

A Study on the Attitude of College Students to Mindfulness Based Stress Reduction Learning

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Abstract: Through the actual research survey, through the analysis of statistics, it is found that the students' attitude towards the learning of mindfulness courses is generally acceptable. The more students learn about the mindfulness program, the more determined their attitude will be. At the same time, learning attitude will also affect the persistence of students' learning behavior. It is suggested that teachers should explain the theory of mindfulness clearly when teaching mindfulness courses. For the actual practice steps can subdivide the process, and give students more time for operation and practice. Make students to achieve proficiency in the skills of Mindfulness Based Stress Reduction (MBSR), for students to implement MBSR skills in their lives, so that there is substantial help.

1. Introduction

The mental health of college students needs to be taken seriously. College students have strong mental health awareness, but their mental health skills need to be improved. According to the survey results of the National Mental Health Development Report in China (2019-2020), 18.5% are prone to depression, 4.2% are prone to high risk of depression, and 8.4% are prone to anxiety (Fu, Zhang, & Chen ,2021)[1]. According to the research, the mental health troubles of college students are manifested interpersonal troubles, poor emotional management, high academic or employment pressure, excessive dependence on the Internet or mobile phones, and adjustment of social relationship networks (Lai, Lu, Dou &Xie)[2]. This research discusses the situation of students' learning "Mindfulness Based Stress Reduction" as the discussion topic. Scholar Kabat-Zinn (1994, 2003)[3,4] defines mindfulness as "concentrating on the present moment without any critique of self-awareness". Therefore, the learning method is to learn the basic theory first, and then practice in the classroom to increase the students' acceptance of MBSR.

2. MBSR Training

2.1. Willingness and Attitude towards MBSR Training

The famous theory of planned behavior (TPB) proposed by scholars Fishbein & Ajzen (1975, 2000)[9,10] fully reveals the relationship between beliefs, evaluations, intentions and actual execution of behaviors. This theory can also be used to understand and practice mindfulness implementation status. Some studies have pointed out that the influence of cognitive behavioral therapy on home practice work depends on whether the client completes home practice work or not. There are several influencing factors: homework difficulty, understanding of work principles, expectations of benefits, and insight into the implementation of homework, the necessity of working hard to complete the task, awareness of the relationship between the task and its own needs, motivation to perform, remembering whether or not the task is performed, and delaying

execution. The above factors can correspond to attitudes, cognitive, and behavioral three attitudes. In addition, the counselor confirms the attitude of the client with the homework, which can effectively predict the completion of the homework. If the counselor confirms, the client will reduce the refusal to perform the assignment. And there is a direct correlation between attitudes toward practicing mindfulness and actual intentions to practice mindfulness. Therefore, the attitude towards mindfulness practice is an important factor affecting the ability to perform mindfulness practice (Dunn, Morrison & Bental, 2002)[11].

2.2. Training Method

This research takes the mindfulness-based stress reduction training established by professor Kabat-Zinn in 1979 as the theoretical framework of the intervention program, including body scanning, mindful breathing, stress reduction training, emotional awareness training, conceptual head training, mindfulness and compassion training, and bedtime gratitude training, etc. , and make modifications in line with the actual situation in combination with training venues, characteristics of college students, and epidemic control. From February to June 2022, an 8-week online and offline mindfulness intervention training will be carried out in small groups. The duration of mindfulness training is 90 minutes each time, divided into 4 stages. (1) The subject content of the mindfulness training unit (30 min): Sitting meditation guide. (2) Preparatory stage for relaxation (15 min): mobilize the medullary, waist and neck to relax. (3) Mindfulness practice (30 min): Conduct mindfulness practice according to the classroom instruction. (4) Discuss and share (15 min): Share the feelings and discuss the questions in the training process.

3. Research Methods

This research plan focuses on college students. After the mindfulness-based stress reduction course, a questionnaire will be distributed to students taking the mindfulness course in July 2022, so as to understand the implementation of the course. Statistical analysis was carried out as a reference direction for the revision of mindfulness course teaching in the future. The questionnaire design direction is divided into four aspects: emotion, attitude, cognition, behavioral intention. They were rated on a 5-point Likert scale (1 strongly disagree, 2 disagree, 3 generally, 4 agree, and 5 strongly agree). Based on the theory of planned behavior, this study proposes three hypotheses: H1 cognition has a positive impact on attitude. H2 attitude has a positive impact on emotion. H3 attitudes have a positive impact on behavioral intentions.

4. Data Analysis

4.1. Analysis of Sampling Data

The variables in this study were pre-tested and pre-tested before the questionnaire was formally administered, and the pre-test questionnaire was subjected to factor analysis and reliability analysis. Referring to the respondents' comments; in addition to deleting and modifying some inapplicable questions, we also added and deleted measurement questions for the aspects with poor analysis results in order to improve the reliability and validity of the questionnaire content and improve the quality of the questionnaire. Scholars believe that Cronbach's α is acceptable as long as it is 0.5 or more, and if it is between 0.6 and 0.9, it is a high confidence value. The reliability of the questionnaire in this study was Cronbach's α 0.937, indicating that the questionnaire has a high reliability value.

