's survey methods were used, the following instruments were administered. The test anxiety scale, the study habit inventory, self-evaluation inventory were used. Findings revealed that Significant correlation was found between test anxiety and academic success. Significant correlation was found between scores of study habits and level of academic success. No correlation was observed between achievement motivation and academic success. (Lyman ,1999).

Suresh (2015) conducted a study on study habits, achievement motivation and academic achievement of high school students, the result revealed that Study habits influences the academic achievement and achievement motivation significantly.

Areena and Sreedevi (2018) conducted a study on achievement motivation of adolescents among intact families and orphanages. They found that there was statistically no significant difference between the achievement motivation of adolescents of intact families and orphanages. But it was found out that there was statistically significant difference between the achievement motivation of boys and girl adolescents of intact families and orphanages. Adolescent girls of both intact families and orphanages have higher achievement motivation than adolescent boys of both intact families and orphanages.

Doshi and Jogsan (2013) conducted a research study on undergraduate and graduate



students for the investigation of relationship between test anxiety and academic performance in Science 101 students test anxiety it was indicated from the results of the study that female graduate students having low test anxiety had higher grade point average and female students having high test anxiety had lower achievement. But the male graduate students with low and high test anxiety had no effect on their performance. In case of female undergraduate students, high test anxiety but male undergraduate students had lower test anxiety.

## TEST ANXIETY

The aim of this study was to investigate the relationship between test anxiety and academic achievements of the degree students at private faith college, during the 2013-2014 academic year. Data were collected by using the Westside Test Anxiety scale. Correlation analysis was used in order to determine the relationship between student's test anxiety and academic achievement. The correlation revealed that students test anxiety have a negative relation with academic achievement (Christopher Spera, 2006).

Walsh et al (2010) have been conducted a study on the test anxiety among high school students a with the help of multi-stage sampling technique, selected 460 adolescents group included 220 boys and 240 girls, aged between 16 -20 years were participated in the study. The data were collected with the help of a standardized psychological test, the State-Trait Anxiety Inventory, and with a self-report semi- structured questionnaire. The result showed that boys were more anxious than girls ( $p < 0.01$ ). Results showed that anxiety was prevalent in the sample with 17.9% of girls and 20.1% of boys and found to be suffering from high Exam anxiety. Adolescents from Bengali medium schools were more anxious than adolescents from English medium schools ( $p < 0.01$ ). Adolescents belonging to the middle class (middle socio-economic group) suffered more anxiety than those from low and high socio- economic groups ( $p < 0.01$ ). Adolescents with working mothers were found to be more anxious in exams.

Mishra and Jain (2018), conducted a study on Subjective construction of Anxiety. They suggested that exam anxiety to be subjectively constructed by young adults. The analysis of linguistic usage reflecting in, emotional experience, cognitive states, beliefs, expectations states and constitute the antecedents of exam anxiety. The study concluded that, emotionality, activation and behavioral traits were the chief characteristics of exam anxiety.

Verma (1996) examined on the relationship between test anxiety, intellectual ability, and achievement in different college courses. He studied, whether achievement in different college courses is influenced by test anxiety and intellectual ability. The findings indicated that there were significant effects of both test anxiety, intellectual ability and on the achievement of students in all the college courses. Average academic performance of low test anxious students was better than their high test anxious students.

Ang (2015) study on college students suggested that there was a more significant positive correlation between test anxiety and social adjustment than between achievement motivation and general anxiety. Negative correlation was stronger for females than male students.

Mahmood and Akram (2010) was selected 414 students from seven different science department in a public sector university in Lahore. Data were collected by using the Test anxiety inventory. It was found that a significant negative relationship exists between test anxiety scores and student's achievement scores. Results showed that cognitive factor (worry) contributes more in test anxiety than affective factors (emotional).

Benner (2011) conducted a study on relationship between test anxiety and achievement motivation with 414 adolescence students. It was a longitudinal study. The result of study showed that a significant negative relationship exists between test anxiety scores and students achievement scores.

Das and Pattanaik (2010) determined the effects of test anxiety on student's achievement among 200 college students. The result indicated that test anxiety had significant effect on achievement of students.

Tuncay Ergene (2011) studied relationship between test anxiety and achievement motivation among 510 college students. The study included both boys and girls. It was concluded that test anxiety and achievement motivation were not associated. And the result explained that girls had significantly higher in test anxiety score than the boys.

Laljibhai (2016) conducted a five year longitudinal study, included 600 adolescents on test anxiety and achievement motivation with of age between 14 to 18. The study result found that a negative correlation between test anxiety and achievement test scores.

## **MINDFULNESS THERAPY IN STUDENTS**

Bogels et al (2014) evaluated the effect of mindfulness on adolescents group identified with attention and behavior-control deficits and revealed significant improvements in sustained attention, personal goals, happiness and mindful awareness.

Semple et al (2010) evaluated children in their study. They selected a group child who were belongs in the age group of in 13 to 20 years old. After 12-week assessed the impact of MBCT group program in adolescents who were struggling academically and reported significant decrease in anxiety and behavior problems and has shown improvements on measures of attention compared to those who were not involved in program.

Josefsson and Broberg (2010) revealed that mindfulness practices enhanced students experiences related to learning and those students have been found to be more able to shift learned material into novel & innovative situations which made them more inventive and creative and also made their thinking more autonomous. These findings revealed that such results definitely

allow learners to enhance their learning process.

In the college setting, mindful awareness practices included into the classroom routine decrease the likelihood of student disruptive behavior and helps in creating the supportive learning environment for all the students. Further, these practices encourage emotional and bodily control, which increases receptivity and lessens the likelihood of anxiety or mindfulness increases the participants sense of self control. (Siegel, 2007).

Beauchemin, Hutchins and Patterson (2008) diagnosed 34 adolescents with learning difficulties by 5-week mindfulness meditation intervention. Findings revealed significant improvement in those participants who finished the program and also reported decreased state and trait anxiety, improved academic performance and enhanced social skills.

Mindfulness stress reduction program is very effective for students to reduce their stress anxiety and also influenced their achievement motivation. The following studies are supporting these findings. The author conducted a study on college students based on mindfulness therapy and students achievement motivation. Thirty five classes were selected for it, and eighteen instructors were participated it in. Two hundred forty-eight students included in the mindfulness group, and one hundred twenty-five students included in the comparison group. Number of sample of girls were 261, and number of boys were 112. The research design included Pretest and Post test. The Questionnaires were used in the study were the Mindful Attention Awareness Scale (MAAS), the Perceived Stress Scale (PSS), the Flourishing Scale (FS), and questions asking about prior mindfulness experience (pretest) and current and potential future practices (posttest). The result of the experiment revealed that 1) a significant positive relationship between mindfulness and flourishing and 2) significant negative relationships between stress and both mindfulness and flourishing. A post hoc analysis showed that all students had significant decreases in mindfulness and flourishing at the end of the semester and a significant increase in

stress. The Result of the study indicated that mindfulness therapy has positive effect of students achievement motivation (Sukshsarwala etal., 2015).

The present study aimed studying the effect of Mindfulness-Based Cognitive Therapy on locus of control and achievement motivation in students with learning problems. This research method is a semi-experimental with pretest-posttest and control group design. The population was all Tehran first region middle school girl

students. The sample consists of 30 students. Three questionnaires were used in this test Rotter's Locus of Control Scale, Hermans achievement motivation questionnaire (HAMQ) and Colorado Learning Difficulties Questionnaire (CLDQ). The group were divided into controlled and experimental group. Experimental group included 15 students and control group included 15 students. Experimental group received Mindfulness-Based Cognitive Therapy in 20 sessions, but control group did not receive any intervention. Research findings indicated that Mindfulness-Based Cognitive Therapy change locus of control from external to internal. In addition, research findings indicate that Mindfulness-Based Cognitive Therapy increase achievement motivation. This intervention method is effective for enhance achievement motivation (Howell and Buro, 2011).

## RESEARCH METHODOLOGY

## RESEARCH PROBLEM

The study entitled as “The Effect of Mindfulness Therapy On Achievement Motivation and Test Anxiety Among College Students”.

## AIM

To Find out the effect of mindfulness stress reduction therapy on test anxiety and achievement motivation among degree students.

## OBJECTIVES

- To study the gender difference among students in test anxiety .
- To assess gender difference among students in achievement motivation.
- To measure the difference in test anxiety and achievement motivation based on their stream of subjects, which they are studying.
- To find the influence of mindfulness therapy on achievement motivation among degree students who belongs in intervention group.
- To evaluate the effect of mindfulness therapy on test anxiety among degree students who belongs in intervention group.
- The last objective is to find the difference between two groups (both experimental and controlled) in their test anxiety and achievement motivation.

## HYPOTHESIS

- There are gender differences in Test Anxiety among degree students.
- There are gender differences in Achievement Motivation among degree students.
- There is difference in Test Anxiety among students based on the stream of subjects which they are studying.
- There is difference in Achievement Motivation among students based on the stream of subjects

which they are studying.

- There is significant difference in Mindfulness Therapy on Test Anxiety in intervention and experimental group.
- There is significant difference in Mindfulness Therapy on Achievement Motivation in intervention and experimental group.

## RESEARCH DESIGN.

In the present study Experimental Design is followed since the aim of the study is to find the effect of mindfulness therapy on Test Anxiety and Achievement Motivation among degree students. In experimental design Pre test- post test control group design used.

## VARIABLES

In this study independent variables are Mindfulness stress reduction Programme, Gender, and Stream of subjects. Dependent variables are Achievement Motivation, Test Anxiety.

## UNIVERSE AND POPULATION

In the present study universe is degree students who are studying in private colleges in Kerala. Degree students in the district of Thrissur, who were studying in private Colleges. Accessible population: - selected one of the private college from the chalakudy Thaluk, in Thrisur District.

## SAMPLING DESIGN

- Sampling unit:** First year, second year and third year arts and science degree students were selected from arts and science private college from Chalakudy Thaluk, in Trissur Dist.
- Sampling method:** Sampling methods included two stages. In the first stage to asses eligibility criteria, selected 200 samples with simple random method. In the first stage lottery method and

systematic sampling methods were used. In the second stage, based on the test results scores selected 60 students for the intervention purpose, here used the odd and even method for the selection of the students.

- (iii) **Sampling size:** In the first stage selected 200 students 100 boys and 100 girls from Arts and Science subjects. In the second stage for intervention purpose selected 60 students, included 30 boys and 30 girls.

### **INCLUSION CRITERIA**

- i. Included students who have high and extremely high test anxiety.
- ii. Included students who have low level of achievement motivation.
- iii. Included students who have comes between the age group of 18 to 21.
- iv. The age group of the sample was 18 to 21 both male and female adolescence students were selected and those were doing their degree courses.

### **EXCLUSION CRITERIA**

- i. Excluded the students who have anxiety disorder and phobia.
- ii. Students having any medication for physiological and psychological issues were also excluded.

### **METHOD OF DATA COLLECTION**

#### **Procedure**

The researcher selected one of the private collages from Trissur district. In Trissur district there are seven taluks, among seven taluks, there were nine private collages. With the help of lottery method selected one taluk from seven taluks and again with the lottery method selected one private collage from the nine colleges, and from the particular taluk of chalakudy. Before doing the proper data collection researcher did a pre-test by Probability sampling method. In probability sampling the method of simple random sampling method used. Simple random sampling, every members of the population has equal chance of being selected for the study.



Administrated questioners for fifteen students for a pilot study but those students were not included in the original sample size pre-test was done for evaluating the quality of questioners.

Data collections were done by two stages. In initial stage, by assessing the eligibility criteria, the researcher selected 200 samples from first years, second year and third year degree students. Selected students who were studying Science, Arts, Commerce and Computer Science subjects. Under the languages selected Malayalam and English studying students. From science groups selected Physics, Chemistry, Maths, Geology, Psychology, Computer Science subjects studying students and also

included Commerce subjects. Each subject has three division of classes, and each classes have maximum strength of students were thirty five. The total number of students among the whole classes was 954 students.

