

Mindfulness, Self-Compassion, and Happiness: A Comparative Analysis among Faculty in Ranchi's Public and Private Universities

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Abstract

The focus of current study is on using self-compassion and mindfulness to improve one's own welfare. We can become more adept at controlling our emotions and relieving stress by keeping our attention in the here and now. Being mindful helps one maintain balance and calm while being totally present in the moment. Being kind and understanding to oneself when dealing with hardship, failure, or self-doubt is a necessary component of self-compassion. Self-compassion improves our quality of life and can lead to happiness. This study aims to investigate the association between happiness, self-compassion, and mindfulness among faculty members at Ranchi, Jharkhand's public and private universities. A descriptive and causal research design was employed in this study. Faculty members from Ranchi's public and private universities participated in the study. 103 faculty members' responses to surveys were gathered using the convenience sampling approach. The questionnaires for mindfulness, self-compassion, and happiness were created using the Five Facets of Mindfulness Questionnaire (FFMQ), the Self-Compassion Scale, and the Happiness Scale. Software from SPSS was used for data analysis. Regression analysis, t test, and correlation were employed to achieve the study's goals. The findings indicate that women are more self-compassionate than men. The results show that while there is a very weak association between self-compassion and happiness, there is a moderate correlation between mindfulness and happiness. These result can guide future investigations and show that, in contrast to self-compassion, which has no significant relationship with happiness, mindfulness and happiness are positively correlated.

Keywords: Happiness, Self compassion, Mindfulness, Public and Private Universities, Faculty member.

1.Introduction:

A growing number of publications have emphasized the benefits of mindfulness. Positive feelings and less depression are more common in people with higher dispositional mindfulness levels. Depression, anxiety, and stress are just a few of the psychological diseases that mindfulness has been shown to improve.(Chiesa & Serretti, 2011; Grossman et al., 2004).Mindfulness and self-compassion are linked to flourishing factors, with self-compassion acting as a mediator. Meditation leads to happiness, highlighting the relationship between mindfulness and self-compassion..(Hollis-Walker & Colosimo, 2011)Stress among teachers is a serious problem that has a severe impact on their wellbeing. Strain is influenced by things like personality qualities and educational characteristics

1.1Theoretical Concepts and Framework

Mindfulness, a psychological strategy promoting self-regulation and openness to present experiences, has been widely adopted to address emotional suffering and dysfunctional behavior.(Bishop et al., 2004). Moment-to-moment, non-judgmental awareness is what is meant by the term "mindfulness."(Kabat-Zinn, 2012).Higher-order characteristics adversely correlated with feelings of anxiety and sadness include self-regulated attention and orientation to experience. The two most noticeable mindfulness strategies were decentering and nonattachment.(Tran et al., 2014)Mindfulness-

based interventions, such as meditation and clinical therapy, can enhance mindfulness propensity and reduce anxiety, despair, and stress in various psychiatric issues..(Khoury et al., 2013)

Many studies have examined the association between mindfulness and psychological symptoms in a variety of mental diseases(Fredrickson et al., 2008) and mindfulness is link with positive changes(Shapiro et al., 2006)(Hanley & Garland, 2014)and psychological well-being and health. (Brown & Ryan, 2003).According to Gilbert (2009), behavioral mechanisms including attachment and affiliation produce self-compassion as an evolved ability. (Neff & Dahm, 2015)The study explores the connection between wellbeing and Buddhist psychological concepts of self-compassion and mindfulness, emphasizing the importance of understanding individual qualities for optimal emotional and mental states.(Argyle, 2002)The book emphasizes happiness and meaning in life over moral goodness and heaven, highlighting relationships, work, and leisure as main causes of happiness, and suggests social skills training, exercise, and flatter hierarchies for improvement.