In this study, the collected sample data were analyzed. The number of participants was 53 boys and 16 girls, a total of 69 people. According to statistics, the most annoying things for students are: interpersonal communication 10%, academic pressure 25%, financial difficulties 5%, family expectations 12%, relationship between men and women 13%, future planning 20%, preparation for the master's examination 15%. When students encounter psychological problems, they often seek assistance from their parents 35%, friends for help 63%, and counseling teachers 2%. When students encounter psychological problems, the most commonly used methods to deal with them are as

follows: exercise to relieve stress 26%, find someone to talk to 10%, eat a big meal 18%, listen to music 20%, watch movies or TV programs (online games) 3%, sing songs 3%, sleeping 20%.

In terms of emotion, the item number and content of the questionnaire are as follows: 1. When I am helpless, I feel very anxious. 2. When I face setbacks, I get frustrated. 3. I feel irritable when I'm under stress. 4. When I face depression, I feel hopeless. In terms of cognition, the item number and content of the questionnaire are: 5. I think the mindfulness decompression course is helpful for relieving psychological stress. 6. I think the mindfulness stress reduction course, it was easy for me to learn it. 7. After explaining the operation course of mindfulness and stress reduction, I have a better understanding of the operation method of mindfulness and stress reduction. 8. I feel that learning the mindfulness and stress reduction course will make me mentally healthier. 9. I think learning mindfulness for stress reduction is a good way to operate independently without the assistance of others. In terms of attitude, the item number and content of the questionnaire are as follows: 10. After explaining the course of mindfulness and stress reduction, I am willing to use it as the main method for my mental stress relief. 11. I am willing to practice mindfulness to reduce stress and improve my mental health. 12. I would like to share information about mindfulness and stress reduction with others. In terms of behavior, the item number and content of the questionnaire are as follows: 13. When encountering psychological problems, I will choose to use the mindfulness-based stress reduction method to solve the psychological problems first. 14. After learning the mindfulness decompression course, I will practice it myself to become a habit. 15. I would like to take mindfulness-based stress reduction courses again. After statistical analysis of the above items, the average number is between 3 and 4, indicating that students do not reject mindfulness courses. But the satisfaction with learning mindfulness stress reduction courses can be further improved.

4.2. Analysis of Model Factors Data

4.2.1. Analysis of Load Value of Measurement Model Factors

In this study, the partial least squares method path model is non-parametric, and the requirements for the number of samples are relatively loose, and the number of samples is not normally distributed; it is convenient for research and investigation of samples. According to the judgment criteria of Hair, Ringle, & Sarstedt, (2011) [12], the reliability of individual measurement variables, the composite reliability (CR) of latent variables and Cronbach α , and the average variation extraction (AVE) is the main method for judging reliability and convergent validity. And use the bootstrapping estimation method to solve the problem of small samples and non-multivariate normality of data, in order to obtain the estimated stability of each variable (Chin, 2010) [13]. This study used Smart PLS 3.0 tool for PLS analysis. The relevant verification standards are explained as follows: the reliability of individual measurement variables mainly considers the degree to which each measurement variable can be explained by the potential variables, and its factor loadings (Outer loadings) are suggested to be above 0.7 (Barclay, Higgins, & Thompson, 1995) [14] after analysis. For the factor dimensions of attitude, emotion, attitude, cognition, behavioral intention, etc., the factor loading values are all greater than 0.8.

4.2.2. Combined Reliability and Validity

Combination reliability and validity CR refers to the consistency of variables within the dimension. When the CR value of the latent variable and Cronbach's α are higher, the more potential variables can be tested. It is recommended that Cronbach's α must be greater than 0.7 (in exploratory research, it is 0.60~0.70), it is enough to represent that the latent variables have good internal consistency. The combined validity (Combination Validity) of each factor is analyzed separately: the combined reliability value of attitude is 0.935, the combined reliability value of emotion is 0.844, the behavioral intention is 0.954, and the cognitive value is 0.916. Most of the validity is greater than 0.8.

4.2.3. Average Variation Extraction

Average variance extracted (AVE) is a value that represents how many latent variables can be tested by a variable, which can not only judge reliability, but also represent discriminant validity. According to the suggestion of Fornell and Larcker (1981) [15], the AVE value must be greater than 0.5 to represent that the observed variable has a convergent effect. In addition, the collinearity problem of each group of predictors was checked, and the predicted construct tolerance value (Variance inflation factor, VIF) was less than 0.20, that is, there was a collinearity problem. The average variance extracted(AVE) of each factor is analyzed separately: attitude (AVE) value is 0.885, emotion (AVE) value is 0.676, cognition (AVE) value is 0.757, behavioral intention (AVE) value of is 0.916. After the statistical analysis of each variable, the AVE value is greater than 0.5, indicating that the observed variable has a convergence effect.

