



## The effectiveness of mindfulness training method on male students' self-efficacy and intelligence beliefs

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### Abstract

**Purpose:** The present study aimed to discuss the effectiveness of mindfulness training method on male students' self-efficacy and intelligence beliefs. **Methodology:** The present study was a descriptive correlation. The studied population consists of all male students in secondary schools of Quchan city in academic year 96-97. The studied sample includes 30 members too, who were selected from the intended population in a targeted sampling way and were randomly substituted in a test group (15 members) and a control group (15 members). **Findings:** The results indicated that mindfulness training influenced male students' self-efficacy and intelligence beliefs. Descriptive results indicated that the average scores of pretest and posttest for variables of self-efficacy and intelligence beliefs and levels of that difference between two test and control group, were in favor of test group, resulting from effectiveness of mindfulness training method. Also the results of effect tests among subjects which were conducted by covariance method, indicated that scores of intelligence beliefs and self-efficacy in test group was higher than control group. **Discussion:** It deserves that teachers and educators provide more and better opportunities for learning, by preparing appropriate conditions for self-efficacy growth and extrinsic intelligence beliefs increase, by mindfulness training method.

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## 1. Introduction

To study self-efficacy and intelligence beliefs comprehensively, the researchers have covered the role of various elements, including the role of intrapersonal (psychological) and environmental factors which predict academic self-efficacy (Britner, S.L. & Pajares, F.<sup>4</sup> 2012). One of intrapersonal factors is motivation. Academic motivation is an academic involvement or in other words, cognitive, emotional and behavioral investment for educational development based on school purposes (Tacker, Zaico & Herman 2002; quoted by Hafezi 1381).

In this regard, Mimi<sup>5</sup> (2004) showed in his study that self-efficacy is the main component of social and cognitive theory known as Bandura's Theory, and it refers to people's perception toward their abilities for doing tasks. Based on this, people tend to deal with activities in which they feel confidence to do them and if people feel disability for doing a task, they usually avoid it. Self-efficacy beliefs have direct impacts on the amount of the consumed energy to do tasks and the amount of resistance against obstacles (Pajares<sup>3</sup>, 2003; Ferla, Valcke & Cai<sup>4</sup>, 2009).

Self-efficacy is associated with task selection, consumed effort, endurance in assignments and learners' effective performance. The students with positive beliefs about their abilities, had better academic performance and conversely, the students who had negative judgments about their abilities and in other words low self-efficacy, had weak motivation and performance in academic affairs (Zimmerman 2000, Zeinalpoor, Zarei and Zandinia 1388) and based on evidences, self-efficacy is considered as a powerful predictive variable in academic achievement (Ayotola & Adedeji<sup>1</sup>, 2009; Walsh<sup>2</sup>, 2008; Ferla, Wolk and Kai, 2009).

Nilson (2009) indicated that self-efficacy and academic motivation on students' have positive impact on students' academic performance. Zimmerman et al. showed that students' positive beliefs about learning self-regulation capabilities increase their self-efficacy in academic performance and ultimately cause to improve students' academic performance and it means that students' spontaneous academic academics are influenced by self-efficacy beliefs (Ferla, Wolk and Kai, 2009). Cheng & Chiou<sup>3</sup> (2010) indicated that students with more self-efficacy organize higher level purposes for themselves that finally leads to their success.

Attention and interest in study strategy is natural results of change in orientating behaviorism theories<sup>11</sup> to cognitive theories<sup>12</sup>. Cognitive theories in learning seek to explain complicated cognitive activities like understanding<sup>13</sup>, recall<sup>14</sup> and learning strategies. These views emphasize how information is retained in memory (Galton et al., 2013).

Studies which were conducted in the recent years, represent the importance of study strategies in facilitation of learning process, memorial and reminder and indicate the role of cognitive evolution in using learning strategies. The results of these studies represent that cognitive strategies have the most powerful effect on learners' learning and there is a positive and significant relationship between learning and average scores in the university. Learners' comprehension, who used to note-take and questioning methods, is significantly higher than learners who did not use this method; in addition to learners who used strategies of retaining, organizing and transferring materials, had better performance than control group. Also, learners who underlined important phrases and took notes while reading, could remind more information (Berliner, 2014).

