

Trait-Mindfulness, Self-Regulation, and Psychological Well-being: Examination of Their Relationships among University Students

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Introduction

University students are the most salient part of the higher education system in a country. Higher education may be the powerful force for determining social, economic and political dynamics of a country. Higher education is seen by societies as a major contributor to national wealth and economic development and technological development. All these things depend upon the knowledge and skills produced through the higher education in university students. Every nation spends billions of dollars from their annual incomes for the education and welfare of the university students. For the better utilization of the amount that the any nation spends for the higher education of their countries, it is important to take in to account of the psychological well-being in university students. The major aim of this study is to find out the relationships of mindfulness, self regulation and psychological well-being in university students.

Mindfulness

Bishop et al (2004) has proposed a two components model of mindfulness, incorporating (a) Awareness and attention and (b) acceptance these two components are considered as central to mindfulness.

Awareness and Attention

Awareness refers to the subjective experience of internal and external phenomena. It is the pure apperception and perception of the field of event that encompass individual's reality at any given moment. Attention is a focusing of awareness to highlight selected aspects of that reality. In everyday awake states, awareness and attention are intertwined. In gestalt terms, awareness is the field upon which perceived phenomena are expressed, and attention continually pulls figures out of that ground to hold them up for closer examination.

Awareness and attention are the primary features of consciousness. Consciousness serves at least two key functions: monitoring events and experiences as they unfold in real time and directing and controlling the contents of consciousness. Mindfulness specially concerns the monitoring, observing capacity of consciousness. According to the Bishop et al (2004) mindfulness represents a heightened or sustained attention to and awareness of current events and experience. However the fact that mindfulness, as a quality coconsciousness can be brought to bear on thought, emotions, and other contents of consciousness means that it cannot be reduced to them. Brown

et al (2004) Consciousness and cognition are distinct processing modalities. As a cognitive process, meta-cognition operates within the realm of thought, to monitor and control cognitive activities and ensure that cognitive goals have been met. Specially, these processes consist of planning and monitoring cognitive activities and checking or testing goal related outcomes. Mindfulness differ from such meta cognitive process in that its mode of operations is perceptual operating upon thought as well as upon emotion and other contents of consciousness rather than within them. Simply if mindfulness involves observing thoughts including thoughts about thoughts, it cannot be a thought. (Brown et al 2004) the observing capacity that mindfulness has provides a bare display of what is taking place.

It is important to take in to account the difference between attention and awareness. Many Buddhist scholars have described two corresponding forms of meditative practice: concentration and awareness (insight). Concentration meditation involves focusing attention fixedly on an internal object such as breath, a word, or a phrase, or an external object such as candle or Mandela. When attention strays from the object into thoughts for example it is gently but firmly brought back to the object. Concentration can produce highly positive experience of peacefulness, tranquility and mental silence, and it can set the stage for awareness (insight) meditation. Awareness or insight meditation brings consciousness to bear on the moment to moment flow of person's present experience, sense impressions, thoughts, feelings and so on and the need lessens for an

attentional object on which to focus. In this form attention gives way to heightened awareness of the ongoing stream of perceptual phenomena. While concentration meditation tends to have a calming effect on the mind, Awareness meditation is active and energy gathering. Concentration meditation trains the attentional capacity of the mind while awareness meditation bring active observation of the ever-changing phenomena within and the outside the individual.

Acceptance in Mindfulness

According to Bishop et al (2004) for a second component of mindfulness beyond attention and awareness of the present is that acceptance. Acceptance is functionally redundant in mindfulness. (Brown et al 2004) specially embedded within the capacity of sustain attention to and awareness of what is occurring is an openness to and acceptance of it. Such presence means taking each moment as it comes. When an individual does not accept what is occurring at a given moment a natural reaction is to limit awareness and redirect attention, to seek to avoid or escape from the event or experience, mentally, behaviorally, or in some other way. To turn away is to become intentionally inattentive and unaware that is, to cease to be present, or to be mindless.

For the present research purpose based on the Brown and Ryan (2003) definition mindfulness is considered as one of the dispositional characters of the human beings in which present moment awareness is the key characters.