The next step was by systematic sampling methods, selected every third students from out of 35 students per each division of classes, by this method selected 200 students for pre-tests that included 100 boys and 100 girls and administered questioners of academic achievements motivation and test anxiety scale for 200 students. In pre-test, analyzed whether there is gender difference in achievement motivation and test anxiety, and also assessed whether the students have difference in Test Anxiety and Achievement Motivation based on their streams of subjects which they are studying.

In posttest, based on the result of questioners, researcher selected 60 students, with the help of random sampling method. Only selected students who have both high score in Test Anxiety and low score in Achievements Motivation test. In the post – test, the selected 60 students were divided in to two groups, 30 students for experimental group and 30 students for controlled group. Students were selected based on odd and even method. Odd number included in experimental group and even numbers included in controlled group.

## DETAILS OF THE TOOLS

The Following Variables will be measured by the corresponding given tools.

### **Socio-Demographic Sheet**

Socio-demographic sheet explained Subject's Age, Gender, which subjects students were studying. What were their main hobbies, whether they were having any medication for health or psychological issues, whether they have severe anxiety with any persons, events or objects.

### **Westside Test anxiety Scale (Richard Driscoll, 2004)**

The Westside Test Anxiety Scale was developed by Richard Driscoll, (American Test anxiety Association) in 2004. The Westside Test anxiety Scale is an extremely brief screening instrument meant to identify students with anxiety impairment. The scale is comprised of ten items and takes about 10 minutes to administer. The scale items cover self –assessed anxiety impairment and cognitions which can impair the performance. The Westside Test Anxiety Scale is a brief, ten items instruments designed to identify students with anxiety impairments who could benefit from an anxiety reduction intervention.

### **Reliability and Validity**

Validation is traditionally accomplished by showing that a test anxiety instrument identifies students with lower performance or that is correlates with established instruments that already considered validated. The excellent cognition test anxiety scale by Cassady and Johnson (2001) attained  $r=.25$  + correlations to course test scores, according for a respectable 7-8 % of the test variance. For the Westside test anxiety scale, the correlation between anxiety reduction on the Westside scale and test gain was  $r=.40$  [df=32,  $p<.01$ ].

Scale validity based on the average of the attained correlations weighed by the number of subjects in each study is calculated here as  $r=.44$ . Westside Test Anxiety scale is a reliable and valid measure of test anxiety impairment. The reliability is .44 and validity is .44.

### Scoring

The procedure for scoring is very simple. According to the manual the sum of responses divide by 10[total number of questions]. This gives the test anxiety scores. The scores can be classified or interpreted according to the manual. The interpretations are:

- 1.0 – 1.9 Comfortably low test anxiety.
- 2.0 – 2.4 Normal or average test anxiety.
- 2.5-2.9 High normal test anxiety. 3.0-3.4 Moderately high.
- 3.5-3.9 High test anxiety.
- 4.0-5.0 Extremely high anxiety.

### Achievement Motivation Test (Bhargava, 1994)

Achievement motive test was developed by Dr.V.P. Bhargava (1994). Nature of this test is to completion of sentence the test is intended to measure the achievement score of a person is based on the lines following pattern of Bishwanath Mukerji and the method of sentence completion test. The tests consist of 50 items on incomplete sentence/ items with 3 alternatives. The subjects are instructed about what they have to do and are required to complete the statement (item) by the choosing one of the alternative responses which are indicated. There is no specific time limit however; the usual time which is needed for administrating the test is 30 minutes including the time needed for giving the instructions to the subjects and that to the responding.

Norms : As a result of administrating the Achievement Motivation Test (ACMT) Hindi version

on a sample of 600 college going students of Agra ( 300Males and 300 Females) of age range 16 to 22 years the category wise classification as percentile norms was done.

**Reliability:**

**For Hindi version:** Test reliability after an interval of one month: 0.87. By comparing the responses with similar items: 0.79.

Considering the responses indicate to measure the sample aspects for which they were intended to measure, it was found that they did so, the index of reliability being 0.78.

**English version:**

For English version of the test the values of reliability were 0.91.

**Validity:**

The test was tried for getting the agreement with the criterion test of achievement motivation, and with educational achievement in various faculties. For English version the values of validity indices were 0.85 with educational achievement test.

**Scoring:**

The procedures for scoring are very simple. According to the manual it can be done with the help of scoring key. Each item indicating achievement motivation is given a score of 1 and total score earned on all the item is the N-Ach score. The scores can be classified or interpreted according to the manual. The interpretations are

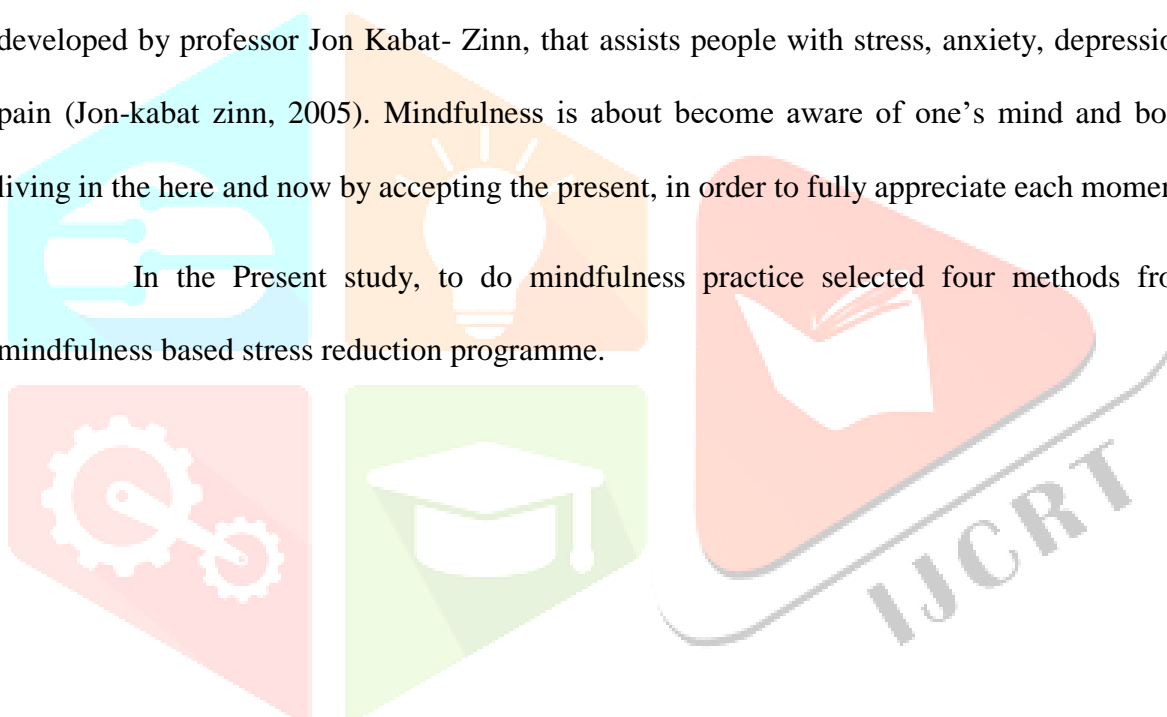
| Category | Scores       |              |
|----------|--------------|--------------|
|          | Boys         | Girls        |
| High     | 23 and above | 23 and above |

|               |         |         |
|---------------|---------|---------|
| Above average | 19 – 22 | 20 – 22 |
| Average       | 17 – 18 | 17 – 19 |
| Below average | 15 – 16 | 14 – 16 |
| Low           | 11 – 14 | 11 – 13 |

## MINDFULNESS- BASED STRESS REDUCTION PROGRAMME

Mindfulness Based Stress Reduction (MBSR) - a practical training programme developed by professor Jon Kabat- Zinn, that assists people with stress, anxiety, depression, and pain (Jon-kabat zinn, 2005). Mindfulness is about become aware of one’s mind and body and living in the here and now by accepting the present, in order to fully appreciate each moment.

In the Present study, to do mindfulness practice selected four methods from the mindfulness based stress reduction programme.



1. **SITTING MEDITATION AND MINDFUL-BREATHING METHOD**
2. **MINDFUL EATING SUGGESTION**
3. **THE BODY SCAN MEDITATION**
4. **MINDFUL YOGA POSSES**

## **ABOUT THE INTERVENTION TECHNIQUE**

### **Sitting Meditation and Mindful –Breathing Method**

We call the heart of the formal meditation practice “sitting meditation” or simply “sitting.” To practice sitting, we make a special time and place for non-doing. We consciously adopt an alert and relaxed body posture so that we can feel relatively comfortable without moving, and then we reside with calm acceptance in the present without trying to fill it with anything.

#### **Instruction for Sitting meditation and Mindful - Breathing Method**

1. Suggested students to they can practice the sitting meditation either on a chair or on the floor. If you choose a chair, the ideal is to use one that has a straight back and that allows your feet to be flat on the floor.
2. Should sit away from the back of the chair so that your spine is self-supporting.

But If you choose to sit on the floor, do so on a firm, thick cushion which raises your buttocks off the floor three to six inches (a pillow folded over once or twice does nicely; or you can purchase a meditation cushion, specifically for sitting).

3. Whether you choose the floor or a chair, posture is very important in meditation practice. It can be an outward support in cultivating an inner attitude of dignity, patience, and self-acceptance.

4. While doing sitting meditation instructed students to focus moment by moment, breath by breath. It sounds simple, and it is. Full awareness on the in- breath, and outbreath.
5. While doing meditation asked students to just observe the impulse to get up or the thoughts that come into the mind.
6. You are making each moment count. In this way you can cultivating your natural ability to concentrate your mind. By repeatedly bringing your attention back to the breath each time it wanders off.
7. During the same time you are also developing patience and practicing being nonjudgmental. You are not giving yourself a hard time because your mind left the breath. You can do the breath, gently but firmly.
8. Meditation does not involve pushing thoughts away or walling yourself off from them to quiet your mind. This method is not trying to stop your thoughts as they cascade through the mind.

Given instruction about Three-Minute breathing space- The three minute breathing space is a quick exercise that is undertaken in three steps:

1. The first minute is spent on answering the question, how I am doing right now?
2. The second minute is spent on keeping awareness on the breath.
3. The last minute is used for an expansion attention from solely focusing on the breath to feeling physical sensation and how they affect the rest of the body.

### **Mindful Eating Suggestion**

Know your food: - mindfulness is really about rekindling a relationship with our food. It is not a diet. It uses a form of meditation called mindfulness, which help you acknowledge and manage your emotions and physical sensation.

### **Instructions**

Instructions given to mindfull eating suggestion were based on the following methods as

(1) Eat slower, (2)Savour the silence, (3) Silence the phone, Shut off the television (4) Pay attention to the flavour. ( 5) Know your food .

### **1. Eat slower**

For this intervention given students to eat two raisins and given suggestion to take maximum time to chewing the raisins, do it very slowly, to savor and enjoy.

### **2. Savor the silence**

Instructed the students to eat without talking. And also suggested them to do practice at home weekly once have a meal with full silence.

### **3. Silence the phone and shut off the television**

Our daily lives are full of distractions, and it's not uncommon for families to eat with the TV blaring or one family member or other fiddling with their cell phones. Consider making family mealtime, which should, of course, be eaten together, and electronics-free zone. Suggested them to eat one meal in a week in full silent circumstances.

### **4. Pay attention to the flavor**

Paying attention to the details of your food can be a great way to start eating mindfully. After all, when you eat on the go or wolf down your meals in five minutes, it can be hard to notice what you are even eating, let alone truly savor all the different sensations of eating it. If you are trying to practice mindful eating to your family, consider talking more about the flavors and textures of food.

Mindfulness is really about rekindling a relationship with our food. Even when you have no idea where the food you are eating has come from, try asking yourself some questions about the possibilities: Who grew this? How? Where did it come from? How did it get here?