Besides in students who had learned using keywords and had used them during learning, reminding and learning information were significantly improved. Some researchers believe that recalling information with semantic communication is easier and correlation among information facilitates retrieval just as well as information organization. Learners who had took part in comprehension self-learning training sessions, had better performance than control group who had not been taught but had not used self-learning method. Additionally, in learners who show more

interest in using self-regulation activities such as using cognitive strategies, it facilitates learning materials. Some of the most important studying and learning strategies include: rehearsal<sup>16</sup>, elaboration<sup>17</sup>, organization<sup>18</sup>, and comprehension monitoring.

Ennis<sup>20</sup> (1994) defined intelligence beliefs as intellectual orientation and tendency for thinking in a specific way and in certain conditions. In their opinions, intelligence belief is seen as inner mediator which provides outstanding mental structures for cognition, emotion, and behavior. Hence, intelligence beliefs can be situated in the dimension of documents stability because they primarily refer to changeability of intelligence ability and also effectiveness of effort and practice for intelligence ability (Duek, Legget<sup>21</sup>, 1990). Students' belief in stable and intrinsic intelligence and the role of effort and ability in failure is associated with goal selection, failure documents, tendency to learning, resistance to difficult assignments and the role of attempt in their future performance (Mangles & Lamb<sup>22</sup>, 2008). Studies have shown that learners' belief is a powerful prediction of students' social anxiety in various academic dimensions (Bandura 1997; Robins & Pulse 2002).

Moreover, Duek and his coworkers indicated that intelligence beliefs and interpersonal difficulties affect their beliefs about effort meaning and failure of their strategies about how to deal with assignments and as a result, their social anxiety (Duek 1998; Robind & Pulse 2002).

The present study findings indicate that incremental beliefs and interpersonal difficulties can predict learners' social anxiety. In Iran, not so much studies have been conducted in relation to interpersonal difficulties and intelligence beliefs, but some relevant studies can be found which are regarded as suitable theoretical bases in this regard. Hence, there are still ambiguous points in that regard and therefore it seems necessary to study so much interpersonal difficulties and social anxiety, that researchers can understand its relationship with other components such as intelligence beliefs and useful ways to achieve positive intelligence beliefs and social anxiety.

On the other hand, mental stresses for different reasons including peers, parents, age condition because of identification, independency, anxiety for test, and issues related to school and Cause necessary involvement for improving motivation beliefs and academic performance. Mindfulness based cognitive therapy is a type of modern and effective treatments on various samples. Among various types of psychological therapies such as biofeedback, imagination, cognitive therapy and there is a method based on mindfulness of team intervention which it sounds promising for treating various mental problems. In this case, by focusing on currently personal and interpersonal cognitions and feelings, mindfulness based cognitive therapy creates peace of mind for person and increases individual adaptation and tolerance to physical and mental stresses (Crane<sup>23</sup>, 1390).

Mindfulness means paying attention to present tense in a specific, targeted and judgment-free manner. Mindfulness means being in the moment with all current things, free of judgment and comment about events, that is, experiencing pure reality without elaboration of mindfulness core concentrates on mindfulness meditation training and its applications for daily life and coping with stress, disease and pain (Rosenzweig<sup>24</sup>, 2010).

The concept of mindfulness dates back to over 2000 years. The bases of this concept can be traced in the most ancient Buddhist texts. Mindfulness includes receptive awareness and free of judgment around current events. People understand actual inner and outer aware mind freely and without distortion and they are able to encounter wide domain of thoughts, emotions, and experiences (including pleasant and unpleasant). Mindfulness has a positive relationship with mental and psychological peace, and mental health, whereas mindfulness is associated with low amount of psychological tranquility (Nejati, 1389). In mindfulness, exercises are focused on thoughts, emotions, and perceptions. These skills are obtained by focusing on breathing to all life activities. Mindfulness helps people by changing people's perception of stressful events and increasing their tolerance and capability for life control. Considering what was said, the question of the present study is whether

mindfulness training method influences male students' self-efficacy and intelligence beliefs in the secondary school of Ghouchan city or not?