4.2.4. PLS Module Path Results

After the above analysis of reliability and validity, the least squares method is used to analyze and test the causal relationship between latent variables of the structural model. In this study, the bootstrapping parameter was set for 300 times to perform a calibration procedure to obtain the stability of the estimates of each variable (Chin, 2010) [13]. Then, the analysis effect value f^2 can be used to evaluate the influence of the extrapolated variables on the internal dependent variables of the explanatory variables. The general principle is 0.02, 0.15, and 0.35, which represent the small, medium and large effects of the extrapolated variables on the internal latent variables. The f^2 effect value of each factor is analyzed separately: the f^2 effect value of attitude on emotion is 0.109, and the effect is moderately significant. The f^2 effect value of attitude on behavior Intention is 0.413, and the effect is significant. The f^2 effect value of cognition on attitude is 0.365, which is significant. We use R-square to judge the path significance test and the explanatory power of the research model. The significance is greater than the R-squared value, which is the percentage of variation that can be explained by exogenous variables to endogenous variables, and represents the predictive power of the research model. Its value is between 0 and 1, and the larger the value, the better the explanatory power of the model. The R^2 coefficient of determination represents the explained size of the internal latent variable in the structural formula. The general principle is 0.75, 0.50, and 0.25, which means that the R^2 value can be roughly classified as significant large, medium and small effects. Each R^2 coefficient of determination is analyzed separately: the R^2 determination coefficient of attitude is 0.758, and the significant effect is strong. The R^2 coefficient of determination of behavioral intention was 0.865, and the significant effect was strong. The R^2 coefficient of determination for emotion is 0.098, and the effect of significance is weak. It is empirically verified that the variables have positive effects on each other. The results of the research hypothesis testing of the results of this study are shown in table 1, as shown in figure 1 (* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$).

Table 1 The empirical results of the research hypothesis testing of the structural model.

	Hypothetical content	path coefficient	Validation results
H1	H1 cognition has a positive effect on attitude	0.886**	support
H2	H2 attitude has a positive impact on emotion.	0.314*	support
H3	H3attitude has a positive impact on intention.	0.930***	support

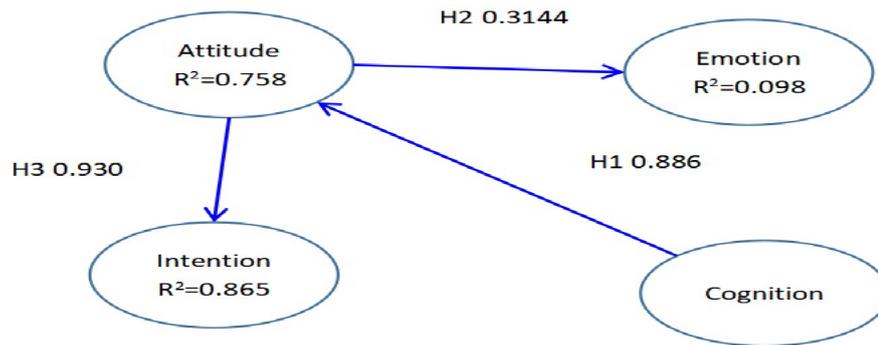


Figure 1 TPB on students of MBSR training.

5. Conclusion

In this study, the collected sample data were analyzed. These things that students feel the most annoying, according to the statistics, the proportion is ranked from the highest to the lowest: academic pressure 25%, future planning 20%, preparation for the master's examination 15%, male and female relationship 13%, family expectations 12%, interpersonal communication 10%, financial difficulties 5%. When students encounter psychological problems, they often look for assistance. According to the statistics, the proportions are ranked from the highest to the lowest: 63% seek help from friends, 35% seek assistance from parents, and 2% seek assistance from counseling teachers. When students encounter psychological problems, the most commonly used treatment methods, according to the statistics, the proportion is ranked from the highest to the lowest: exercise 26% to relieve stress, listen to music 20%, sleep 20%, eat a big meal 18%, talk to someone 10%, watch a movie or TV show(online games) 3%, sing songs 3%. These survey data can be used as a reference for school counselors' counseling skills for psycho-emotional students. In addition, through the actual investigation, it is found that the students' attitude towards mindfulness courses is acceptable. According to statistical analysis, students have the deeper understanding of mindfulness courses, the firmer their attitude towards learning. Learning attitude also affects the enthusiasm of students' learning behavior. Therefore, when teachers teach mindfulness courses, in addition to clarifying the theory of mindfulness, the requirements for the actual practice step by step and the number of hours of practice should be implemented, so that students can become proficient in the techniques of mindfulness based stress reduction with life.

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