1.2 Review of Literature

(Kemper et al., 2015)A Midwestern study found sleep and resilience positively correlate with mindfulness and self-compassion in young health professionals, while sleep problems are linked to perceived stress and poorer health. Another paper reviews on mindfulness among teachers during the pandemic and suggests suggestions for individual practices. While there is a lack of research on increasing teachers' mindfulness levels during the pandemic, a study from Turkey is suggested.(Mamacı & Varan, 2021)(Park et al., 2020)another literature investigates mindfulness meditation in early childhood college courses for preservice teachers and finds that it aids in the development of self-awareness, an important component of both personal and professional growth. The results imply that educators should provide worthwhile learning opportunities to increase students' confidence. A paper on the role of mindfulness in sustainability, highlighting its positive impact on subjective well-being, core values activation, consumption, sustainable behavior, human-nature connection, equity issues, social activism, and adaptive climate change responses.(Wamsler et al., 2018)(Flook et al., 2013)Literature on modified Mindfulness-Based Stress Reduction course for teachers significantly reduced psychological symptoms, burnout, classroom organization, and self-compassion, compared to a control group exhibiting declines in cortisol functioning and increased burnout.(Kumar & Panda, 2019)This research aims to explore the relationship between mindfulness and socially responsible consumption behavior, as well as the mediating effect of self-compassion and materialism, despite the global concern of sustainable consumption being dominated by western thinking. Another research shows that self-compassion is related to wellbeing and it also discuss the difference between self-esteem and self-compassion. Self-compassion involves treating oneself with kindness, recognizing shared humanity, and being mindful of negative aspects. (Neff, 04 January 2011)((Hollis-Walker & Colosimo, 2011)According to this author, self-compassion is a critical attitude in the link between mindfulness and happiness, and that mindfulness is related to psychologically adaptive factors. Some research emphasis on the role of mindfulness and self-compassion and happiness. Recent study conducted shows that mindfulness was the strongest subcomponent of self-compassion to positively influence happiness, and happiness was the strongest negative predictor of isolation. (Olivia Lena Pastore <https://orcid.org/0000-0003-0785-7181>, 15 April 2022)Another authors examine the correlation between school happiness and teacher, female teachers had higher levels of happiness, while secondary school teachers had higher levels (Al-Bataineh, Mahasneh, & Al-Zoubi, Apr 2021)

Despite the fact that several studies have examined the connection between mindfulness and psychological signs of various mental diseases positive feelings have thus far been linked to mindfulness. According to the literature, there have only been a few research done on mindfulness, self-compassion, and happiness overall, particularly in India. The goal of this study is to investigate the connection between mindfulness, self-compassion, and happiness.

1.3 Need and Significance of the study:-

The study emphasizes the importance of mindfulness, self-compassion, and happiness in enhancing educators' interactions with coworkers, parents, and students. It suggests universities should design mindfulness programs for professional development and future research.Future scholars would benefit from this study as they do their own research on mindfulness, self-compassion, and happiness.

1.4 Problem statement:

Stress among teachers impacts their emotional well-being and job satisfaction. Mindfulness-based programs help address this issue.(Martin Hettinga, 2022).Teachers may be better equipped to handle the stress and emotional demands of their employment if they treat themselves with respect and empathy. (Liao et al., 2021)self-compassion may also foster a sense of self-efficacy and control, which can increase resilience in the face of adversity Research advocate that a happy school climate influences students' academic achievement, communication, future success, and fulfillment.(Bird & Markle, 2012)(Bakker, 2005).Therefore, the problem statement of this study is to investigate the relationship between mindfulness, self-compassion and happiness of faculty member of public and private university of Ranchi.

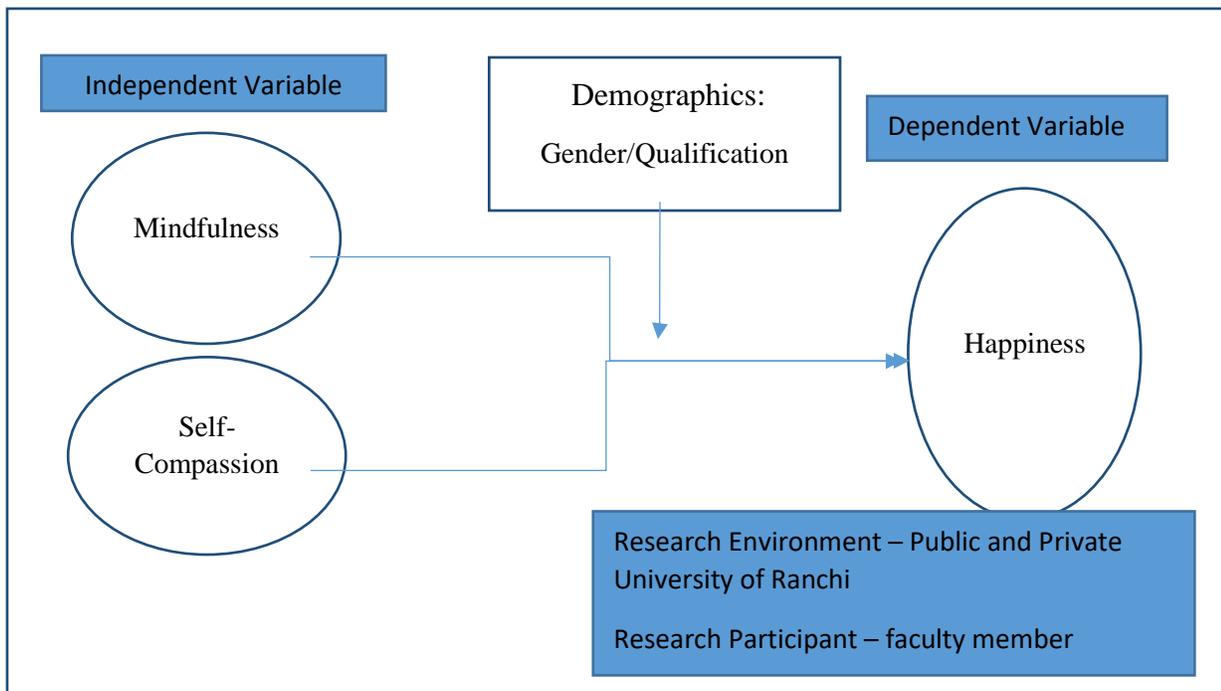
1.5 Conceptual Framework:-

Figure 1: conceptual framework for the study.