### **The Body Scan Meditation**



These principles are exemplified in the use of the body scan as an initial mindfulness training exercise. Having established some facility in bringing attention is moved in a systematic way through the entire body with the instruction to notice whatever sensation happens to be present in each part, and noticing the difference between the sensation, their associated feeling tone, and any cognitive commentary that is present. The body scan has proven to be an extremely powerful and healing form of meditation. It involves systematically sweeping through the body with mind (James Carmody, 2014).

### **Instructions for body scan:**

The body scan has proven to be an extremely powerful and healing form of meditation. It forms the core of the lying down practices that people train in Mindfulness-Based Stress Reduction. It involves systematically sweeping through the body with the mind, bringing an affectionate, openhearted, interested attention to its various regions.

Brief Introduction has given to experimental groups about body scan method

When practice body scan, asked the subjects to they should scan the body and be on the lookout for the many ways – some subtle, others not so subtle- in which their perspective on their body, thoughts, and whole sense of self can shift when they change postures and stay in them for some time, paying full attention from moment to moment (Kabat-Zinn, 2005).

Given clear instruction to the subjects that, while they are practicing body scan methods, students can practice with open mind, that is without judgment or attachment –investigating their bodily sensations as fully as possible, and then intentionally releasing the focus of attention before shifting to the next area to explore (Andrew and Olendzki,2016). During the instructions to body scan method, the instructions also asked participants to not to try to change the sensation/ thought/affect during the exercise, but simply to acknowledge and accept its presence. For giving training Instruction were given by the following way. Asked the subjects to sit comfortably with

free mind, and suggested subjects to focus on their body. Body scan training; can select either right leg or left leg for that. Suggested the subjects to focus their mind to completely on their body parts according to the instruction of the trainer.

Step 1: In initial step asked the subjects to completely concentrate on their left legs foots, that means given attention to the entirety of the foot- that can apply by step by step, that is – first to concentrate on sole, heel, the top of the foot. Then asked the subjects to concentrate on left leg's ankle, the shin and the calf, the knee and the kneecap, the thigh in its entirety.

Step 2: In next stage, given suggestion to the students that, this time they can focus on their right leg and start the body focus from toe of the right foot, then sole, heel, the top of their right foot, what they did in the left leg, the same suggestion can apply right legs also, the students were motivated to follow the instructors suggestions.

Step : 3 After the scanning of the both legs up to the thighs , next suggestion was given to, from their thighs, slowly given attention to each body parts based on the suggestion of the instructor. The focus moves into, successively, and slowly, the entirety of the pelvic region, including the hips again, the buttocks and the genitals, the lower back, the abdomen, and then the upper back.

Step 4: In the next step , the concentration was focused on the body parts of chest and the ribs, the breasts, the heart and lungs and asked to give attention to rib cage, all the way up to the collarbones and shoulders.

Step : 5 From the shoulders, slowly move to the arms, often doing them together, starting from the tips of the fingers and thumbs and moving successively through the fingers, the palms, and backs of the hands, the wrists, forearms, elbows, upper arms, and shoulders again.

Step : 6 In the present step, instruction given to concentrate on to the neck and throat area, and finally, to the face and head.

In the present study given instruction to do body scanning through breathing. Normally one minute to twenty minutes can allow. If you think of your body as a house, the body scan is a way to throw open all the windows and doors and let the fresh air of awareness sweep it clean.

Suggested to students that, they can practice body scans, long or short, lying in bed at night or in the morning. You can also practice them sitting or even standing .

### **Mindful Yoga Poses**

Before starting instructions about mindful yoga poses, given a class to students about what is mindfulness yoga.

The word “Yoga” means “yoke” in Sanskrit, and implies a harnessing together and unifying of body and mind. Yoga is a form of meditation, and when done regularly, is an excellent mind/body discipline for people who wish to move towards greater levels of health. Hatha yoga consists of postures done mindfully and with awareness of breathing. ( Jon- Kabat Zinn, 1995).

The first week, used for to administer certain selected body postures. Given demonstrations about the particular body postures, Given instructions to the students to focus their mind in each body postures, and to try to understand that experience, what they feel in each position.

Selected Leg Exercises, Hand exercises, Shoulder Rolls, Neck Rolls, for the first week.

#### **(1). Single Leg Raises.**

- a. Suggested students to lying on their backs in corpse position. Told them to bring their legs together; place hands by their sides, palms down.
- b. Inhale and bring right leg up to 90 degrees to a count of four. Keep both legs straight. Exhale down to a count of four. As soon as heel touches floor, relax legs and face etc.
- c. Repeat instruction for the left leg.

- d. Students who cannot raise legs to 90 degrees are advised to bring leg up as high as possible.
- e. Continue until exercise is completed 6 times each leg, suggested them to focus their mind to breath and body.

## ( 2 ) . Double Leg Raises

- a. Instructed students to lying on their backs in corpse position. Tell them to bring their legs together; place hands by their sides, palms down 90 degrees.
- b. Inhale both legs up to 90 degrees, to a count of four. Exhale down to a count of four.
- c. Repeat 6 times, if student , having tried the exercise several times, finds it too difficult, have them revert to single leg raises.

## Hand Exercises

- a. In standing position, instructed students to raise both hands slowly with inhale the breath and slowly hands down with exhale of breath.
- b. Slowly raise the hands and hold it parallel to the body, and slowly hands down.
- c. Raise both hands, with inhale of breath and slowly makes stretch to one side of the body, similarly do the stretch in opposite side of the body.

## Neck Exercises and Shoulder Rolls

- a. Rest the chin on the chest (20 Seconds). Lift head up and back ( 6times).
- b. Keeping trunk facing forward, turn head to right (5 seconds), Turn head to the left (3 times each side).
- c. Rotate the head and neck slowly clockwise (6times).
- d. Rotate the head and neck slowly clockwise ( 6 times).

## Shoulder Rolls

- a) In standing position given instruction to rotate slowly one hands shoulder, similarly do the other

hand also.

- b) Rotate both hands shoulder in clock wise and as well as in anti-clock wise also.

### **Table pose ( Bharmanasana)**

#### **Instruction**

- c) Come to the floor on your hands and knees. Bring the knees hip width apart, with the feet directly behind the knees. Bring the palms directly under the shoulders with the fingers facing forward.
- d) Look down between the palms and allow the back to be flat. Press into the palms to drop the shoulders slightly away from the ears. Press the tail bone towards the back wall and the crown of the head towards the front wall to lengthen the spine.
- e) Breathe deeply and hold for 1-3 breaths.

In the second and third weeks used to give instruction for certain mindful yoga poses For this purpose selected following five types of Asanas.

- 1. The Wind-releasing Pose (Pavana-mukta-asana)**
- 2. The Locust-( Salabhasana)**
- 3. Sitting Forward Bend (Paschimothanaasana)**
- 4. Standing Forward Bend (Padahastasna,)**
- 5. Tree Position, ( Vrikshasana).**

### **The Wind-Releasing Pose ( Pavana-Mukta-Asana)**

The Sanskrit word pavana means air or wind and mukta means freedom or release, therefore this is the "wind relieving posture" so named because it assists in releasing trapped digestive gas from the stomach and intestines.

#### **Instruction for The Wind-releasing Pose (Pavana-mukta-asana)**

- a. Inhale and bend the right knee and pull it close to the torso with both hands while interlocking the fingers just below the knee. Keep the left leg flat on the floor.
- b. Hold the inhaled breath for a few seconds then exhale slowly through the nostrils and lift the back, shoulders and head off the floor and touch the knee with the forehead.
- c. Hold the inhaled breath for a few seconds then exhale while bringing the right leg to the floor.
- d. Lie flat on the back in the shava-asana for a few seconds then repeat beginning with the left leg.

### **The Locust- (Salabhasana)**

#### **Instruction**

- a. Lying on the abdomen, make fists of the hands and bring them under the thighs. The hands should be turned so that the inner wrists touching and the thumbs are on the ground. Bring the elbows as close together as possible.
- b. Stretch your chin forward as far as possible and place it on the ground.

#### **Half – Locust**

- a. Inhale, raising first the right leg off the ground. Lift it as high as you can, without twisting the hips or knees.
- b. Breathe as you hold the position for about five seconds, gradually increasing to 15 seconds.
- c. Take a deep breath and exhale as you lower the leg to the ground.

Repeat on each side 2-3 times.

### **Sitting Forward Bend (Pashchimotanasana)**

- a. Sit up, keeping the legs together and straight out, with toes back towards the body. Inhale and stretch both arms up over the head, parallel to the ears. Stretch the spine upwards as much as possible.
- b. Retain the stretch, exhale and lean forward from the hips; reach for the toes.
- c. Keep the back and legs as straight as possible. If you are unable to reach the toes, hold the ankles,

the shins or even the knees.

- d. Bring the chest as close to the thighs as possible. Keep the knees straight with feet together.
- e. Beginners may hold the position for 10-30 seconds, breathing deeply.

With each exhalation, try to come forward a little more. Repeat 2-3 times.

### **Standing Forward Bend (Pada Hastasna,)**

#### **Instructions**

- a. Stand erect with feet together.
- b. Inhale and raise the arms over the head, keep the arms straight and next to the ears.
- c. Exhale slowly as you stretch the body forwards and down, bending from the hips and keeping the knees straight.
- d. Catch hold of the back of the legs and bring the forehead in as close to the knees as possible.

#### **Tree position ( Vrikshasana).**

##### **Instruction**

- a. Standing tall with your arms at your sides, start to shift your weight to your right foot.
- b. Inhale while lifting the opposite leg, rotating it externally. Use your left hand to help guide the sole of your left foot onto your inner right thigh.
- c. Bring your hands to your chest in Prayer position.
- d. Your left foot should be pressing firmly into your right thigh, and right thigh pressing firmly into your left foot. Maintain this pose while breathing in and out.

Mindful yoga is a type of yoga most often practiced before meditation. Just as there are certain poses that stretch and/or strengthen your body, and poses that give you energy, there are also poses that prepare your body for meditation. These mindful yoga poses are purposefully simple, as they help to slow down your breath as well as your body, quiet the mind, and of course, heighten your awareness.

## Summary of the Intervention

The Mindfulness Stress Reduction programme were applied to thirty students for two months. Under the supervision of a trained person in Mindfulness- Stress Reduction Programme. Weekly two working days were selected for the intervention. Administering time was at evening between 3- to 4pm. Usually that period was used for add on courses, so in that period students were free from syllabus based subjects. In one month they have received eight hours training, within two months, experimental students received 16 hours intervention programme. In the first month, first week was used for sitting meditation and breathing method. The second week used for body scan meditation. Third week used for mind full eating suggestion. The second month was used for mind full yoga. After the intervention, have taken a feedback from students. After the intervention, administered Achievement motivation and Test Anxiety scale once again to the experimental group and collected their data.