Self- Regulation

The term self-regulation denotes the meaning of regulation of the self by self. Therefore, whenever by use of some psychological capacity, some psychological process be it behavioral, motivational or attentional—is brought to a desired state, it is called self-regulation. Such self- regulation has many facets. For example, with respect to the regulation of motivational and behavioral processes self-regulation is involved in self-concordant goal setting and enactment and successful completion of the goal-directed action. Enabling individuals to act or refrain from action despite inner or outer stimuli inciting the opposite, self-regulation also comprises control of one's thoughts, emotions and attention. Shapiro and Schwartz (2000) defined self-regulation as the process by which a system regulates itself to achieve specific goals. Shapiro and Schwartz, (2000) integrated intention into self-regulation theory

According to the frederick kanfer (1970) definition, self - regulation is the ability to develop, and flexible maintain planned behavior in order to achieve one's goals. Frederick kanfer (1970) and miller and brown (1991) has develop a seven-step model of self-regulation. In this model behavioral self-regulation may falter because of failure or deficits at any of following seven steps. Receiving relevant information, evaluating the information and comparing it to norms, Triggering change, searching for options, formulating a plan, implementing the plan, Assessing the plan's effectiveness (which recycles to steps 1 and 2).

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For the present research purpose self-regulation is defined based on the definition given by Frederick Kanfer (1970). Therefore self-regulatory behavior is the kind of behavior which displays the person's ability to develop and flexible maintain of his behavior in order to achieve his goals

Psychological well-being

Psychological well-being has been defined in many ways by different authors. In the literature of psychological well-being, two primary factors have been taken into account by the researchers. Those are positive and negative affect as well as life satisfaction. The positive and negative affect model of psychological well-being specifies that an individual will be high in psychological well-being in the degree to which he has an excess of positive over negative affect and will be low in well-being in the degree to which negative affect predominates over positive. The life satisfaction as an indicator of psychological well-being has been emphasized by the sociologists. Life satisfaction viewed as a cognitive component, as a compliment to happiness and the more effective dimension of positive functioning. Still other studies have tried to identify well-being according to global questions about overall life satisfaction and domain specific questions about work, income, social relationships and neighborhood.

From developmental psychology, Erikson's psychological stages, Buhler's basic life tendencies, and Neugarten's personality changes articulate wellness as continued growth across the life cycle. Clinical psychologists offer further

descriptions of well-being through Maslow's conception of self actualization, Allport's formulation of maturity, Rogers' account of individuation. Based on the convergence of these multiple frameworks of positive functioning (Ryff, 1989), has generated a six components of psychological well-being. These six dimensions are Self-acceptance, Autonomy, Personal growth, Positive relationships, Environmental mastery, Purpose in life.

For the present research purpose psychological well-being is considered as multi aspects concept based on the Ryff(1989) definition.

Review of literature

Existing body of literature supports the relationship between mindfulness and psychological well-being. Trait mindfulness has been associated with higher level of self esteem (Brown & Ryan 2003, Rasmussen & Pidgeon 2010), optimism, vitality, self actualization, autonomy, implicit & explicit affects, (Brown & Ryan 2003), self-compassion, psychological inflexibility (Woodruff et al 2003), openness, emotional intelligence (Baer, Smith, Hopkins, Krietemeyer, Toney 2006), agreeableness and consciousness (Thomson and Jennifer 2007), description of feelings, more body satisfaction less social anxiety (Dekeyseri, Raes, Leijssen, Leysen, Dewulf 2008), psychological well-being and perceived health (Schutte, Malouff 2011). On the other hand, mindfulness is negatively correlated with mood disturbances, stress (Brown & Ryan 2003), Neuroticism (Thomson and Jennifer 2007), cognitive reactivity (Raes, Dewulf, Heeringen,

mark and William 2009), in addition other studies have found that mindfulness reduce negative affect and improve health outcomes (Creswell et al 2007), mindfulness training modulates cortisol and affective responses to acute social stressor (Brown, Weinstein, and Creswell 2007), mindfulness training helps to enhancing of responses to relationship stress and romantic relationship satisfaction (Barnes, Brown, Krusemark, Campbell, and Rogge 2007). However, it is important to be aware of the limitations associated with these studies. Several studies have focused on the effects of mindfulness training on psychological well-being as well as, biological changes and its effects on psychological well being. On the other hand researchers have focused on the emotional aspects of well being rather than its multimodal perspective. Hence more research is needed to understand the association between trait mindfulness and psychological well being (psychological well-being as a multimodal construct).

