Mindfulness and its Relationship to Achievement Motivation of University Students

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Abstract

The study aimed to identify the level of mindfulness and achievement motivation and the relationship between Mindfulness and achievement motivation among university students. To achieve the objectives of the study, the descriptive correlational approach was used, as the study sample consisted of (350) male and female students from Hashemite University students from the College of Educational Sciences and registered in the first semester of the academic year 2023/2024, where the study tools were applied electronically. The study used the Mindfulness scale consisting of (4) dimensions (observation, description, acting consciously, judging internal experience), and the achievement motivation scale consisting of five dimensions was also used: (sense of responsibility, striving for excellence, perseverance, feeling the importance of time, and planning for the future). The results showed that the level of Mindfulness was at an average level, with an average of (3.50) and a standard deviation of (0.628). In contrast, the level of achievement motivation was high, with an average of (3.81) and a deviation of (0.452). The results also showed the existence of a statistically significant correlation between the dimensions of Mindfulness and achievement motivation among university students.

Keywords: Mindfulness, Achievement Motivation, Students, University.

1. Introduction

Mindfulness

The university stage is one of the essential educational stages in preparing the student for practical life, making his way in the world of professions, and ensuring family stability with a life partner. Therefore, this stage is essential for achieving and obtaining a university degree to move towards independence and self-realization. In order to achieve this, students must develop their skills and readiness and focus on their psychological and mental health in a way that guarantees them more significant opportunities to achieve academic success and accomplishment and acquire the knowledge necessary to complete their professional careers. Therefore, they need to focus more, increase their motivation to reach the world around them

and use their experiences to address their problems with successful adaptive methods and approaches.

The concept of Mindfulness is one of the modern concepts in positive psychology. It has become one of the most widespread topics recently, and many Arab and foreign studies have been conducted on it for research, investigation, experimentation, and training due to its importance for all individuals at all educational levels.

Like other research variables, Mindfulness has gone through many stages in its development, whether in its definition, components, or theories that explain it. Burpee and Longer (2005) are among the first to present a theory about Mindfulness through interconnected components represented by the search for new Novelty Seeking, Engagement, Novelty Producing, and Flexibility.

Mindfulness means monitoring current experiences and paying deliberate attention to them from experiences or future experiences with acceptance of reality without making judgments, organizing attention to experiences and recognizing events in reality and the present moment, and openness to other experiences (Spasenoska et al., 2017). Mindfulness is a form of meditative practice that helps avoid using mental responses that can increase emotional stress (Al-Ruwaili, 2019).

It also expresses continuous self-monitoring of experiences and intentionally focusing on the present moment without passing judgment on thoughts, experiences, or emotions. Awareness of how the individual directs his attention in a way that makes him get rid of the centrality of thoughts and understanding them on mental events believed and not a representation of reality, and this is what leads to his insight into the situation (Ghariri & Al-Adwan, 2022).

Mindfulness plays a fundamental role in the educational process, as its low level in students leads to an increase in the general stress level and makes them face difficulties in remembering, perceiving, and thinking. The educational stages, especially university, are essential, as they contain continuous and renewed changes that require mental skills and positive practices such as contemplation, observation, and benefiting from experiences and experiments without issuing judgments (Al-Harbi, 2020).

Gandara (2017) referred to a multidimensional model of Mindfulness:

1 (Awareness of internal experiences.

2 (Awareness of external experiences.

3 (Acting with awareness

4) Insight (knowing that personal interpretations of a situation can make it difficult for students to understand the situation, in addition to students understanding thoughts and emotions from a broader perspective.

5) In addition to openness.

6) Realizing that thoughts are subjective, personal, transient, temporary, and not influential facts.

7) Decentralization and emotionality, meaning the ability to step back from negative thoughts and emotions and not deal with them at present and not rush behind issuing reactions to the situation and experiences that students are going through.

8) Acceptance and not issuing judgments.

Mindfulness also has many benefits, including cognitive benefits that help extinguish negative behavior resulting from an individual noticing his thoughts and emotions without avoiding them because they are merely thoughts that do not represent a true reflection of the situation (Kalhotra, 2012). Mindfulness also helps in thinking, providing solutions to problems, and making rational decisions because it increases awareness of one's thoughts and emotions, which supports calm thinking and reduces errors (Petrulytė & Guogienė, 2018). It also has psychological benefits such as accepting things as they are, seeing others more clearly, and that problematic behavior expresses the perpetrator and not the reality of the student (Sayegh, 2021).