## DATA ANALYSIS

Data can be analyzed using SPSS. The collected data are tabulated and strictly checked. Each item was appropriately coded and entered in the data sheet according to the description code. The statically test used for the purpose of the analysis of the data are:

1. **Descriptive statistics like mean and standard deviation.**
2. **Student 't' test.**
3. **F value.**

## RESULTS

The Results section of a scientific research paper represents the core findings of a study derived from the methods applied to gather and analyze information. A major purpose of the Result section is to break down the data into sentences that show its significance to the research

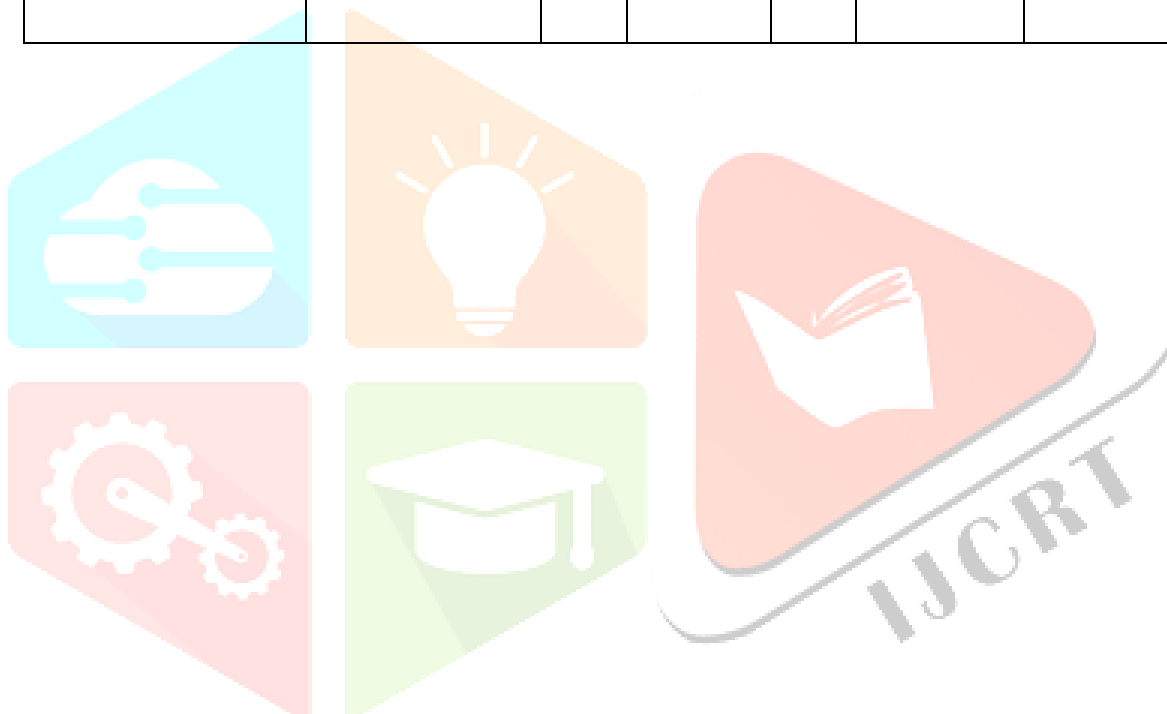


questions.

**Hypothesis 1:** There is gender differences in Test Anxiety among degree students.

**Table 1:** shows Mean, Sd and t Value Test Anxiety among Boys and Girls

| Variable | Group | N   | Mean  | SD   | t Value | Sig level |
|----------|-------|-----|-------|------|---------|-----------|
| Anxiety  | Boys  | 100 | 24.12 | 6.13 | 1.62    | .10       |
|          | Girls | 100 | 26,41 | 6.02 |         |           |



**Graph 1** show mean scores of Test Anxiety among boys and girls

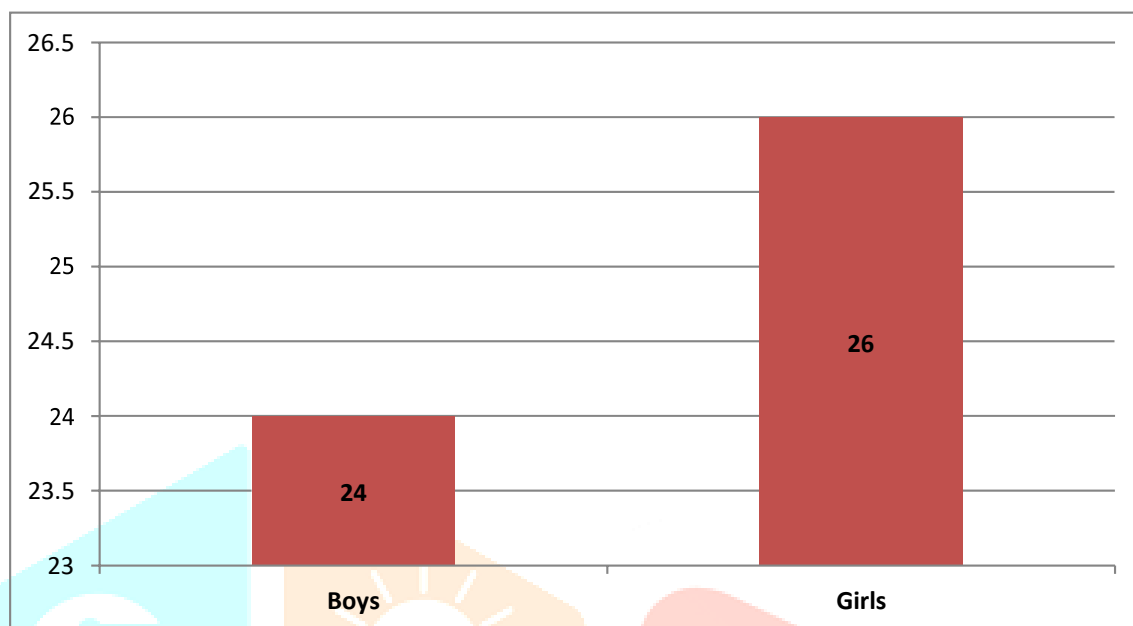


Table 1 shows ,the Mean Score of Test Anxiety in students of both Boys and Girls Mean Score of boys are 24.12 and mean score of Girls are 26.41. The t value of the above score is 1.62 and Probability value is .10. The result shows that there is no significant difference at 0.05 level between Boys and Girls in Test Anxiety.

There fore, the hypothesis 1 that, there is significant difference between boys and girls in their Test anxiety is rejected.

**Hypothesis 2:** There is significant difference between boys and girls in their Achievement Motivation.

**Table 2** Indicates Mean, Sd and t value of Achievement motivation among boys and girls.

| Variable               | Group | N   | Mean | SD   | t Value | Sig level |
|------------------------|-------|-----|------|------|---------|-----------|
| Achievement Motivation | Boys  | 100 | 16.6 | 3.3  | .52     | 6         |
|                        | Girls | 100 | 16.3 | 4.01 |         |           |

**Graph 2** show mean scores of Achievement motivation among boys and girls

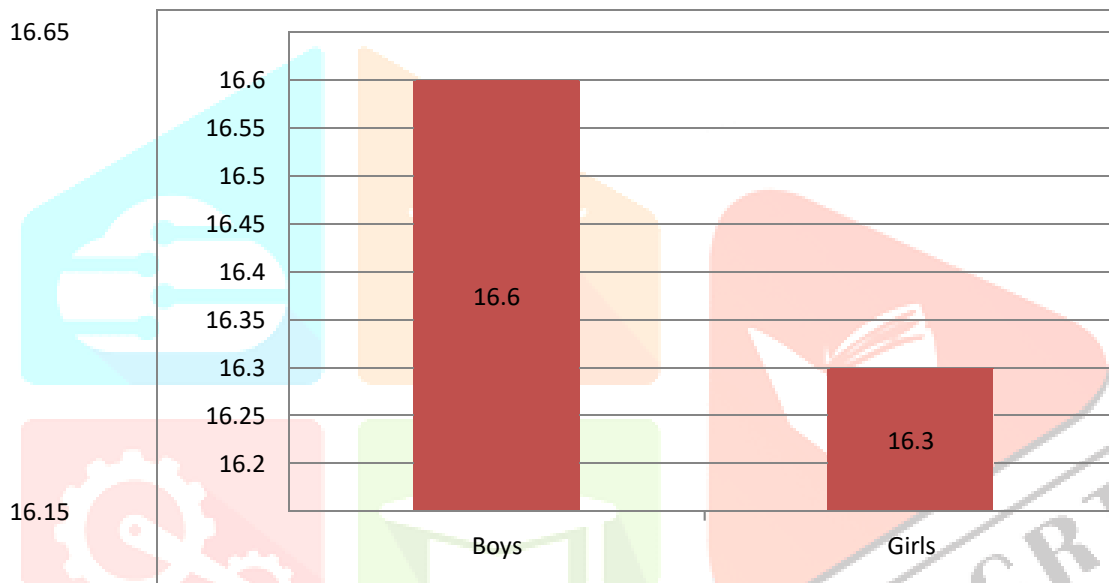


Table 2 shows, the mean score of Achievement Motivation in Boys and Girls are 16.6 and 16.3 respectively. The t value for the above score is .52 and probability value is 6. The result revealed that there is no significant difference between boys and girls in their achievement motivation.

Therefore, the hypothesis 2 that, there is significant difference between boys and girls in their Achievement Motivation is rejected.

**Hypothesis 3 :** There is difference in Test Anxiety among students based on the stream of subjects which they are studying

**Table 3:** Mean, F value Sd and of Test anxiety among Science, Commerce and Arts stream students.

| Variable | Stream   | N  | Mean  | Sd   | F score | Sig |
|----------|----------|----|-------|------|---------|-----|
| Anxiety  | Science  | 77 | 23.21 | 6.08 | 4.1     | .01 |
|          | Arts     | 48 | 25.02 | 6.15 |         |     |
|          | Commerce | 75 | 26.27 | 6.21 |         |     |

**Graph 3** show mean scores of Test Anxiety among Science, Commerce and Arts stream students

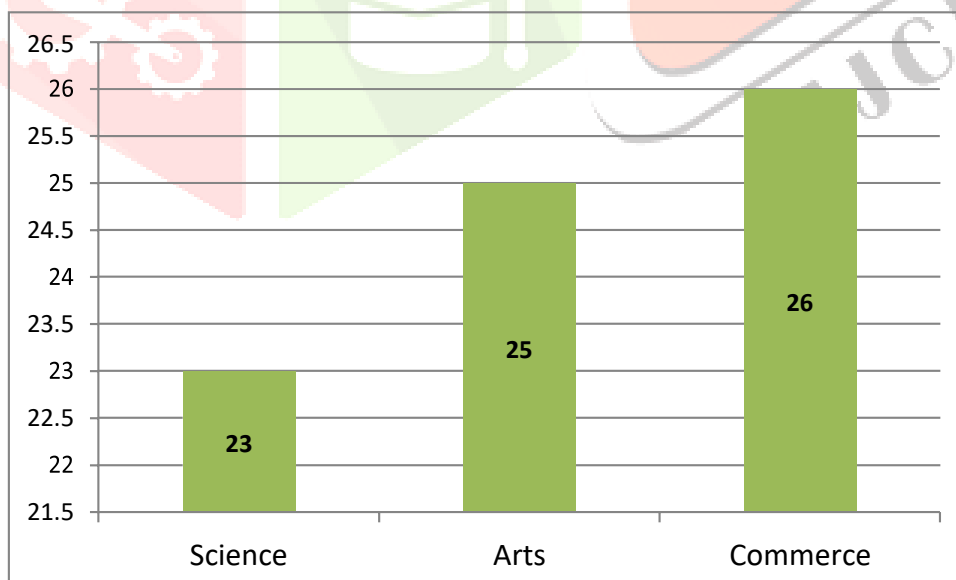


Table 3 shows, the mean score of Test Anxiety among Science, Arts, and Commerce Stream of subjects Studying Students. The Mean Score of Science Group is 23.21, Arts Group is 25.02 and Commerce Group is 26.27. The F value is 4.1. Probability value is .01. The above result reveals that there is significant difference between different stream of subjects studying students in their Test Anxiety.

Hypothesis 3: The hypothesis that, there is difference in Test Anxiety among students in the different subject of stream of studying were accepted.

**Hypothesis 4:** There is difference in Achievement Motivation among students based on the stream of subjects which they are studying.