The existing literature suggests that positive association between self regulation and psychological well-being. Self regulation has been linked to higher level of autonomy, (Brown & Ryan 2003), psychological well-being (Bowlin, & Bare 2012, Horvath & McColl 2013) positive affects (Black, Semple, pokhrel & Grenard 2011), self-esteem (Hofer, Busch, Kartner 2010), reduce stress, improves psycho-logical health, quality of life (McCraty, Atkiwon, lipsenthal 1999), even though these research found that self-regulation and emotional well-being are highly correlated researches should focused on the correlation between self-regulation and multimodal aspect of psychological well-being.

Existing literature supports that positive association between mindfulness and self-regulation. Mindfulness has been linked to improvement of self-regulation (Taug et al 2007, Taylor and Mireault 2008), behavioral regulation (Evans, Baer, and Segerstrom 2009), emotional regulation, Goodall, Trejnowska and Darling 2012, Lutz et al 2013), on the other hand researchers have found that mindfulness cause to reduce ruminative thinking, affective symptoms and dysfunctional beliefs (Ramel, Goldin, Carmona, and Mcauid 2009). Mindfulness modulates activity in neural systems involved in effective cognitive control and negative emotions (Modinos, Ormel, and Aleman 2010). Also mindfulness is negatively correlated with rumination Raes, Mark, and Williams (2010). Although these studies have found the correlation between mindfulness and self-regulation more research need to understand this association clearly.

Method

Aim

To study the association between trait-mindfulness, self-regulation and psychological well-being among university students

Objectives

1. To study the correlation between trait-mindfulness and Psychological well-being
2. To study the correlation between self-regulation and Psychological well-being

3. To study the correlation between trait -mindfulness and self-regulation

Hypothesis

Hypothesis 1

H₀ . There will not be a significant positive relationship between trait-mindfulness and Psychological well-being

H₁ . There will be a significant positive relationship between trait-mindfulness and Psychological well-being

Hypothesis 2

H₀ .There will not be a significant positive relationship between self-regulation and Psychological well-being

H₂ . There will be a significant positive relationship between self-regulation and Psychological well- being

Hypothesis 3

H₀ . There will not be a significant positive relationship between trait mindfulness and Self- regulation

H₃ . There will be a significant positive relationship between trait mindfulness and Self- regulation

Research Design

The design used in the present study is the correlational research design. A correlational study attempts to determine the extent of a relationship between two or more variable using

statistical data. This method cannot be used to determine cause and effect of a relationship.

Sample

In the present study purposive sampling was used. Participation was voluntary. Inclusion criteria in the sample were 1. Pursuing a post graduate Degree in University of Delhi. 2. Eligibility of speaking, writing, comprehension in English Language, 3. Being in age range of 20-30, 4. Giving informed consent to participation for the study. Primarily 220 university students were approached and tools were administrated to 200 students. Questionnaires that were incomplete, incorrectly filled and unturned were excluded from the study. The final sampl econsisted of total of 134 participants both male and female in the age range of 21-28.

Tools

Mindful Attention Awareness Scale (MAAS)

Mindfulness was measured with the MAAS (Brown& Ryan, 2003) in this study This measure assesses dispositional mindfulness using 15 items distributed in cognitive, emotional, physical, interpersonal, and general domains (Brown & Ryan, 2003). Respondents rate themselves using a 6-point Likert scale (1= *almost always*, 6 = *almost never*), where high scores reflect more mindfulness

Scales of psychological well-being (SPWB)

Ryff's SPWB, based on Ryff's (1989) self-report inventory designed to measure six dimensions of psychological well-being, was used in this study. These dimensions include Self-acceptance, Environmental Mastery, Purpose in Life, Positive Relations with Others, Personal Growth, and Autonomy. Each well-being dimension was operationalized with a 7-item scale of positively and negatively phrased items, which were mixed to produce a single inventory. Items are rated on 6-point scale (1 = *strongly agree*, 6 = *strongly disagree*). Items are recoded so that higher scores reflect higher levels of psychological well-being.