1.6 Objectives:

- I. To examine the relationship between mindfulness and happiness of faculty members of public & private university.
- II. To examine the relationship between Self compassion and happiness of faculty members of public and private university.
- III. To check how demographic variable influencing the level of mindfulness, self-compassion and Happiness.
- IV. To find out the effect of self-compassion, mindfulness on happiness of the faculty members of public and private university.

1.7 Hypothesis

The specific hypotheses are:

- i. Mindfulness and happiness is significantly correlated.
- ii. Self-compassion facets and happiness is significantly correlated.

2 Methods:

2.1. Participants and procedure

A descriptive and causal Research design was used to report and validate the phenomena related to Mindfulness. . A survey-based approach was used to acquire the respondents' information.

Data was collected from 103 faculty members of public and private college of Ranchi. The convenience sampling was used to select the number of respondents.

2.2. Measures

2.2.1 Mindfulness

The Five Facets of Mindfulness Questionnaire (Baer et al., 2006; Cebolla et al., 2012) was used to assess the mindfulness trait. A questionnaire called the FFMQ is used to gauge dispositional mindfulness. It include 15 items, each of which is graded from 1 (never or very rarely true) to 5 (very often or always true) using the Likert scale. The text emphasizes five key aspects of mindfulness: observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience, promoting an attitude of non-evaluation and self-awareness.

2.2.2 Self compassion and Happiness

Self-compassion is measured by using the Self-Compassion Scale (SCS). It include 6 items are rated on a Likert scale ranging from 1 (almost never) to 5 (almost always).The two self-compassion facets includes self-kindness and common humanity. Happiness includes 3 questions rated on a Likert scale ranging from 1 (almost never) to 5 (almost always).

3. Analysis of Data: Tools & Techniques

Data analysis was done using IBM's Statistical Package for the Social Sciences (SPSS) for Windows, version 26.0. For analysis of data For the purpose of determining the respondents' demographic profile, descriptive statistics have been produced. Furthermore, to examine the relationship between the variables and to check the hypothesized relationships of mindfulness, self-compassion and happiness, Correlation, t test and a linear regression model has been developed. Tools included reliability statistics, frequency tables, and descriptive statistics. No errors, missing data, or outliers were found, and further analysis confirmed data reliability.

The total number of respondents taken are 103. The frequency of male respondents is 64 and female respondents is 39. The frequency of Ph.D. respondents is 34.0% of the total respondents and PG is 68% of the total respondents. 40.8% of the total respondents is from management, 21.4 of the total respondents is from Engineering and applied social science/others is 37.9 of the total respondents.

Table 1
Correlations

Descriptive Statistics			
	Mean	Std. Deviation	N
Avg_Mindfulness	3.2382	.38745	103
Avg_Happiness	3.9288	.90346	103

Correlations			
		Avg_Mindfulness	Avg_Happiness
Avg_Mindfulness	Pearson Correlation	1	.458**
	Sig. (2-tailed)		.000
	N	103	103
Avg_Happiness	Pearson Correlation	.458**	1
	Sig. (2-tailed)	.000	
	N	103	103

** . Correlation is significant at the 0.01 level (2-tailed).

Objective 1 : To examine the relationship between mindfulness and happiness of faculty members of public & private university.

A Pearson correlation coefficient was performed to evaluate the relationship between Average Mindfulness and Average Happiness. This table show the value of the Pearson Correlation is .458 (which we round to .45). Since this is moderate positive range (.30 to .49), There was significant but moderate relationship between Average Mindfulness and Average Happiness, $r(103)=0.45$, $p=[<.001]$.

Table 2 and Table 3:

Descriptive Statistics			
	Mean	Std. Deviation	N
Avg_Happiness	3.9288	.90346	103
Avg_SC	3.3301	.54582	103

Correlations			
		Avg_Happine ss	Avg_SC
Avg_Happiness	Pearson Correlation	1	.177
	Sig. (2-tailed)		.073
	N	103	103
Avg_SC	Pearson Correlation	.177	1
	Sig. (2-tailed)	.073	
	N	103	103

Table 2 describe a Pearson correlation coefficient was performed to evaluate the relationship between Average Happiness and Average Self compassion. Table 3 show the value of the Pearson Correlation is .177 (which we round to .17). Since this is weak positive range (.10 to .29), There was significant but very weak relationship between Average Mindfulness and Average Happiness, $r(103)=0.17$, $p=[<.001]$.