**Table 4** Mean, Sd and F value of Achievement Motivation among Science, Commerce and Arts stream students.

| Variable               | Stream   | N  | Mean  | Sd   | F score | Sig |
|------------------------|----------|----|-------|------|---------|-----|
| Achievement motivation | Science  | 77 | 16.14 | 3.32 | .06     | .1  |
|                        | Arts     | 48 | 16.52 | 3.11 |         |     |
|                        | Commerce | 75 | 16.73 | 3.84 |         |     |

**Graph 4** show mean scores of Achievement motivation among Science, Arts and Commerce stream students

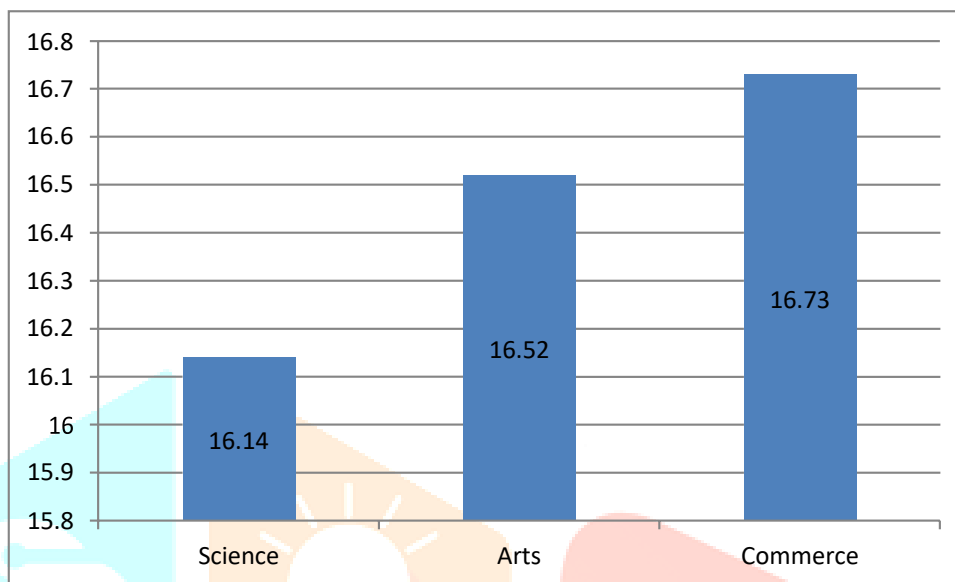


Table 4 shows, the mean score of Achievement Motivation among Science, Arts, and Commerce Stream of subjects Studying Students. The Mean Score of Science Group is 16.14, Arts Group is 16.52, and Commerce Group is 16.73. The F value is .06, Probability value is .1. The above result reveals that there is no significant difference between different stream of subjects studying students in their Achievement Motivation.

Hypothesis 4: There is difference in Achievement Motivation among students based on their stream of subjects which they are studying was rejected.

**Hypothesis 5 :** There is significant difference in Mindfulness Therapy on Test Anxiety in intervention and experimental group.

**Table 5** shows Mean, Sd and t value of Test anxiety among control group and experimental group.

| Group   |                    | N  | Mean | SD s | t Value | Sig Level |
|---------|--------------------|----|------|------|---------|-----------|
| Anxiety | Experimental Group | 30 | 7.02 | 3.13 | 5.12    | .005      |
|         | Control Group      | 30 | 2.32 | 2.02 |         |           |

**Graph 5** Show mean scores of Test anxiety among control group and experimental group

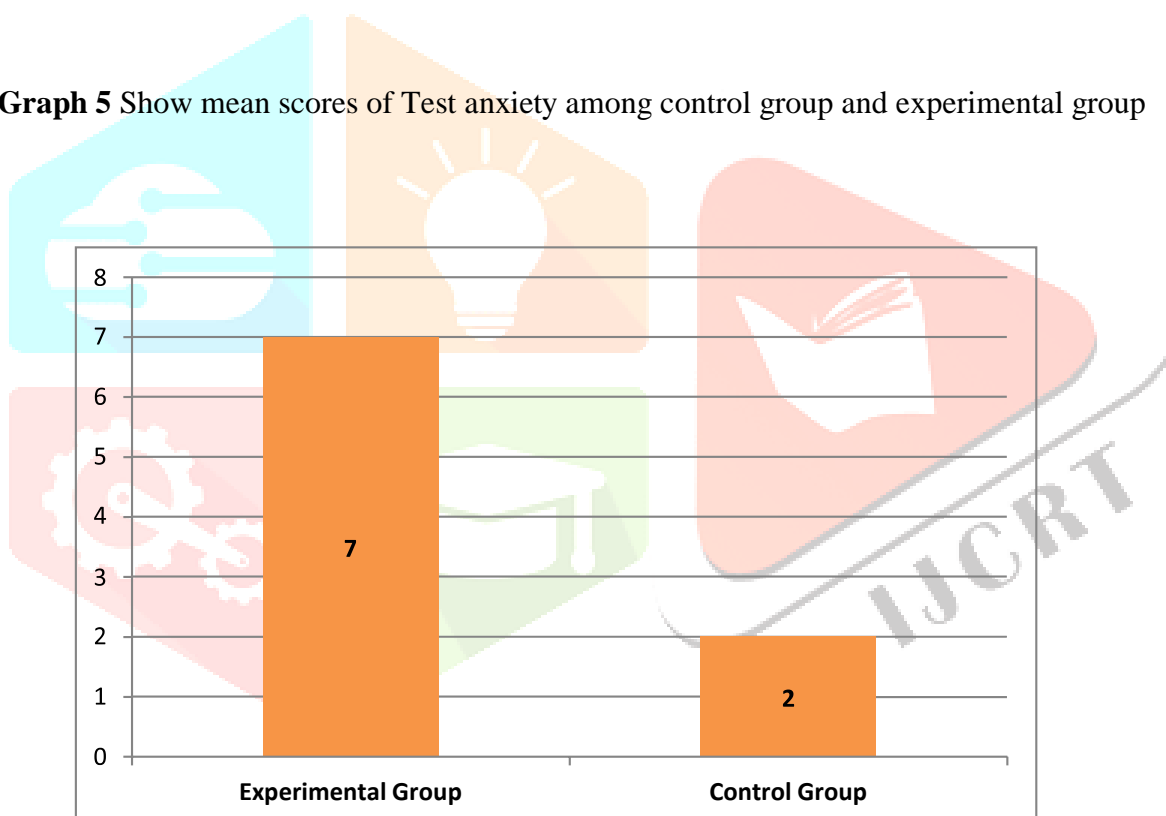


Table 5 results shows, the mean score of students in Test anxiety among control and experimental groups are, the mean score of experimental group is 7.02, for controlled group 2.32. The result of t value is 5.12, the probability value is .005. The result revealed that there is significant difference between experimental and controlled group in Test Anxiety.

Hypothesis 5 : There for the significant difference in mindfulness therapy on Test Anxiety in intervention and experimental group were accepted.

**Hypothesis 6.:** There is Significant difference in Mindfulness Therapy on Achievement Motivation in Intervention and Experimental Group.

**Table 6 :** Shows Mean, Sd, t value of Achievement Motivation among Control Group and Experimental Group.

| Variable               | Group              | N  | Mean  | SD   | t Value | Sig level |
|------------------------|--------------------|----|-------|------|---------|-----------|
| Achievement Motivation | Experimental group | 30 | 12.05 | 3.01 | 3.11    | .003      |
|                        | Controlled Group   | 30 | 6.43  | 3.51 |         |           |

**Graph 6** shows Mean scores of Achievement Motivation among control group and experimental group.

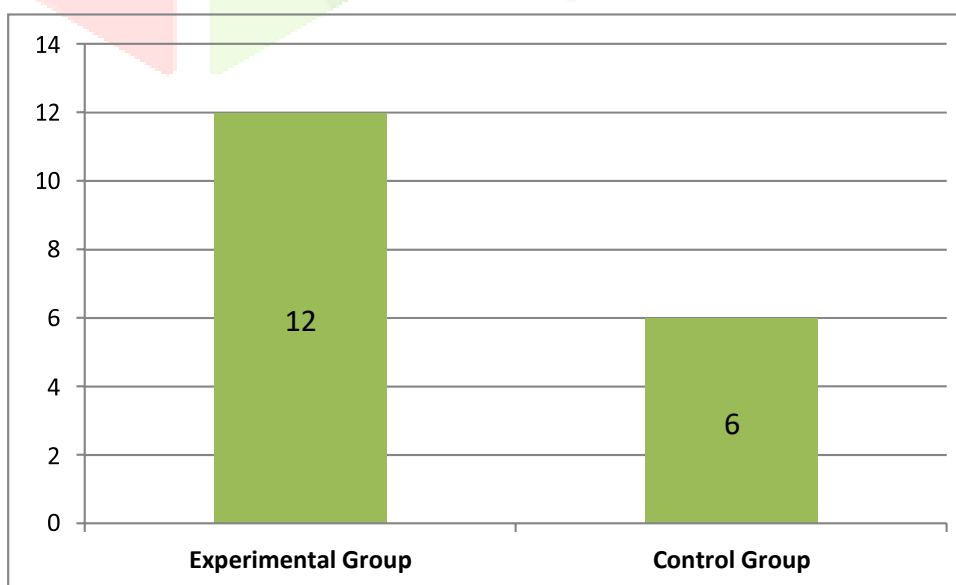




Table 6 shows , the Mean score of achievement motivation in experimental group is

12.05 and Mean score of Achievement Motivation in controlled group is 6.43. The t value for the above score is 3.11. The probability value is .003. The result revealed that there is significant difference in achievement motivation of students in experimental group and controlled group.

Hypothesis 6: The hypothesis that, there is significant difference in Mindfulness Therapy on Achievement Motivation in Intervention and Experimental group is accepted.

## DISCUSSION

**Table 1** shows the Mean Score of Test Anxiety in students of both Boys and Girls. The table 1 revealed that, mean score of boys are 24.12 and mean score of girls are 26.41. The t value of the above score is 1.62 and Probability value is .10, and this result revealed that there is no significant difference at 0.05 level between Boys and Girls in Test Anxiety.

It may be in modern society the children are treated equally, there is no bias based on their gender. Both group of students are getting equal parental support and social support. In all educational institutes are considering students emotional problems equally, there were no gender biased differences. Moreover nowadays Society also considering children's needs equally. Encouraging both boys and girls potentiality also equally. Both groups of boys and girls are getting equal opportunities in this competitive world. The amount of test anxiety faced by both the group will be same because the age groups are similar and content of the study mode will be the same.

The present studies are supporting the findings, Riyadh and Dawood (2016) conducted a study on relationship between test anxiety and achievement motivation among graduate students. It included students of 300 students in Bangal, included 150 boys and 150 girls. The result revealed that, there is no difference in test anxiety in both male and female students. Statistically significant negative correlation between test anxiety score.

But the contradiction of the present result the following three studies were revealed that there is gender difference in test anxiety.

Dave and Anthony (2003) conducted a study on test anxiety among higher secondary students, the sample included 250 students. And it was found that compare to male students, female students were more test anxious. But in general level of test anxiety was equal in both male and female.

Niuzhang and Charles (2014) conducted study on test anxiety among college students. It included both male and female students. It was found that female student was significantly higher than those of males students in test anxieties.

Huberty and Dick (2006) have been conducted a study on the Test anxiety among adolescents students with the help of multi-stage sampling technique, aged between 14 -18 years were participated in the study. The data were collected with the help of a standardized psychological test, the State-Trait Anxiety Inventory, and with a self-report semi-structured questionnaire. The result showed that boys were more anxious than girls.

Therefore the Hypothesis 1 that there is significant difference between boys and girls in their Test anxiety is not accepted.

**Table 2 :** Result of the Table 2 shows the mean score of Achievement Motivation in Boys and Girls are 16.6 and 16.3 respectively. The t value for the above score is .52 and probability value is 6. The result revealed that there is no significant difference between boys and girls in their achievement motivation.

The need to achieve is the spring-board of achievement motive. This desire to achieve is a basic and natural as other biological or psychosocial need. In a competitive society children usually learn the achievement motives from their parents and families. Studies has shown that children who got cooperative, encouraging and less authoritarian family environment usually develop as achievement oriented children (Nelson and Backer, 2008). In case of children the acquire achievement motivation during the formative stage of social development. They learn it from their parents, other role models and socio- cultural influences, they can acquire the values that they should attain good position, social standing and achievement motivation (Atkinson and Fether,1964).

Rakhonde and Adhane (2012) conducted a study on achievement motivation among college students. The mean score of the male students on achievement motivation is higher than female students but there is no significant difference between female and male students on their achievement motivation.