The Self-regulation Questionnaire (SRQ)

For the measurement of the capability of self regulation The Self-regulation Questionnaire (SRQ) developed by Brown, Miller, & Lawendowski (1999) was used in this study. This questionnaire measures beliefs about one's ability to "develop, implement, and flexibly maintain planned behavior". (Brown, Miller, & Lawendowski, 1999). It contains 63 items in a five-point Likert format (1 strongly disagree, 5 strongly agree). Moderate self-regulation abilities are reflected by scores within the range of 214–238.

Procedure

The study was carried out after receiving the approval from the, Department of Psychology (Applied psychology Unit) University of Delhi. The sampling procedure was purposive sampling and participation was voluntary. Primarily for the data collection 220 postgraduate students in university of Delhi were approached and explained the purpose of study and their voluntary participation was sought. After obtaining informed consent. Four questionnaires were distributed Mindful Attention Awareness Scale (MAAS), Self-regulation Questionnaire, Scale of Psychological Well-being and social demographic data sheet among 200 subjects individually (100 males & 100 females). Before distributions the tests participants were given necessary instruction for the completion of the questionnaires as well as they were instructed about the confidentiality of the data to be collected from them. Any Questions raised by them were clarified. Two days period of time was given to return the completed questionnaires. 10 female subjects and 41 male subjects did not return the completed questionnaires, hence; they were excluded from the study. At the end of the survey 149 sets of questionnaires were collected. (90 from female subjects and 59 from male subjects) However, for further analysis incomplete questionnaires had to be removed. In this step, 5 questionnaires from female subjects and 10 questionnaires from male subjects were removed. Finally data was obtained from 134 subjects (85 female & 49 male). These data were included in statistical analysis. First internal consistency for three questionnaires was calculated. Mindful Attention Awareness scale Cronbach's

Alpha .80, Self-regulation Questionnaire Cronbach's Alpha .83 and scale of Psychological well-being, Questionnaire Cronbach's Alpha .93. Next, these questionnaires were scored according to the scoring procedure provided in the manual and then, data were screened for Skewness, kurtosis after that for each questionnaire mean, standard deviation, etc calculated and parametric statistics was applied. Finally a correlational analysis was calculated using Pearson product moment correlation test by applying SPSS 16.00 version.

Ethical Considerations

1. Written informed consents were obtained from the participants prior to distribution The questionnaires
2. Confidentiality was assured and maintained.

Result

Correlational Analysis

Pearson product-moment correlation coefficients were calculated to determine the relationships among following variables Trait Mindfulness, Self-regulation, and Psychological well-being.

Tabl 4 - Correlations between trait-mindfulness, self-regulation, Psychological well-being and its subscales (N-134)

	MAAS	SRQ	SPWB	PRWO	AU	EM	PG	PIL	SA
MAAS	--	.45**	.38**	.30**	.20*	.31**	.34**	.30**	.29**
SRQ		---	.73**	.48**	.37**	.72**	.62**	.63**	.54**
SPWB			----	.76**	.61**	.79**	.83**	.82**	.81**
PRWO				---	.32**	.49**	.58**	.54**	.52**
AUY					----	.36**	.51**	.32**	.37**
EM						---	.54**	.62**	.69**
PG							---	.68**	.51**
PIL								---	.66**
SA									---

Note .MAAS- Mindfulness Attention Awareness Scale, SRQ-Self - Regulation Questionnaire, SPWB- Scale of Psychological well being, PRWO- Positive relations with Others, AUY-Autonomy, EM, Environmental Mastery, PG-Personal Growth ,PIL-Purpose in Life, SA- Self Acceptance

(**P <.01 one tailed) (*p<.05 one tailed)

The scores of the trait mindfulness scale was positively and significantly correlated with the scores of whole psychological well-being scale $r(132)=.38$ $p<.01$, and its sub scales Positive relations with others $r(132)=.30$, $p<.01$. Autonomy $r(132)=.20$ $p<.05$. Environmental Mastery $r(132)=.31$, $p<.01$. Personal Growth $r(132)=.34$, $p<.01$. Purpose in life $r(132)=.30$, $p<.01$. And Self- acceptance $r(132)=.29$, $p<.01$. Therefore, this result supported to reject the first null hypothesis "There will not be a significant positive relationship between trait-mindfulness and psychological well-being and accept the first alternative hypothesis "There will be a significant positive relationship between trait- mindfulness and Psychological well-being" of the study.