T-Test

Table 4

Group Statistics					
	Gender of the respondent	N	Mean	Std. Deviation	Std. Error Mean
Avg_SC	Male	64	3.2318	.55921	.06990
	Female	39	3.4915	.48809	.07816
Avg_Mindfulness	Male	64	3.2333	.37731	.04716
	Female	39	3.2462	.40844	.06540
Avg_Happiness	Male	64	3.8333	.92391	.11549
	Female	39	4.0855	.85743	.13730

Table 5:

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Avg_SC	Equal variances assumed	2.146	.146	-2.396	101	.018	-.25968	.10839	-.47470	-.04467
	Equal variances not assumed			-2.477	88.826	.015	-.25968	.10486	-.46803	-.05133
Avg_Mindfulness	Equal variances assumed	.214	.645	-.162	101	.872	-.01282	.07909	-.16970	.14406
	Equal variances not assumed			-.159	75.486	.874	-.01282	.08063	-.17343	.14779
Avg_Happiness	Equal variances assumed	.197	.658	-1.380	101	.171	-.25214	.18272	-.61460	.11033
	Equal variances not assumed			-1.405	85.099	.164	-.25214	.17941	-.60885	.10458

Table 4 and Table 5 shows the results indicated that Average self-compassion for female ($M = [3.49]$, $SD = [.488]$) is moderately greater than male ($M = [3.23]$, $SD = [.559]$), $t ([101]) = [2.39]$, $p = [.018]$. The average self-compassion is significant for male and female. Again Average Mindfulness for male ($M = [3.23]$, $SD = [.377]$) and for female ($M = [3.24]$, $SD = [.408]$), it shows no difference between male and female $t ([101]) = [.162]$, $p = [.872]$. Average Happiness for female ($M = [4.08]$, $SD = [.857]$) is greater than male ($M = [3.83]$, $SD = [.923]$), $t (101) = [1.38]$, $p = [.171]$.

Table 6

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.468 ^a	.219	.203	.80656	.219	13.990	2	100	.000	

a. Predictors: (Constant), Avg_Mindfulness, Avg_SC

Table 6 show the model Summary Table of Linear Regression Analysis the value of R is 0.468 and the value of Adjusted R² is .219. It shows 21.9 % variance in Happiness and Mindfulness and self-compassion.

Table 7:

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.202	2	9.101	13.990	.000 ^b
	Residual	65.053	100	.651		
	Total	83.256	102			

a. Dependent Variable: Avg_Happiness
b. Predictors: (Constant), Avg_Mindfulness, Avg_SC

This table shows that the regression model significantly and accurately predicts the dependent variable. In this table $p < 0.5$ shows that the outcome variables which are Mindfulness and Happiness are moderately significant

Table 8:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.073	.768		.095	.924		
	Avg_SC	.160	.149	.097	1.074	.285	.966	1.035
	Avg_Mindfulness	1.026	.210	.440	4.894	.000	.966	1.035

a. Dependent Variable: Avg_Happiness

Table 8 show the Standard coefficient value shows that Average Happiness is positively related to Average Mindfulness but very weakly related to Average self-compassion

5. Results

Hypothesis 1, that mindfulness and happiness will be significantly correlated, was tested using a correlation analysis (see Table 1). It was found that mindfulness had a moderated positive relationship with happiness. These result support hypothesis 1. Hypothesis 2, that self-compassion and happiness will be significantly related, was tested using a correlation analysis (see Table 2). It was found that self-compassion and happiness is very weakly related. The result support these. The results show that self-compassion for female is moderately greater than male (see Table 4)

6. Discussion

The aim of the current study was to examine construct were related. The first hypothesis was supported as mindfulness and happiness was found to be moderately positively related.

The second hypothesis was also supported as self-compassion and happiness was weakly positively related. Mindfulness and self-compassion is not significant. These findings suggest interrelationships between mindfulness, self-compassion and happiness. Result shows that improvements in mindfulness related to moderate improvements in happiness whereas improvement in self-compassion led to very less improvement in happiness.

The findings of the first hypothesis are consistent with the literature as other studies have also found relationships between mindfulness and happiness (Campos et al., 2016) on the other side second hypothesis create some debate between relationship between self-compassion and happiness.

Limitations of this study should be noted. This study's cross-sectional design has limitations. Future research might use a longitudinal, time-lag, or experimental design. Participants in this study came primarily from eastern India and had educational backgrounds. To assess whether the findings are generally applicable, more study needs to be done in a variety of nations.

In conclusion, this study found positive relations between mindfulness and happiness, self-compassion and happiness. It also found a weak relation between mindfulness and self-compassion.

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