The above three studies supporting that, If the both genders are getting same social developments, social –cultural influence, and if they are imitating same role models from parents, they can achieve equal achievement

motivation. So gender difference is not affecting them. Several factors, including parental belief and practice, socio-economic status and peer influence, teachers influence affect children's achievement. Other than this in the area of academic achievement can be affected by number of factors including attitude, socioeconomic status, self-efficacy, motivation, ability, learning environment anxiety (Burlison and Smarter,1992).

But contradiction of the above studies, Clark (2010) studied on both male and female college students, the study result concluded that there is a substantial variance between females and males college students in achievement motivation and goal orientation.

The present study also supported the finding that, if the both gender are getting same type influence from peer groups and teachers, and if they belongs in same socioeconomic status, same learning environment they can have same level of achievement motivation. Ahmed's (2012) research study results showed that there was no substantial variance in achievement motivation of the boys and girls.

Therefore, the hypothesis 2 that, there is significant difference between boys and girls in their Achievement Motivation is rejected.

**Table 3:** Result of Table 3 shows the mean score of Test Anxiety among Science , Arts, and Commerce Stream of subjects studying students.

The Mean Score of Science Group is 23.21, Arts Group is 25.02 and Commerce Group is 26.27. The F value is 4.1, Probability value is .01 and the above result reveals that there is significant difference between different stream of subjects studying students in their Test Anxiety.

The following studies supported that the student's anxiety in studying different subjects will negatively affect their academic performance and it will create test anxiety also.

The researchers Ashcraft and Moore (2009) hypothesized that students perception of a subject's difficulty were correlated positively with their levels of test anxiety in that subject and other subjects. Further, we assumed students would report greater test anxiety when they believed mastery of a subject demanded precise answers on tests, rather than a general understanding of the course content. Authors compared college students' self-reported test anxiety levels in four traditional academic subjects: English, Mathematics, Physical Science, and Social Science. Participants were predominantly African American, Hispanic, and Asian American.

Test anxiety scores and perceptions of subject matter difficulty were related.

Bezzina's (2010) study illuminated some interesting parallels between anxieties in studying certain subjects. A study conducted in student's anxiety in studying subjects, two factors were observed to underlie statistics anxiety scores, namely, statistics Anxiety to study in certain subjects will influence their other academic performance.

The study revealed that negative attitudes towards certain subjects will lead to test anxiety. Anxiety towards the certain subjects will lead, test anxiety and it will affect the student's academic work. Math anxiety is serious obstacles for children in all levels of educational developments. ( Everson etal.,1993).

The above mentioned all research studies are supporting the present findings.

There for the hypothesis 3, there is difference in Test Anxiety among students in the different subject of stream studying were accepted.

**Table 4:** The result of Table 4 shows the mean score of Achievement Motivation among Science, Arts, and Commerce Stream of subjects Studying Students. The Mean Score of Science Group is 16.14, Arts Group is 16.52, and Commerce Group is 16.73. The F value is .06. Probability value is .1. The above result revealed that there is no significant difference between different streams of subjects studying students in their Achievement Motivation.

The present study explored individual and gender differences in university entry and selection of educational pathway. Student's academic achievement is related to the selection of the subjects for their studying. Students are selecting stream of subjects based on their interest. The different stream of subjects is science, technology, engineering, and mathematics course (STEM field of study). Participants were from a sample of 18-year-old Australian youths. The results suggested that (a) both math self-concept and intrinsic value interact in predicting advanced math course selection, matriculation results, entrance into university, and STEM fields of study; Guo etal, 2015).

The Hypothesis 4 : is difference in Achievement Motivation among students based on their stream of subjects which they are studying. Therefore the present

hypothesis of achievement motivation among students based on their stream of subjects they are studying is rejected.

**Table 5** Results shows the mean score of students in Test anxiety among control and experimental

groups are, the mean score of experimental group is 7.02, for controlled group 2.32. The result of t value is 5.12, the probability value is .005. The result revealed that there is significant difference between experimental and controlled group in Test Anxiety.

The following studies are supporting the present findings

Napoli (2011) found that mindfulness practice produces positive transformation both inside the class room and outside the classroom. Those students who practice mindful breathing, reported benefit, for instance, they were found to be more focused and relaxed, showed less anxiety before any exam.

Wenk-Sormaz (2005) examined a group of under graduate students. In his study he provided mindfulness training three groups of attention tasks were developed

by him. First group was given meditation training related to breath, second group was given mnemonic learning task, and a third group was asked to allow their minds to wander freely. After the training of mindfulness therapy, it was not noticed that students who were underwent for intervention were experienced free from anxiety.

The present study is supporting the finding. This study is designed to look at the relationship between test anxiety and mindfulness. This study consists of three surveys designed to look at different aspects of mindfulness and test anxiety. The Test Anxiety Inventory (TAI) is designed to determine to what degree a student has test anxiety. The Five Facet Mindfulness Questionnaire (FFMQ) is designed to measure an individual's level of mindfulness in five different facets. The White Bear Suppression Inventory (WBSI) is designed to measure how much individuals suppress their thoughts. A Pearson Correlation was used to look for significant relationships between the TAI, the FFMQ. The conclusion of the study suggesting that Mindfulness intervention will reducing anxiety ( Brannon and Jamey,2010).

Hypothesis 5: There is significant difference in Mindfulness Therapy on Test Anxiety in intervention and experimental group. There for the significant difference in mindfulness therapy on Test Anxiety in intervention and experimental group were accepted.

**Table 6** shows the Mean score of achievement motivation in experimental group is 12.05 and Mean score of Achievement Motivation in controlled group is 6.43. The t value for the above score is 3.11. The probability value is .003. The result revealed that there is

significant difference in achievement motivation of students in experimental group and controlled group.

The present study aimed studying the effect of Mindfulness-Based Cognitive Therapy on locus of control and achievement motivation in students with learning problems. This research method is a semi-experimental with pretest-posttest and control group design. The sample consists of 30 students, three questionnaires were used in this test (Rotter's Locus of Control Scale, Herman's achievement motivation questionnaire (HAMQ) and Colorado Learning Difficulties Questionnaire (CLDQ). Research findings indicated that Mindfulness-Based Cognitive Therapy change locus of control from external to internal. Mindfulness-Based Cognitive Therapy is effective for enhance internal locus of control and self-esteem(Howell and Buro, 2011).

Hypothesis 6. : There is Significant difference in Mindfulness Therapy on Achievement Motivation in Intervention and Experimental Group. Therefore, the hypothesis that, there is significant difference in Mindfulness Therapy on Achievement Motivation in Intervention and Experimental group is accepted.

For those who suffer from test anxiety, the examination is the threat. It has been estimated that as many as 20% of all college students suffer from test anxiety that severely impacts their academic achievement (Test Anxiety, UT Learning Center, 2006).

There are various techniques to avoid test anxiety comes under the behavioral technique, mindfulness training methods followed the principal of systematic desensitization (Antony and Roemery, 2003).

According to the study completed by Shapiro et al. (1998) mindfulness-based stress reduction techniques reduced the amount of trait and state anxiety. The present studies result indicated the benefits of mindfulness stress reduction therapy to reduce test anxiety and can improve achievement motivation.

## **SUMMARY AND CONCLUSION**

### **MAJOR FINDINGS**

- There were no gender differences in Test Anxiety among degree students.
- There were no gender differences in Achievement Motivation among degree students.
- Students were shows Test Anxiety based on the stream of subjects which they are studying.
- There is no influencing on Achievement Motivation among students based on the stream of subjects which they

are studying.

- Mindfulness Therapy was effective on Test Anxiety in intervention group, after the intervention students test anxiety was reduced.
- Mindfulness Therapy was influencing on Achievement Motivation in intervention group, after the intervention students level of achievement motivation was increased.

### IMPLICATION OF THE STUDY

The findings of the study help to understand the benefits of mindfulness stress reduction program in students to reduce their exam anxiety. To control the students test anxiety is very essential, otherwise it will negatively affects student's mental health. High level of test anxiety can lead to difficulty concentrating, experiencing racing thoughts, and negative self-talk. Due to the test anxiety Students may experience sudden forgetfulness, difficulty in concentrating, and feelings of dread. This behavioral issues can lead them to antisocial activities, and may be force them to attempt suicide. Moreover the behavioral effects can lead an individual to fidget, or avoid the test. Researchers have also found that many highly test anxious students endorse criteria for psychopathology. Mindfulness Therapy can apply to students to avoid those issue due to the test anxiety. Mindfulness-Based Cognitive Therapy can influence on locus of control and achievement motivation in students with learning problems. Research findings indicated that Mindfulness-Based Therapy increases the level of achievement Motivation. This intervention method is effective for enhance achievement motivation and reducing students test anxiety.

From the feed back report of the students it was cleared that mindfulness therapy is helping students to improve their confidence to approach exams. Mindfulness therapy decreasing their anxiety and stress in academic works, it is helping them to improving their academic skill. It is help them to fell peace of mind during the period of mindful practicing. Over all students felling energy and increasing calm. The finding of the study help to understand the benefits mindfulness based stress reduction therapy in college students.

### TENABILITY OF THE HYPOTHESIS

| Sl. No | HYPOTHESIS | TENABILITY |
|--------|------------|------------|
|        |            |            |

|   |  |              |
|---|--|--------------|
| 1 | There is gender differences in Test Anxiety among degree students.   | Not Accepted |
| 2 | There is gender differences in Achievement Motivation among degree students.   | Not Accepted |
| 3 | There is difference in Test Anxiety among students based on the stream of subjects which they are Studying             | Accepted     |
| 4 | There is difference in Achievement Motivation among students based on the stream of subjects which they are studying.  | Not Accepted |
| 5 | There is significant difference in Mindfulness Therapy on Test Anxiety in experimental and controlled group.           | Accepted     |
| 6 | There is significant difference in Mindfulness Therapy on Achievement Motivation in experimental and controlled group. | Accepted     |

### SUGGESTION FOR FUTURE STUDY

In the present research work was all about mindfulness based stress reduction program applied only in college students. The result of the study revealed that through the effect of mindfulness therapy we can reduce college students Test anxiety and can improve their Achievement Motivation. From this work, be identified that the students having test anxiety since their schooling, it is advisable to reduce such anxiety at school level rather than starting from college level. Un necessary anxiety can create negative effect on their achievement. So Solution for such problem is can apply mindfulness therapy from elementary school level to avoid their test anxiety.