Achievement Motivation

Achievement motivation is an internal state related to the individual's feelings. It directs his activity toward planning work and implementing the plan to achieve a specific level of excellence that the student accepts (Al-Dhabiani, 2021). The behavior of an individual who is characterized by being achievement-oriented depends on three factors: the individual's readiness to achieve, the probability of success in performance, and the individual's awareness of the value of success in the task that he wants to accomplish, which is the third factor (Qorari, 2014).

Motivation is generally the main factor in driving behavior, as it is considered the key to the process of students learning and acquiring many of the cognitive skills they need, thus contributing significantly to building their motivation to achieve, as students' motivation to achieve can change over time. This change may be accompanied by a decrease in their beliefs about their self-efficacy as a result of a significant factor, which is the student's inability to achieve healthy adaptation within the educational environment and their psychological needs, which they want to satisfy to achieve a good balance (Younis, 2023).

The dimensions of achievement motivation according to Zahran (1985):

-Ambition: the desire to succeed and excel by setting difficult but not impossible goals.

Self-confidence indicates the students' feelings toward their abilities, self-awareness, and ability to perform tasks.

-Perseverance: the desire to work and make an effort to reach the goal.

- Taking responsibility: the individual's ability to bear the tasks and his keenness to commit.

Achievement motivation has two types: intrinsic achievement motivation, which refers to internal or personal standards in achievement situations. Social achievement motivation includes applying excellence standards based on social comparison, i.e., comparing the individual's performance with others. Both types can operate in the same situation, but their strength varies according to which one is more dominant and controlling (Suad, 2019). What affects students' achievement motivation is the nature of the student's achievement motivation and the direct

educational environment, in addition to experiences of success and failure, the degree of work attractiveness, the level of motivation or general enthusiasm for work and effort to achieve the goal, and the hierarchical arrangement of the student's motivations.

The student's academic achievement is affected by anxiety about the future, and the educational stage is permeated with a lot of anxiety, tension, discomfort, and fear as a result of the various changes and challenges in the educational stage and the fear of not being able to overcome difficulties and achieve needs. Therefore, it is necessary to improve the level of Mindfulness among students so that they can face academic pressures and adapt to the requirements, duties, and exams that require the student to act wisely through organization, planning, and focusing on their study methods.

The Study questions

1.   What is the level of Mindfulness and achievement motivation among university students?

2.   What is the relationship between Mindfulness and motivation to achieve goals among university students?

The Study Problem

The educational stage in the life of students is considered one of the critical stages that result in anxiety, fear, and disturbances due to burdens and duties in addition to his tendency to succeed and excel, especially since university students are considered to be in late adolescence. Mindfulness is considered one of the positive things, whether it is related to many variables and positive characteristics in the personality that contribute to achieving harmony and psychological health or its effectiveness as a therapeutic intervention in many psychological disorders. The above shows the increasing interest in research on Mindfulness in Arab and foreign environments. However, there may not be many Arab studies that give sufficient attention to Mindfulness in the academic context of university students.

2. Method and Procedures

The study used the descriptive correlational approach because it is consistent with achieving the study objectives to know the level of Mindfulness and achievement motivation and the relationship among university students. The study community consisted of Hashemite University students registered in the first semester of the academic year (2023/2024) in the College of Educational Sciences and registered for elective courses, numbering (800) male and female students. The study sample consisted of (350) male and female students from Hashemite University registered in elective courses (Mental et al. to Psychology), where the number of mental health students who are within the second year level and whose ages ranged from 19 to 20 years who responded to the scales and 150 male and female students, and Introduction to Psychology 200 male and female students responded to the study scales, where the study tools were presented electronically.

Study tools

Mindfulness scale

After reviewing previous studies (Al-Sarayrah & Aqil, 2021; Buqasara & Futia, 2022; and Al-Mashaqbeh, 2018), a mindfulness scale was developed consisting of (23) paragraphs distributed over (4) dimensions, namely (observation, description, acting consciously, not judging internal experience). The content validity was verified by presenting it to (5) arbitrators from faculty members specializing in educational and psychological counseling at Hashemite University in order to ensure the linguistic formulation, clarity of the paragraphs, and the extent to which they belong to the dimension to which they belong, and the suitability of the scale to the objectives of the study, as the opinions of experts were taken into account in modifying the paragraphs with an agreement rate of (80%). The scale was also applied to a sample from outside the study sample, consisting of (30) students from the university, and the correlation coefficients of the paragraphs with the tool as a whole ranged (0.82-0.37) and with the field (0.90-0.40), and Table (1) shows this:

Table 1. Correlation coefficients between the paragraph, the total score, and the domain to which it belongs