## 2. Method

The present study purpose was a category of basic researches and its method was a part of quantitative studies and it is a semi-experimental type of empirical research to collect data, and the present study design was pretest-posttest with control group. In this study, the population includes all male students of secondary school in Ghouchan city in the academic year 96-97. Based on the provided report from an educational expert of Education Department in Ghouchan city, this population is 8000 members. The sample includes 30 members too, who will be selected by a targeted sampling from the intended population and they will be substituted in a test group (15 member) and a control group (15 member) randomly. In this study, at first, two schools will be randomly selected among all public secondary schools of Ghouchan city, and then two classes are randomly selected from the first grade of secondary school. One class will be considered as a control group and the other class as a test group. In the following, at first, the questionnaires of study strategies, intelligence beliefs, and self-efficacy are given to test and control groups. After completing questionnaires, mindfulness based training is provided for test group and no training is taken by control group. Meanwhile test groups will be surely emphasized that educational content must not be submitted to other students till the end of the course, not to communicate trainings to control group indirectly.

### 3. 1. Measurement

#### 3.1.1. Assessment scale of intelligence beliefs

Duek's (1999) criterion for implicit intelligence beliefs constituted of 19 items, of which 10 items are related to intrinsic intelligence beliefs and 9 items are associated to increasing intelligence beliefs. Items in Likert 5-point scale are ranked from (1) (strongly disagreed) to (5) (strongly agreed). In Heslin, Latham and Vandle valle's study<sup>25</sup> (2005), internal stability for implicit intelligence beliefs was obtained 0/94. In this study, alpha coefficient for intrinsic belief was 0/76 and for increasing belief was 0/93 (Zabihi Hesari, quoted by Mahdian, 1385). To define durability, internal consistency among sub-scales was obtained after implementing this test on 400 members, and Cronbach's alpha coefficient of this test was reported 61%.

#### 3.1.2. Public self-efficacy questionnaire

This criterion has 17 questions. Each question is set up based on Likert scale from strongly disagreed to strongly agreed domain. Scale scoring means that 1 to 5 scores are belonged to each item. The questions 1, 3, 8, 9, 13, and 15 from right to left and the other questions in reverse, i.e. from left to right, are scored. Therefore, the maximum score which person can obtain from this scale is 85 and the minimum score is 17. This criterion was translated and validated by Barati (1375). Bakhtiyari Barati (1376) correlated the resulted scores from this scale with sizes of several personality traits (Rutter's inner and outer control scale, personal control subscale, Marlo & Crane's social rank scale, and Rosenberg's interpersonal competency scale) to measure structural validity of public self-efficacy scale. The predicted correlation was between self-efficacy scale and average sizes of

personality traits (0/61 and in significance level of 0/05) and in order to confirm the intended structure (quoted by Keramati and Shahraray, 1383). Also durability coefficient of this scale was 0/76 by splitting Gutmann test and was 0/79 by using Cronbach's alpha coefficient. In Ganji and Farahani's study (1388), final coefficient 81% was obtained through Cronbach's alpha.

### 3.1.3 Mindfulness based cognitive therapy

**Session one:** General formulation of references, introduction of model, auto-guidance against mindfulness. **Session two:** Focusing on body and experiencing body senses, another way for acquiring awareness from internal experiences, coping with problems and barriers. **Session three:** Introducing rational and sedentary meditation exercise, mindfulness on respiration. **Session four:** Staying at the moment, sedentary meditation, awareness of sounds and thoughts breathing. **Session five:** Reception of attendance permission, sedentary meditation (deliberately reminding problems/difficulties). **Session six:** Negative thoughts and creating communication limit us by experience, thoughts are not facts, how can we work with emotional pains. Our resentment is not equal to yours, but you can do many things for healing and health. **Session seven:** How can we look after ourselves well? **Session eight:** Concluding learning for future and starting again for the rest of life, regular exercise of mindfulness helps keeping balance in life.

#### Findings

In this section, first we will cover demographics and study variables, and then assumptions of using parametric tests will be discussed. In posttest phase, study hypotheses will be covered. The studied population consists of all public secondary schools of Ghouchan city, of which 30 qualified members were selected through step by step clustered sampling method and were randomly divided in two groups, test group and control group.