Scores of the self-regulation questionnaire was positively and significantly correlated with scores of whole Psychological well-being scale $r(132) =.73$, $p<.01$. And with its sub scales such as Positive relations with others $r(132)=.48$, $p<.01$, Autonomy $r(132)=.37$, $p<.01$. Environmental Mastery $r(132)=.72$, $P<.01$. Personal growth $r(132)=.62$, $P<.01$, Purpose in life $r(132)=.63$, $P<.01$ and Self - acceptance $r(132)=.54$, $P<.01$. Therefore, this result supported to reject the second null hypothesis "There will not be a significant positive relationship between self-regulation and psychological well-being and accept the second alternative hypothesis "There will be a significant positive relationship between trait- mindfulness and Psychological well-being" of the study.

Scores of the trait-mindfulness scale was positively and significantly correlated with the scores of Self-regulation

questionnaire ($r(132) =.45$, $p<.01$), and this result supported to reject the third null hypothesis "There will not be a significant positive relationship between trait-mindfulness and self-regulation and accept the third alternative hypothesis "There will be a significant positive relationship between mindfulness and Psychological well-being" of the study.

Discussion

The findings of this research support positively to accept all three alternative hypothesis of this study. The first hypothesis was about the correlation between trait mindfulness and psychological well-being. A Pearson product moment correlation coefficient was computed to assess the relationship between the trait mindfulness and psychological well-being. There was a positive correlation between two variables $r(132) =.38$ $p<.01$. Trait-mindfulness and its relationships to all the aspects of psychological well-being were also calculated. According to the result, there was a positive relationship between mindfulness and positive relationship with others ($r(132)=.30$, $p<.01$), Secondly, There was a positive relationship between trait-mindfulness and autonomy ($r(132)=.20$ $p<.05$, Thirdly, there was a positive relationship between environmental mastery and trait-mindfulness $r(132) =.31$, $p<.01$. Next, there was a positive correlation with trait-mindfulness and personal growth, $r(132)=.34$, $p<.01$. Also there was a positive correlation between purpose in life and trait- mindfulness, ($r(132)=.30$, $p<.01$).

Finally, there was a positive relationship between self-acceptance and trait-mindfulness ($r(132)=.29, p<.01$).

According to the above discussion in general this study found that there was a moderate positive relationship between trait mindfulness and psychological well-being. On the other hand, aspects of psychological well-being reported low positive correlation with the trait-mindfulness. Even though, the level of the correlation is weaker, result of this study was found to be similar with the previous research. For example: following researchers have reported that trait-mindfulness has relationship with the following aspects of psychological well-being Healthy emotional functioning (Brown, Goodman, & Inzlicht 2012), reduced biased thoughts and judgments, reduced emotional distress (Kiken & Shook 2012), Coping with stress (Brown and Weinstein 2009), Agreeableness and consciousness, reduced neuroticism (Thomson & Jenifer 2007), High level of self-esteem and low level of social anxiety (Rasmussen & Pidgeon 2010), Expressing oneself in various social situations, empathy, more body satisfaction (Dekeyseri, Raes, Leijssen, Leysen, Dewalt 2008), Openness, Emotional intelligence, Self-compassion (Bare, Smith, Hopkins, Krietemeyer, Toney 2006), Self-compassion, Psychological flexibility (Woodruff et al 2003). Positive affects, Existential well-being, degree of flourishing (Prazak et al 2012). The present study indicated that the six dimensions of Psychological well-being as proposed by Ryff (1989), Positive relations with others - characterized by having warm satisfying, trusting relationships with others, concerning about the welfare of others, capable of strong empathy, affection