Item N.	Correlation coefficient with domain	Correlation coefficient with the tool	Item N.	Correlation coefficient with domain	Correlation coefficient with the tool	Item N.	Correlation coefficient with domain	Correlation coefficient with the tool
1	*0.43	**0.63	11	**0.78	*0.46	21	**0.66	**0.77
2	**0.84	**0.68	12	**0.71	**0.57	22	**0.75	**0.68
3	**0.58	**0.57	13	**0.72	**0.67	23	*0.40	**0.62
4	**0.80	*0.42	14	**0.82	**0.82	24	**0.73	**062
5	**0.90	**0.58	15	**0.64	**0.58	25	**0.81	**0.70
6	**0.79	**0.67	16	**0.85	**0.63	26	**0.72	**0.72
7	**0.84	*0.43	17	**0.49	*0.37	27	**0.59	**0.55
8	**0.82	**0.62	18	**0.76	**0.80	28	**0.50	**0.52
9	**0.71	**052	19	**0.85	**0.67	29	**0.71	**0.48
10	**0.75	**0.52	20	**0.66	**0.55	30	**0.61	**0.62

*Statistically significant at the significance level (0.05), **Statistically significant at the significance level (0.01)

It is worth noting that all correlation coefficients had acceptable degrees and were statistically significant; therefore, none of these paragraphs were deleted. The field correlation coefficient with the total degree and the correlation coefficients between the fields were also extracted, and Table (2) shows this.

Table 2. Correlation coefficients between the fields and the total score

	Observation	Description	Act consciously	Not judging personal experience	Mindfulness scale
Observation	1				
	*0.387	1			
Act consciously	*0.396	*0.451	1		

Not judging personal experience	0.573	0.461	0.519	1	
Mindfulness scale	0.736	0.651	0.780	0.852	1

Reliability of mindfulness scale

The scale's stability was verified by (test-retest) on a sample outside the study area of (30) male and female students, and the Pearson correlation coefficient was calculated twice. Table (3) shows the internal human coefficient and the Cronbach alpha equation. The study used the Sudden Loss Reactions Scale used by the study (Al-Majali, 2017), which relied on (3) previous studies in designing this scale as the scale consisted of (40) paragraphs, the paragraphs included the following dimensions (the psychological dimension nine paragraphs, the social dimension six paragraphs, family relations (5) paragraphs, the emotional dimension (5) paragraphs, and the direction towards life (6) paragraphs).

Table 3. Cronbach's alpha internal consistency coefficient, retest reliability of the journals, and the total score

Domain	test-retest reliability	Internal Consistency
Observation	0.84	0.80
Act consciously	0.86	0.83
Not judging personal experience	0.82	0.81
Mindfulness scale	0.87	0.84
Act consciously	0.89	0.86

Achievement Motivation Scale

The previously prepared Achievement Motivation Scale (Al-Youssef, 2018) was used, consisting of (32) items distributed over (5) dimensions (responsibility, striving for excellence to achieve a high level of ambition, perseverance, feeling the importance of time, planning for the future). The validity of the content was verified by presenting it to specialists at the university and modifying the wording and clarity of the paragraphs with an agreement rate of (80%). The validity of the structure was also verified by applying the scale to a survey sample from outside the study sample consisting of (30) male and female students, where the correlation coefficients for the paragraphs with the tool as a whole ranged between (0.72-0.36) and with the field (0.80-0.37), and Table (4) shows this:

Table 4. Correlation coefficients between the paragraph, the total score, and the domain to which it belongs

Item N.	Correlation coefficient with domain	Correlation coefficient with the tool	Item N.	Correlation coefficient with domain	Correlation coefficient with the tool	Item N.	Correlation coefficient with domain	Correlation coefficient with the tool
1	*0.40	**0.70	12	**0.75	**0.49	23	**0.64	**0.51
2	*0.43	**0.67	13	**0.75	*0.37	24	**0.67	*0.37
3	**53-.0	**0.60	14	**0.62	**0.60	25	*0.78	**0.53
4	**0.51	**0.72	15	**0.67	**0.72	26	**0.68	**070
5	**0.68	*0.39	16	**0.72	**0.51	27	**0.51	**0.60

6	**0.63	**0.60	17	**0.71	*0.37	28	-**0.53	**0.67
7	*0.45	*0.36	18	*0.45	**0.51	29	*0.45	*0.37
8	**0.62	*0.37	19	**0.63	*0.36	30	*0.37	*0.40
9	**0.57	**051	20	*0.45	**0.51	31	**0.64	**0.49
10	*0.45	**0.49	21	*0.45	**0.67	32	**0.70	*0.37
11	**0.80	**.070	22	**0.57	*0.39			

*Statistically significant at the significance level.(0.05)

** Statistically significant at the significance level (0.01).

It is worth noting that all correlation coefficients had acceptable degrees and were statistically significant; therefore, none of these paragraphs were deleted. The field correlation coefficient with the total degree and the correlation coefficients between the fields were also extracted, and Table (5) shows this.