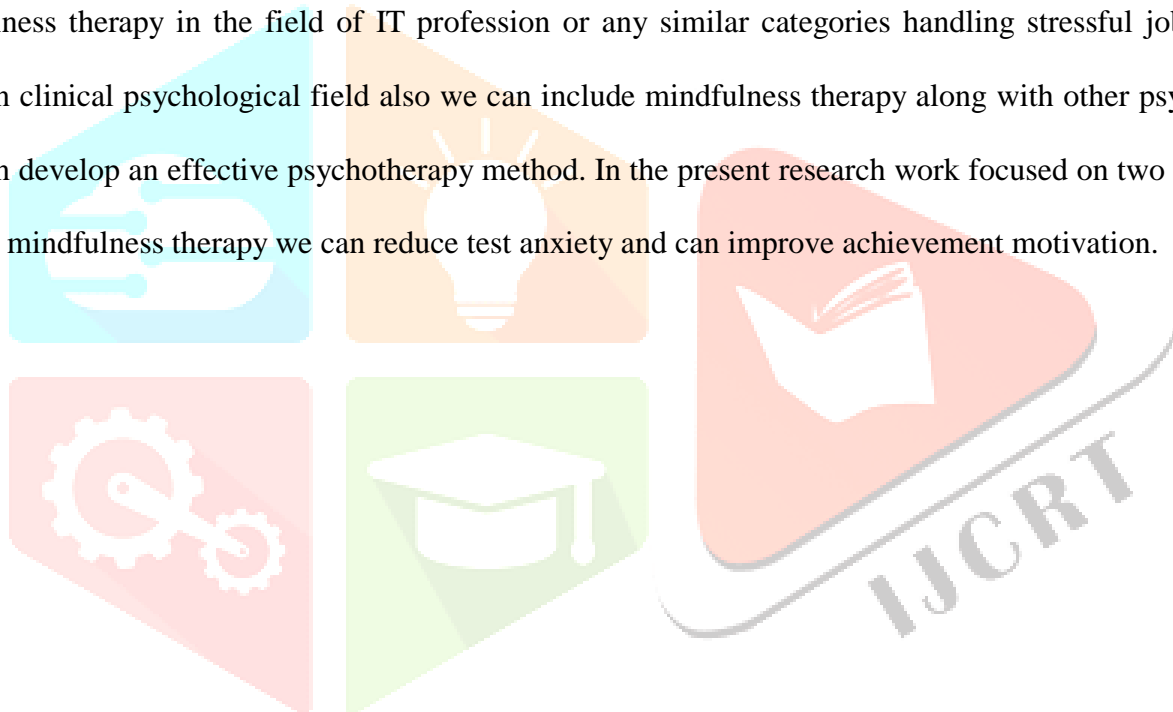
Like students, teachers working in both schools and colleges have work pressure and these lead them to anxiety. Certain research studies revealed that those teachers having anxiety will directly affect their students



performance negatively. We can train teachers about mindfulness intervention and so that through teachers, this intervention can be directly implemented to students. Otherwise, recruiting yoga teachers from school level will be a solution for developing positive energy among students. So mindfulness therapy can effectively apply for teachers also. So mindfulness therapy places an important role in educational field.

Unlike normal students those who have learning disability have more exam anxiety and low level of achievement motivation, so those students also will need separate attention in the form of mindfulness intervention. Like education field mindfulness therapy can be applied in other organizations, in any field we can see job

related stress, which can be properly managed by mindfulness intervention. So that we can recommend trainers for mindfulness therapy in the field of IT profession or any similar categories handling stressful jobs. Apart from those, in the clinical psychological field also we can include mindfulness therapy along with other psychotherapies. This can develop an effective psychotherapy method. In the present research work focused on two variables that, through mindfulness therapy we can reduce test anxiety and can improve achievement motivation.



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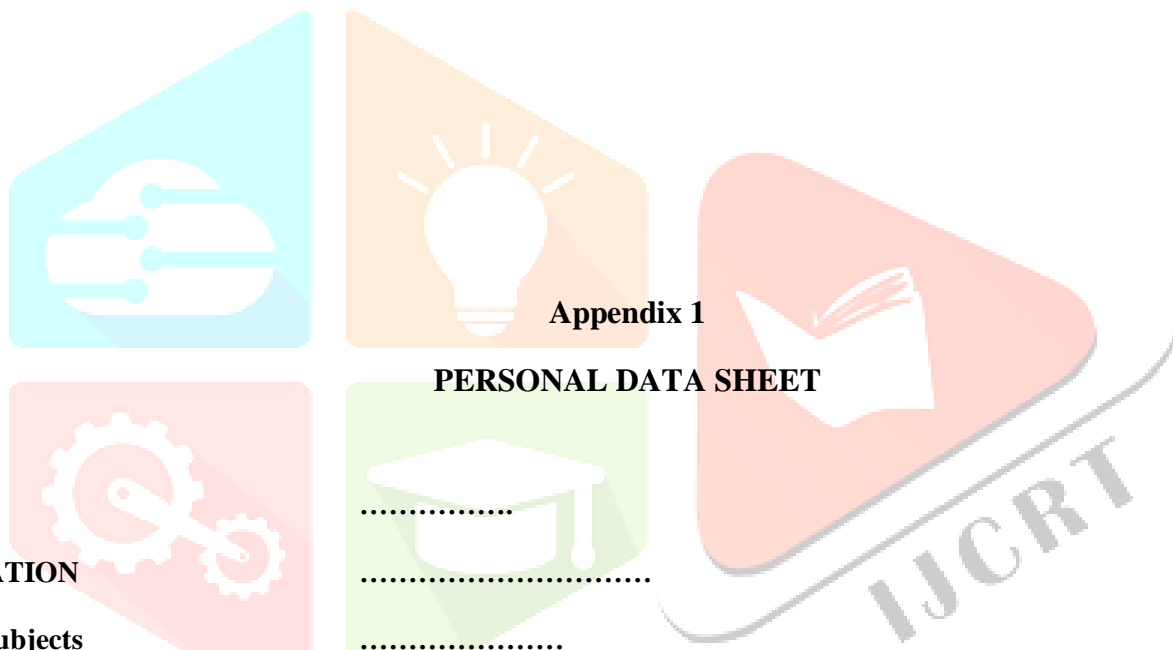
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**AGE**

**EDUCATION**

**Class/ subjects**

**GENDER**

**HOBBIES**

.....

.....

.....

.....

.....

**Having any medicines for physical or psychological issue: .....**

**Do you have any severe fear any person, place or objects .....**

### Appendix –II WESTSIDE TEST ANXIETY SCALE

Rate how true each of the following is of you, from extremely or always true, to not at all or never true. . Circle your answers:

- |   | 5                           | 4                         | 3                              | 2                          | 1                        |
|---|-----------------------------|---------------------------|--------------------------------|----------------------------|--------------------------|
|   | extremely<br>always<br>true | highly<br>usually<br>true | Moderately<br>Sometime<br>True | slightly<br>seldom<br>true | not at all<br>never true |
| 1) The closer I am to a major exam, the harder it is for me to concentrate on the material.   | 5                           | 4                         | 3                              | 2                          | 1                        |
| 2) When I study for my exams, I worry that I will not remember the material on the exam.  | 5                           | 4                         | 3                              | 2                          | 1                        |
| 3) During important exams, I think that I am doing awful or that I may fail.  | 5                           | 4                         | 3                              | 2                          | 1                        |
| 14) I lose focus on important exams, and I cannot remember material that I knew before the exam.  | 5                           | 4                         | 3                              | 2                          | 1                        |
| _____ 5) I finally remember the answer to exam questions after the exam is already over.  | 5                           | 4                         | 3                              | 2                          | 1                        |
| _____ 6) I worry so much before a major exam that I am too worn out to do my best on the exam.  | 5                           | 4                         | 3                              | 2                          | 1                        |
| _____ 7) I feel out of sorts or not really myself when I take important exams.  | 5                           | 4                         | 3                              | 2                          | 1                        |
| _____ 8) I find that my mind sometimes wanders when I am taking important exams.  | 5                           | 4                         | 3                              | 2                          | 1                        |
| _____ 9) After an exam, I worry about whether I did well enough.  | 5                           | 4                         | 3                              | 2                          | 1                        |
| _____ 10) I struggle with written assignments, or avoid doing them, because I feel that whatever I do will not be go enough. I want it to be perfect. | 5                           | 4                         | 3                              | 2                          | 1                        |

Appendix –III ACHIEVEMENT MOTIVATION TEST

You have to tick the preferable answers. Do not leave any of the questions.

1. What I want most in my life is.....

- a) to get an ideal home life
- b) to be a popular man in the society
- c) to do something requiring efforts

2. I would like to solve.....

- a) those problems which will give new experiences.
- b) the socio-economic problems of my country
- c) very difficult puzzles and quizzes

3. I am happiest when.....

- a) making others happy
- b) B.I become the centre of other"s attention
- c) successful in my work

4. I often strongly think of.....

- a) being one respected political leader
- b) being a famous social leader
- c) accomplishing something great

5. My aim of life is.....

- a) to make a long record of successful achievements
- b) to attain high status in society
- c) to serve the nation

6. I like to praise those who.....

- a) have earned a name of repute in their own field
- b) have some principles in life.

c) have devoted themselves in the service of mankind 7. I want to know.....

- a) How I can be successful to whatever I undertake
- b) The honest means of accumulating wealth.
- c) The easiest way of achieving the world peace

8. Before starting a difficult task.....

- a) I would plan to work out its details
- b) I would think about the difficulties that may come in the way
- c) I would invite suggestions from others

9. It is my nature to.....

- a) do things for my friends
- b) undertake tasks which require great skills.
- c) keep things neat and clean.

10. I wish I could always be.....

- a) eager in successfully doing difficult jobs
- b) eager to be sympathetic to sick and poor people
- c) eager to visit new places, see new persons and get new things.

11. I feel upset when.....

- a) I am blamed by my own people
- b) I am neglected
- c) I fail to reach my desired goal

12. I want to accomplish the task.....

a) in a neat and clean fashion

b) to do it more better than others

c) to finish it before the time fixed 13. I like to.....

a) read fictions and do courageous works

b) think of my future

c) visit different places of the world

14. I usually think.....

a) that I should get honor and respect like a leader

b) that I should perform something great and unique

c) that I should help and look after the sick and injured 15. I like to be.....

a) very systematic and orderly in the work I undertake

b) very faithful and sincere to my friends and colleagues

c) best in my performances and assignments

16. I like that.....

a) I may earn money

b) B.I may do most important work

c) I may become the master of myself 17. I am

always.....

a) ready to fight for the noble and reasonable cause

b) ready to enhance and develop my ability

c) prepared to remove cartelism and other social evils

18. I am sure that during next five years.....

- a) I will be earning lot of money
- b) I will be expert in my field
- c) I will be independent

19. I want that .....

- a) my institution may be more democratic
- b) the environment of my town be more peaceful and healthy
- c) the environment of my house may allow me to study

20. I like things which.....

- a) may make me rich and more possessing
- b) may make me to get respect that of a leader
- c) may be achieved by others with great difficulty

21. I get satisfaction most in.....

- a) remaining in the company of famous and popular persons
- b) doing the most difficult tasks
- c) testing others and to give advice to them

22. I give preference to.....

- a) difficult tasks over simple and easy tasks
- b) remain in the company of elderly and experienced persons
- c) get encouragement from my friends and others

23. I genuinely believe that for me.....

- a) it is possible to attain high social status
- b) it is possible to get enough power
- c) it is possible to get desired maximum achievements

24. I wish that I may be.....

- a) liberal and kind to my friends at all times
- b) sympathetic to sick and poor people
- c) successful in doing difficult works

25. I am most happy when I.....

- a) get a chance to enjoy with others by wits and humour
- b) get honour& respect after performing difficult tasks successfully
- c) get the chance to get a high position

26. I feel.....

- a) upset when I am not getting success in the examinations despite of hard work
- b) sad at the death of somebody near and dear to me
- c) enraged when some of my friends do not get justice

27. in general I may be described as a.....

- a) tolerable person
- b) humble and polite person
- c) optimistic person

28. I sincerely wish.....

- a) to be a most sweet person
- b) to be happy and most fortunate person
- c) that I may attain the high achievements in a surprising manner.

29. While working in a group I wish that.....

- a) I may perform the best work than others
- b) I may be the leader of the group
- c) I may do the work in most systematic way.



30. I consider myself better than others who.....

- a) are unsocial by nature
- b) do not feel the responsibility

c) do not fix any aim of life and do not work to get it 31. I get pleasure in

.....

- a) the company of children.
- b) solving difficult problems
- c) living with jovial people

32. I believe.....

- a) love is more better than justice
- b) my future depends on some special achievements
- c) it is better to be sincere and faithful than to be popular.

33. Generally ,I.....

- a) critically analyses other's decisions
- b) am polite in behavior
- c) do the work till it is completed successfully

34. In most of the social situations ,I.....

- a) try to be traditional
- b) try to become a bit able to do work in accordance with the social traditions.
- c) try to attract and get other's attention by my work.

35.I like to.....

- a) become a big authority in some business or work.
- b) do my activities in a systematic way.
- c) make friendly sympathetic behavior with sad people.

36. my real wish.....

- a) is to get the highly paid work
- b) is to enjoy the bliss of happy married life.
- c) is to attain reputable attainments

37.I want that I should become so able that.....