Table 1. Descriptive data of involved students' age in two groups

Maximum Age	Minimum Age	Standard Deviation	Average Age	Number	Gender	Group
17.05	15.02	2.11	16.37	15	Male	Test
17.02	15.09	2.01	16.06	15	Male	Control

Table 2. Statistic indices of study variables

Standard Deviation	Mean	Number	Group	Variable
4.07	45.83	15	Test	Self-efficacy-Pretest
44.4	45.08		Control	
5.26	48.54	15	Test	Self-efficacy-Posttest
4.56	45.83		Control	
81.3	83.24	15	Test	Intrinsic element-pretest
89.3	43.23		Control	
5.33	83.28	15	Test	Intrinsic element-posttest
61.3	43.23		Control	
11.4	17.11	15	Test	Educability element-pretest
4.90	17.90		Control	
5.17	18.11	15	Test	Educability element-posttest
3.66	14.90		Control	
1.13	8.86	15	Test	Contextual element-pretest
1.36	78.8		Control	
1.86	12.86	15	Test	Contextual element-posttest
1.78	8.22		Control	

2.13	17.08	15	Test	Incremental
2.36	17.50		Control	element-pretest
3.86	19.50	15	Test	Incremental
2.78	16.23		Control	element-posttest
5.13	57.02	15	Test	Intelligence beliefs-
5.36	57.52		Control	pretest
6.86	63.27	15	Test	Intelligence beliefs-
5.78	56.74		Control	posttest

Considering Table (2), the average scores of pretest and posttest for self-efficacy, intelligence beliefs, and its levels in test group are different from control group, which results from the effectiveness of mindfulness training. To examine regression slope consistency (linear correlation among variables), interaction test among pretests and groups was used and the results were shown in Table (3).

Table 3. Regression slope consistency test of relevant variable of boredom in test and control groups

ETA	Significance level	F	Mean Squares	Degree of Freedom	Total Squares	Independent	Source of change Intelligence beliefs
039.0	38.0	0.82	9.6.60	1	9.6.60	total score	1
023.0	9.0	0.81	0.234	1	9.234	intrinsic	1
083.0	19.0	81.1	198.10	1	198.10	educability	2
022.0	51.0	45.0	803.4	1	803.4	contextual	3
026.0	14.0	73.0	32.12	1	32.12	incremental	4

Considering the above table, because significance level of interaction between pretest and group for self-efficacy, intelligence beliefs and its levels is higher than 0.05, it is concluded that interaction between test conditions and regression slope for two groups is identical. Kolmogorov-Smirnov test results indicate that scores distribution of intelligence beliefs and self-efficacy in pretest and posttest is normal. To specify equal and consistent covariance matrix of self-efficacy and intelligence beliefs, a Box Test was used. results show that significance level of the above test is higher than 0.05. Table result shows that assumption of covariance matrices consistency was validated. For test, univariate covariance analysis was used and dependent variable including posttest scores of participants' self-efficacy questionnaire results and group as independent variable were included. Descriptive data of both test and control groups' performance in self-efficacy level which includes the mean and standard deviation, is presented in Table (4).

Table (4). The mean and standard deviation of participants' scores of test and control groups in self-efficacy variable

Self-efficacy			
Standard Deviation	Mean	Number	
9.26	54.08	15	Test group
6.56	45.83	15	Control group

According to data in Table (4), the mean of test group is higher than control group. The results of effect tests among subjects for participants' self-efficacy score imply significant difference between two groups ( $\eta^2 = 0.79$ ,  $p < 0.05$ ,  $F_{0.10} = 82.19$ ) that are presented in Table (5).

Table (5). The results of effect tests for self-efficacy variable

ETA Square	Significance Level	F	Mean Squares	Degree of Freedom	Total Squares	Sources of Change
0.79	0.001	82.19	6041.667	1	6041.667	Self-efficacy

By comparing test and control groups, it was found that there is significant difference among self-efficacy scores of two test and control groups. To examine regression slope consistency (linear

correlation among variables), an interaction test between pretests and groups was used and its results are presented in Table (6).

Table (6). Regression slope consistency test of dependent variable of intelligence beliefs in test and control groups

ETA	Significance Level	F	Mean Squares	Degree of Freedom	Total Squares	Dependent Variable	Source of Change
0.02	0.49	0.50	61.46	1	61.46	Intelligence beliefs	Group
0.05	0.35	0.93	19.706	1	19.706	Intrinsic	Group
0.11	0.13	2.57	42.214	1	42.214	Educability	Group
0.01	0.87	0.03	2.093	1	2.093	Contextual	Group
0.01	0.87	0.03	2.093	1	2.093	Incremental	Group

Considering the above table, since significance level of interaction between pretest and group in variable of intelligence beliefs is higher than 0.05, it is concluded that interaction between test and pretest is not significant and there is linear correlation among them and regression slope for two groups is identical. To examine variance consistency, Levin test was used and it is presented in Table (6).