Table 5. Correlation coefficients between domains and the total score

Domain	Sense of responsibility	Sense of responsibility	Sense of responsibility	Sense of responsibility	Sense of responsibility	Sense of responsibility
Sense of responsibility	1					
Striving for excellence	**0.401	1				
Perseverance	**0.415	**0.620	1			
Sense of the importance of time	**0.670	**0.467	**0.475	1		
Planning for the future	**0.479	**0.452	**0.521	**0.465	1	
Achievement Motivation Scale	**0.789	**0.582	**0.753	**0.860	**0.572	1

* Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

Table (5) shows that all correlation coefficients had acceptable degrees and were statistically significant, indicating an appropriate degree of construct validity. It is worth noting that none of these paragraphs were deleted.

Reliability of the achievement motivation scale

To ensure the scale's reliability, it was verified using the (test-retest) method on a sample outside the study sample consisting of (30) male and female students, and the Cronbach alpha coefficient was calculated. Table (6) shows this.

Table 6. Test-retest reliability

Domain	Test/retest reliability	Internal consistency
Sense of responsibility	0.85	0.82
Striving for excellence	0.86	0.84
Perseverance	0.81	0.72
Sense of the importance of time	0.83	0.77

Planning for the future	0.82	0.80
Achievement Motivation Scale	0.89	0.85

Correcting the scales

The Likert scale was adopted to correct the study tools, giving one to five degrees (strongly agree, agree, neutral, disagree, strongly disagree): 1.00-2.33 low; 2.34-3.67 medium; 3.68-5.00 high.

3. Study Results and Discussion

Results related to the first question: What are university students' mindfulness and achievement motivation levels? To answer this question, the arithmetic means and standard deviations were created for the mindfulness and achievement motivation level among university students, and Table (7) explains that.

Results related to the first question: What is Mindfulness and achievement motivation level among university students? To answer this question, the arithmetic means and standard deviations were created for the mindfulness and achievement motivation level among university students, and Table (7) explains that.

Table (7). Arithmetic means and standard deviations of the level of Mindfulness

رقم	Domain	Mean	STD	Level
1	Observation	4.10	0.841	High
2	Description	3.26	0.946	Medium
3	Acting with awareness	3.35	0.987	Medium
4	Non-judging subjective experience	3.41	0.783	Medium
5	Mindfulness scale	3.50	0.628	Medium

It is clear from the Table that the arithmetic averages ranged between (4.10 -3.26), where observation came in first place, while description came in last place with an average of (3.26). The arithmetic averages and standard deviations for achievement motivation were calculated.

Table 8. Arithmetic means and standard deviations of achievement motivation arranged in descending order

N	Domain	Mean	STD	Level
1	Perseverance	3.91	0.643	High
2	Planning for the future	3.84	0.532	High
3	Sense of the importance of time	3.79	0.554	High
4	Sense of responsibility	3.76	0.609	High
5	Strive for excellence	3.72	0.777	High
	The scale as a whole	3.81	0.452	High

Table (8), arranged in descending order according to the averages, shows that the averages on the dimensions of the achievement motivation scale came in at (3.91-3.72), with perseverance having the highest value and striving for excellence the lowest. All of these had high values on the scale.

Results related to the second question: Is there a correlation between Mindfulness and achievement motivation among university students? To answer this question, Pearson's correlation coefficient was extracted between Mindfulness and achievement motivation among university students, and Table (9) shows this.

Table 9. Pearson's correlation coefficient for the relationship between Mindfulness and achievement motivation among university students

		Observation	Description	Acting with awareness	Non-judgment of subjective experience	Mindfulness scale
Sense of responsibility	Correlation coefficient r Statistical significance Number	**0.306 0.000 250	**0.325 0.000 250	**0.472 0.000 250	**0.488 0.000 250	**0.577 0.000 250
Striving for excellence	Correlation coefficient r Statistical significance Number	*0.139 0.028 250	**0.375 0.000 250	*0.148 0.019 250	**0.437 0.000 250	**0.405 0.000 250
Perseverance	Correlation coefficient r Statistical significance Number	**0.479 0.000 250	**0.455 0.000 250	**0.230 0.000 250	**0.488 0.000 250	**0.600 0.000 250
Sense of the importance of time	Correlation coefficient r Statistical significance Number	**0.278 0.000 250	**0.411 0.000 250	**0.350 0.000 250	**0.272 0.000 250	**0.452 0.000 250
Planning for the future	Correlation coefficient r Statistical significance Number	**0.408 0.000 250	**0.468 0.000 250	**0.258 0.000 250	**0.193 0.000 250	**0.434 0.000 250
Achievement Motivation Scale	Correlation coefficient r Statistical significance Number	**0.448 0.000 250	**0.584 0.000 250	**0.387 0.000 250	**0.512 0.000 250	**0.673 0.000 250

* Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

Table (9) shows a significant positive relationship at a significance level of ($\alpha \geq 05$) between Mindfulness and motivation to achieve among Hashemite University students.

Discussion of results

Discussion of the first question

The results showed an average level of Mindfulness among university students and a high level of achievement motivation. The researcher attributes the result to the fact that university students have more awareness as they have reached an age stage that may have a better level of maturity than previous stages. However, not obtaining high levels of Mindfulness is a result of the age stage that students are going through, which is adolescence, and the challenges that fall on the

shoulders of students from the changes of the stage, especially emotional changes, in addition to the tremendous psychological pressure due to the financial and professional burdens and preparing for the labor market, especially with the conditions of significant unemployment and the great challenges of finding job opportunities that help them complete their studies and bear their financial burdens, and as a result of the difficulties and challenges that students face from academic, family and psychological burdens, all of this can reduce focus, observation, interpretation, and description of different and current feelings. As well as focusing on their specializations and what they love and preparing for the labor market, as well as the nature of university life that places responsibility on the student and working harder and more actively to finish the stage well. This study is consistent with the study of (Ahmed, 2018; Al-Sindi, 2010; Badir, 2019; Burpee & Langer, 2005).

The study's results also indicated a high level of achievement motivation among the study sample because university students seek excellence and avoid failure in their academic courses or university life because success at this stage is one of their primary life goals. In our society, success, reaching university, and completing it gives its owner a kind of appreciation and respect from others in addition to the individual's self-esteem. This study may agree with the study (Jawad, 2018), as achievement motivation depends on the desire to excel, the nature of life, and self-care. Achievement motivation is also essential for achieving excellence and obtaining satisfaction and happiness in practical life.

Discussion of the second question

The study's results showed a positive and statistically significant correlation between the dimensions of Mindfulness and achievement motivation among university students. This result was consistent with that of Parto and Besharat (2011).

This is because Mindfulness enables students to distinguish between valuable and appropriate learning methods that make them individuals capable of developing their personalities and thinking. This confirms that focusing on mental and psychological health among university students increases their awareness and expands their vision to increase their chances of success. It also makes them mentally alert to help them accomplish tasks and improve their memory to become more creative. Suitable Mindfulness among students makes them more able to focus and increases motivation (Al-Ruwaili, 2019).

The results of this study also agreed with the study of Al-Khamaisah (2018), who found that Mindfulness had a significant impact on predicting the academic advancement of outstanding students. Mindfulness has an essential relationship in education, and perhaps mindfulness education should be integrated into the curricula so that students become more successful because mindfulness education has a positive impact on academic performance by helping students focus, be more organized, plan and perform better in exams, plan for the future, and think critically. One of the recommendations here is to train students on Mindfulness because it is helpful at all educational levels.

This result is consistent with the study (Leland, 2015), which emphasized the role of Mindfulness in excellence, success, and planning for the future. This is consistent with the study (Al-Ruwaili, 2019), which concluded that university students have an average level of Mindfulness.

Mindfulness also develops and ends emotions and feelings, enhancing students' psychological and mental health. The presence of Mindfulness among students, especially in adolescence, positively affects their ability to accept reality and face changes because they have confidence in their ability to succeed, excel, and bear the burdens of study and responsibilities, especially since this group has passed secondary education and entered the field of specialization for the profession of the future. This group has become self-enhanced and mindful and is more aware and able to bear the responsibilities that they may face (Muhammad, 2020).

Many studies have found that mindfulness skills can develop different aspects of students in terms of developing positive behaviors and mental health, engaging and participating in classroom activities and academic attention, and reducing psychological stress among students. It has been linked in an exciting way to the presence of a good mindfulness course, which indicated that mindfulness skills have a significant impact on improving school performance among students with difficulties and reducing their experimental behavior, in addition to the study (Jawad, 2018) and that the availability of a reasonable degree of Mindfulness has a role in reducing psychological stress and increasing emotional and behavioral control among students, as in the study (Souad, 2019).

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