- a) I may use such words the meaning of which nobody should be able to understand
- b) I may be able to do better work than others

c) I may forgive him who wants to harm me 38.I.....

- a) may try my level best to become a big person in my field.
- b) may try to remain firm in following truth
- c) may try to help the helpless people to the best of my capacity

39. Generally , I wish that.....

- a) I may be a worshipper of god
- b) I may serve the poor without caring for any return.
- c) I may get additional success in some work.

40. I avoid.....

- a) such person who are pleasure-seekers only and are without responsibility
- b) those situations which are not competitive
- c) those persons who are mentally illusioned and unsystematic

41. I want that others may think about me as.....

- a) laborious person

b) very good natured person

c) very intelligent and capable person

42. I feel very good when.....

a) I relate my personal experiences to others.

b) I am told to make others to understand something

c) I have to do any difficult work

43. I always.....

a) do the activities in my own systematic way

b) try to please everybody with my behavior

c) try to do my work in the best possible way

44. I evaluate my ability by saying.....

a) my teachers are partial and side others

a) B .whatever the grade has been given to me is related with labor I have put in

b) C. the grade given to me is less than the labor I have put in.

45. I am.....

a) morally a correct person

b) determined to get my high goal in life

c) tolerable to those persons who try to hit me.

46. I am full of anxiety for.....

a) knowing my deficiencies so that I may remove them

b) doing more important work

c) becoming the centre of attraction in group.

47. I bear out the pain because.....

a) nobody should feel painful feelings given by me.

b) I may escape from other's allegations

c) I may remove difficulties and get first class success.

48. I am.....

- a) courageous , but would avoid unnecessary dangers and risks
- b) quite punctual and never late for work, school & appointments
- c) quite neat organized in what I do

49. I am of the opinion that for pleasure and happiness one must.....

- a) get the basic amenities of life.
- b) enrich the records ones achievements
- c) support charities

50. In whatever work I undertake.....

- a) I like to do very best
- b) I like to assume full responsibility for it
- c) I like to make advance plans.



## Appendix IV

### Mind Fullness Based Stress Redaction Therapy (MBSR): An Introduction

One route is in practicing mindfulness-based stress reduction. Intensive training in mindfulness meditation can cultivate states of relaxation, improve physical symptoms of pain and chronic illness, open our minds to greater insight, and enhance our physical health and sense of well-being for fuller, more satisfying lives. The course originated twenty years ago with Jon Kabat-Zinn, Ph.D., founder of the Stress Reduction Clinic at the Center for Mindfulness at UMassMemorial Medical Center in Worcester. This form of meditation practice stems primarily from the Buddhist tradition and was intended as a means of cultivating greater awareness and wisdom, helping people to live each moment of their lives as fully as possible.

An integral part of mindfulness practice is to look at, accept and actually welcome the tensions, stress and pain, as well as disturbing emotions that surface such as fear, anger, disappointment and feelings of insecurity and unworthiness. This is done with the purpose of acknowledging present moment reality as it is found - whether it is pleasant or unpleasant - as the first step towards transforming that reality and one's relationship to it. Mindfulness-based stress reduction, also includes the practice of yoga. Yoga encourages musculoskeletal strength, flexibility and balance, as well as inner stillness.

#### Sitting Meditation and Mindful Breathing

We call the heart of the formal meditation practice “sitting meditation” or simply “sitting.” As with breathing, sitting is not foreign to anyone. We all sit, nothing special about that. But mindful sitting is different from ordinary sitting in the same way that mindful breathing is different from ordinary breathing. The difference, of course, is your awareness.

To practice sitting, we make a special time and place for non-doing. We consciously adopt an alert and relaxed body posture so that we can feel relatively comfortable without moving, and then we reside with calm acceptance in the present without trying to fill it with anything. You have already tried this in the various exercises in which you have watched your breathing.

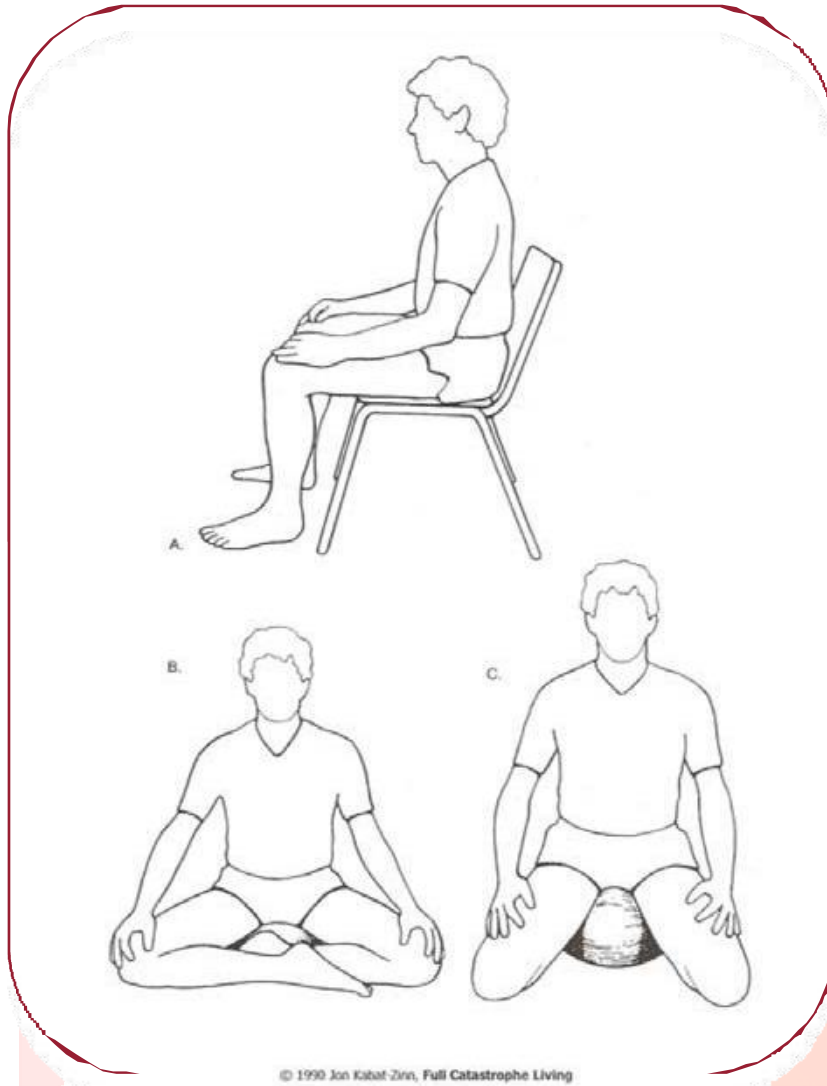
It helps a lot to adopt an erect and dignified posture, with your head, neck, and back aligned vertically. This allows the breath to flow most easily. It is also the physical counterpart of the inner

attitudes of self-reliance, self-acceptance, and alert attention that we are cultivating. We usually practice the sitting meditation either on a chair or on the floor. If you choose a chair, the ideal is to use one that has a straight back and that allows your feet to be flat on the floor.

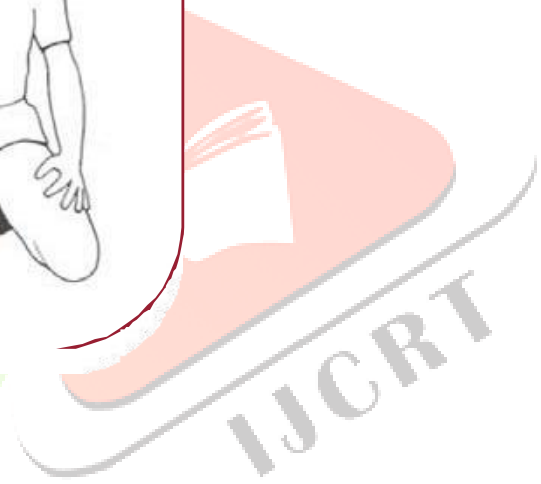
It is simple but it is not easy. When we have assumed the posture we have selected, we bring our attention to your breathing. We feel it come in, we feel it go out. It sounds simple, and it is full awareness on their breath, Letting the breath just happen, observing it, feeling all the sensations, gross and subtle, associated with it.

In practicing meditation we don't try to answer such questions. Rather we just observe the impulse to get up or the thoughts that come into the mind. And instead of jumping up and doing whatever the mind decides is next on the agenda, we gently but firmly bring our attention back to the belly and to the breathing and just continue to watch the breath, moment by moment.

By doing so you are training your mind to be less reactive and more stable. You are making each moment count. You are taking each moment as it comes, not valuing anyone above any other. In this way you are cultivating your natural ability to concentrate your mind. By repeatedly bringing your attention back to the breath each time it wanders off, concentration builds and deepens, much as muscles develop by repetitively lifting weights. Working regularly with (not struggling against) the resistance of your own mind builds inner strength.



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## Mindful Eating- Suggestions

### 1. Eat Slower

Eating slowly does not have to mean taking it to extremes. Still, it's a good idea to remind yourself and your family, that eating is not race. Taking the time to savour and enjoy your food is one of the healthiest things you can do. You are more likely to notice when you are full, you will chew your food more and hence digest it more easily,

### 2. Savor the Silence

Eating in complete silence may be impossible for a family with children , but you might still encourage some quiet time and refection. Again , try introducing the idea as a game- lets see if we can eat for two minutes without talking- or suggesting that one meal a week be enjoyed in relative silence.

### 3. Silence the phone. Shut off the Television

Our daily lives are full of distractions, and it's not uncommon for families to eat with the TV blaring or one family member or other fiddling with their cell phones. Consider making family mealtime, which should, of course, be eaten together, and electronics-free zone.

### 4. Pay attention to the flavor

paying attention to the details of your food can be a great way to start eating mindfully. After all, when you eat on the go or wolf down your meals in five minutes, it can be hard to notice what you are even eating, let alone truly savor all the different sensations of eating it. If you are trying to practice mindful eating to your family, consider talking more about the flavors and textures of food.

## Know your Food

Mindfulness is really about rekindling a relationship with our food. Even when you have no idea where the food you are eating has come from, try asking yourself some questions about the possibilities: Who grew this? How? Where did it come from? How did it get here?

## The Body Scan Meditation.

These principles are exemplified in the use of the body scan as an initial mindful



ness training exercise. Having established some facility in bringing attention is moved in a systematic way through the entire body with the instruction to notice whatever sensation happen to be present in each part, and noticing the different between the sensation, their associated feeling tone, and any cognitive commentary that is present. The body scan has proven to be an extremely powerful and healing from of medication. It involves systematically sweeping through the body with mind.( James Carmody,2014)

While practice the body scanning they can move their attention thought in systematically and intentionally to body parts. They were attending to the various sensations in the different regions, Subjects can attend to these body sensations in a more disciplined systematic way, without moving a muscle, subjects can put their mind anywhere in the body where they choose and feel and be aware of whatever sensations are present in that moment. Through the body scan method , an experimenter can develop a greater intimacy with bare sensation, opening to the give-and-take embedded in the reciprocity between the sensations themselves and our awareness of them. .

### **Mind Ful Yoga Poses**

The word “Yoga” means “yoke” in Sanskrit, and implies a harnessing together and unifying of body and mind. Yoga is a form of meditation, and when done regularly, is an excellent mind/body discipline for people who wish to move towards greater levels of health.

In practicing yoga, you are advised to practice in the same way that you do when meditating, namely maintaining moment to moment awareness, and not striving to get somewhere, just allowing yourself to be as you are, and letting go of any judging of yourself. Move slowly and consciously. Mindful yoga involves exploring your limits but not pushing beyond them. Instead, you play with dwelling at the boundary and breathe. This requires honoring your body and the messages it gives you about when to stop and when to avoid doing a posture because of your particular condition.

Yoga requires no special equipment and can be done almost anywhere. You can learn it from the Stress Reduction Program Manual sketches and then go on to invent your own postures, and get other ideas from yoga books or from classes. Experiment mindfully.

### **Mind Ful Yoga Poses**