and intimacy, understanding, giving and taking of human relationships. Autonomy- Characterized by self-determining and independent, able to resist social pressures, to think and act in certain ways, regulate behavior from within, Evaluates self by personal standards. Environmental mastery- characterized by sense of mastery and competence, in managing the environment, controlling complex array of external activities, making effective use of surrounding opportunities, able to choose or create contexts suitable to personal needs and value. Personal growth- characterized by feeling of continued development, seeing self as growing and expanding, opens to new experiences, having sense of realizing one's potential, seeing improvement in self and behavior over time, changing in ways that reflects more self knowledge and effusiveness. Purpose in life, characterized by having goals in life and a sense of directedness, feeling there is meaning to present and past life, holding beliefs that give life purpose, having aims and objectives for living Self-acceptance characterized by possessing a positive attitude toward the self, acknowledging and accepting multiple aspects of self including good and bad qualities, feeling positive about past life, have positive and moderate correlation with trait-mindfulness. Hence, the students those who report higher level of trait-mindfulness also reported the better psychological well-being in its all dimensions.

According to the theoretical background of this findings There could be several reasons for this associations for example mindfulness involves a disengagement from habitually, evaluative, conceptual processing: that is mindfulness should be

related to less unpleasant affect and perhaps less pleasant affect as well. Second mindfulness is thought to afford, potentially challenging or threatening events and experiences are less likely to be distorted by cognitive biases or misinterpretation that can generate unpleasant emotional responses. Third, quality of attention is known to influence emotion regulatory outcomes because mindfulness concerns a sustained open attentiveness to internal and external phenomena as they are. It should discourage maladaptive emotions regulatory tendencies like rumination and thought suppression which involve cognitive entanglement and also encourage a voluntary exposure to unpleasant or threatening events and experiences that has been shown to adaptive emotion regulation and well-being. A receptive attention to both pleasant and unpleasant experience is thought to facilitate a more deeply informed selection of behaviors that are consistent with one's needs, values, and interests that can sub-serve psychological well-being.

The second, hypothesis was about the relationship between self-regulation and psychological well-being. A Pearson product-moment correlation coefficient was computed to assess the relationship between the self-regulation and psychological well-being including its aspects. There was a positive correlation between self-regulation and psychological well-being ($r(132) = 73, p < .01$). Next the correlation between self-regulation and positive relations with others also calculated, there was a positive relationships between self-regulation and positive relations with others ($r(132) = 48, p < .01$). Thirdly, There was a positive correlation between self-regulation and

autonomy ($r(132) = 37, p < .01$). Fourth, There was a positive correlation between self-regulation and environmental mastery $r(132) = 72, P < .01$. Fifth, There was a positive relationship between self-regulation and personal growth ($r(132) = 62, P < .01$). Sixth, There was a positive relationship between self-regulation and purpose in life ($r(132) = 63, P < .01$). Finally, there was a positive relationship between self-acceptance and self-regulation ($r(132) = 54, P < .01$). According to the overall result self-regulation has a strong relationship with the psychological well-being as well as it has moderate positive correlation with all aspects of psychological well-being except environmental mastery. Self-regulation has a strong relationship with environmental mastery.

The existing research literature on this topic has postulated that the relationship between self-regulation as an integral component of mental and physical well-being (vobes 2006). Association of high affect with impaired sensitivity with impaired well-being (Bauman, Kaschel & Kuhi 2007). The relationship with between dispositional Self-control and psychological well-being (Bowlin & Bare 2012). Association of self-control with indicators of mental and behavioral health (Semple, Pokhrel & Grenard 2011), intervention of emotional self regulation for reducing stress, improving psychological health (McCraty, Atkiwon, Lipsentel 1999), Positive correlation between self-regulation and Psychological well-being (Hofer, Busch, Karthne 2010). The correlation between cybernic, behavioral and experimental self-regulation to psychological well-being (Horvath, McColl 2013). The relationship between

self-regulation (avoidance personal goals) with stress and coping and well-being (Elliot, Thresh, Murayama 2011). The present study indicated that self-regulation is positively and strongly correlated with the all aspects of Psychological well-being as measured in Ryff Scale of Psychological well-being. Therefore, the student those who report higher level of self-regulation also reported higher level of Psychological well-being in its all dimensions.