Table (9). Levin test results for examining variance consistency of intelligence beliefs in test and control groups

Significance Level	Df2	Df1	F	Dependent Variable
0.90	1	28	0.016	Intelligence beliefs
0.07	1	28	3.61	Intrinsic
0.59	1	28	0.31	Educability
0.28	1	28	1.25	Contextual
0.36	1	28	1.45	Incremental

The results included in Table (6) indicates that significance level of the above test is higher than 0.05. So, assumption of variance consistency of intelligence beliefs in test and control groups is validated. To specify consistent and equal covariance matrices of intelligence beliefs, Box Test was used.

Table (9). Box test relating to assumption of covariance matrix equality in test and control groups

Significance Level	Df2	Df1	F	Box Value	Test Name	Dependent Variable
0.21	3.51	6	1.41	9.96	Box	Intelligence beliefs
0.81	0.000	87.20	10374.103	1	10374.103	Intelligence beliefs

Inserted results in Table (10) indicate that significance level of the above test is higher than 0.05. Table results show that assumption of covariance matrices consistency is validated. The results of effect tests among subjects' intelligence beliefs score imply significant difference between two groups ( $\eta^2=0.81$ ,  $p<0.05$ ,  $F_{(1,21)}=87.20$ ).

## 5. Discussion

According to findings, the results of Klaassen studies (2010) indicated that students without social anxiety have interpersonal difficulties higher than students with learning disability. Also, it was stated this skill level in these students is likely associated with their low self-regulation. In his study, Omanchi (2006) discusses that self-regulation learning is an important topic for human learning and learning psychologists emphasize learner's active involvement in learning self-regulation, rather than passive learning experience. Chang<sup>26</sup> et.al (2006) studied the effects of mindfulness based tension reduction program on pain, positive modes of mind, tension and self-efficacy of mindfulness, after and before eight-week interventions. The results indicated that posttest scores of tension were significantly lower

than pretest scores and self-efficacy level of mindfulness and positive modes of mind were higher than pretest scores.

Nakamura<sup>27</sup>, Lipschitz<sup>28</sup>, Landward<sup>29</sup>, Kuhna<sup>30</sup>, and Westb<sup>31</sup> (2011) studied the effect of two sessions of mindfulness training on sleeping quality and life quality in people suffered from post-injury mental stress. The results implied the effectiveness of training on sleeping quality improvement, but regarding variable of life variable, a significant difference was not obtained. Kingston<sup>32</sup>, Dooley<sup>33</sup>, Bates<sup>34</sup>, Lawlor<sup>35</sup>, Malone<sup>36</sup> (2011) findings indicated that mindfulness based cognitive therapy can be effective treatment on decreasing patients' rumination. Regarding the effect of mindfulness therapy on emotional regulation in patients with anxious disorder, the results of Goldin<sup>37</sup> and Gross<sup>38</sup> (2011) study showed this treatment leads to regulate emotions and decrease anxiety in people suffered from social anxiety disorders significantly.

In a study, Garland, Gaillard, Fredrickson (2012) explained a mindful confronting model and showed that catastrophe confront strategy is negatively correlated with mindfulness and this catastrophe is decreased, as mindfulness is increasing. Also, in the above-mentioned study, it was shown that catastrophe in posttest was significantly decreased. The results of Piet<sup>39</sup> and Hougaard<sup>40</sup> (2011) study concerning the effect of mindfulness based cognition on decreasing depression recurrence in patients with basic depression disorder indicated this treatment causes to decrease depression and reduce depression recurrence in patients with basic depression disorder significantly.

In a study, Scherer (2013) stated that learners' performance is increased, as their self-efficacy is increasing and they represent higher preparation and endurance than learners with lower self-efficacy. Cheng & Chiou<sup>42</sup> (2010) indicated that students with more self-efficacy regulate high level purposes for themselves that ultimately leads to their success. The results of Chang & Solomon<sup>43</sup> (2010) study (quoted by Bakhtiyarpour, Haafezi, and Behzadi, 1389) represent positive and significant correlation between self-efficacy and academic performance.

Archive



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