The third hypothesis was about the relationship between trait-mindfulness and self-regulation. Pearson product moment correlation coefficients were calculated to assess the relationship between the trait mindfulness and self-regulation. There was a positive correlation between these two variables ($r(132) = .45, p < .01$). This means the students those who reported the higher level of trait mindfulness also reported better capability of self-regulation. Relevant literature of the research has addressed utility of mindfulness to improve self-regulation (Brown & Ryan 2003). Mindfulness meditation as the intentional self-regulation of attention from moment to moment (Goleman & Schwartz 1977), Influence of mindfulness training of attention and self-regulation (Taug et al 2007), the correlation of trait-mindfulness with persistence (Evans, Baer, Segerstrom 2009), training of mindfulness and decrease in ruminative thinking (Ramel, Goldin, Mcquid 2009), Relationship between dispositional mindfulness and ruminative reactions (Raes, Mark, Williams 2010), Correlation of mindful intervention and Self-regulation (Himmelstein, Hastinhs, Shapiro & Heery 2011) the relationship between emotional regulation and dispositional mindfulness

(Goodall Trejnowska & Darling 2012, Lutz et al 2013). The present study indicated that positive correlation of trait-mindfulness with self-regulation. Self-regulation was considered as a process which consists seven steps (Miller & Brown 1991) such as receiving relevant information, evaluating the information and comparing it to norms, triggering change, Searching for options, Formulating a plan, Implementing the plan, assessing the plan's effectiveness. The students who scored higher in trait-mindfulness also displayed a better self-regulation capability with successive implementation of aforementioned seven steps.

Theoretically, The mindfulness model, Intentional Attention and Attitude (IAA), proposed by Shapiro & Schwartz, 2000 evolving from self-regulation theory and systems theory, with the addition of intention Self-regulation theory supports the numerous internal human systems through regulation of feedback loops to achieve specific goals. When change is introduced to the system, the system adapts to change with focused attention on the feedback process to bring about self-regulation (Shapiro & Schwartz, 2000). Feedback loops give the individual the information needed to either maintain an internal, healthy balance or to make changes needed to adapt to a new situation to create a new homeostasis.

The IAA Mindfulness Model provides a comprehensive and integrative approach to self-regulation and health, and replaces the simplistic stress reduction and symptom reduction approach towards improving health (Shapiro et al., 2006). Through mindfulness, the individual consciously (intention)



brings awareness (attention) to the present moment with acceptance and openness (attitude).

Described in Shapiro and Schwartz's earlier work (2000), intention and attention enhance the feedback loops of self-regulation to create or improve health:

Intention → attention → connection → regulation → order → health.

Through further concept exploration, a third axiom of mindfulness, attitude, was added (Shapiro et al., 2006). Using Shapiro et al.'s work on mindfulness and self-regulation (2006), outlines the potential impact of mindfulness in the self-regulation mechanism. The three components of mindfulness start the process and each of the three components can affect each other. The intention is to achieve or maintain a goal. Attention is focused the physiological cognitive emotional environmental and interpersonal domains in the present moment. Attitude (accepting, non-judging, compassion, and openness) affects both intention and attention in the present moment as well as can be affected by intention and attention.

Conclusion

First, this study found that there is a moderate positive relationship between trait- mindfulness and Psychological well-being. Calculation of the relationships trait-mindfulness with six dimensions of psychological well-being found that trait-mindfulness has low positive correlation with positive relations

with others, autonomy, environmental mastery, personal growth, purpose in life and self acceptance. Secondly, this study found that there is a positive strong relationship between self-regulation and psychological well-being. The calculation of association of self-regulation with all six dimensions of psychological well-being revealed that self-regulation is moderately correlated with positive relations with others, autonomy, personal growth, purpose in life and self-acceptance also there was a strong positive correlation between self-regulation and environmental mastery. Finally, this study found that there is a positive moderate correlation between trait-mindfulness and self-regulation. Overall findings of this research suggest that there are relationships between dispositional characters such as trait-mindfulness, self regulation with psychological well-being and its dimensions like positive relations with others, autonomy, environmental mastery, personal growth, purpose in life and self-acceptance.

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