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Role and effectiveness of mind fullness education on students exam anxiety

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Abstract

The present research aim to determine the role and effectiveness of mind fullness education on students exam anxiety in tabriz .participants of the research were all of the students of high school in tabriz form which a sample of 49students through cluster-random sampling in two groups of experimental and witness was chosen. Splillberger s exam anxiety test was used as the research tool the research method was semi experimental which was performed in two experimental and witness groups. a pretest and a post test based on the independent variable were designed and performed. hypotheses were analyzed through covariance analysis test. results showed that mind consciousness education is a quite effective method to decrease exam anxiety and also it can be useful in the case of anxiety excitement and recognition factor.

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1. Introduction

The exams and tests are as one of the essential parts of the life especially on educational and promotional ground that lead to stress and anxiety in persons. Exam anxiety is as an inhibiting main factor in educational achievement of the students and university students that imposes expensive costs on societies. Exam anxiety is the unpleasant experience of worry and emotionality in the situations that a person feels he is on the assessing (Beyrami, Abdi, 2009). Regarding to the high prevalence of exam anxiety as well as its negative effect on educational achievement function, the various methods of psychological interventions have developed that study on effectiveness of these therapeutic and psychological-educational interventions completely appears in exam anxiety. It is clear that different factors determine the effectiveness of a psychological intervention on a special problem, the therapy of exam anxiety is no exception of this rule. Various researches have studied the effectiveness of some of the psychological techniques and therapies on decreasing anxiety. Various investigators emphasize on treating exam anxiety by systematic desensitization and muscular relaxation in their studies on the middle of 1960s (Sapp, 1993). Mindfulness is the unintentional contemplation on the current events (Hayes, Wilson, 2003). Mindfulness is considered as one's ability of self-regulation of attention and its guidance on toward an experience. According to this the regulation of measured attention is the central part of the mindfulness (Baer et al., 2006, Bishop et al., 2003, Moore, Mailinowski, 2009). Musavian et al. (2010) begin to consider the effectiveness of cognitive therapy on the basis of mindfulness on obesity decrease. They concluded that mindfulness is efficient on obesity decreasing. Beyrami and Abdi (2009)

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studied the effectiveness of techniques on the basis of the mindfulness on decreasing exam anxiety of students. They chose accidentally 11 persons as an experimental group and 11 persons as a control group. The findings indicated that grouping sessions of training education lead to decreasing exam anxiety (Kaviani et al., 2005). They consider the effectiveness of cognitive therapy on the basis of mindfulness in decreasing negative egocentric thoughts, inefficient attitude, depression and anxiety for 60 days. The results showed that the cognitive therapy method on the basis of mindfulness is efficient on decreasing negative egocentric thoughts, inefficient attitude, depression and anxiety. Therefore, the current study is aimed to answer this question that if the mindfulness method is efficient on decreasing exam anxiety of guidance school girl students of Tabriz city or not.

Methodology

The current study is a quasi-experimental research.

Sampling

Statistical population of the current study is all the students of guidance schools of Tabriz city, regarding to the fact that method of the research is quasi-experimental, we chose a sample of 49 persons within experimental group and control group among the students of guidance schools of Tabriz city. Two schools out of all girl guidance schools were chosen accidentally, then one class out of them was chosen that one as experimental group and the other as control group. Because of the extension of the statistical population, we used multiple phase cluster accidental method.

Instrument

Spilburger anxiety test: At first this test has 32 items, Spilburger omitted 12 items because of their similarity and low value, and so 20 items remained. The remained items were divided into two groups, 9 items concerning to worry or cognition part and 11 items concerning to physical or emotional parts. Through the internal consistency the total reliability coefficient, emotion and worry constituents reliability coefficient were gained 94%, 86% and 90% respectively (Beyrami and Abdi, 2009). The maximum score in this test is 60 and the minimum score is zero.

Results and discussion

On the basis of the results, the mean score of general anxiety in present of the control group was 28.86 and in post test was equal to 27.82. Also, mean scores of general anxiety in present of experimental group was 30 and in post test was 29.35. Regarding to the fact that variances and regression slop line are equal. The results of the covariance analysis showed that mindfulness training leads to decreasing exam anxiety, emotional anxiety and worry or cognitive disposition of exam anxiety in girl students of guidance schools of Tabriz city.

Training mindfulness is one of the therapeutic methods on decreasing stress and psychotherapy in which mental representation of available objects of life that are out of the immediate control of a human being, it will instruct to individuals through breathing and thinking. In fact this therapeutic method is a combination of relaxation and mindfulness (Kabat, 2003). Ryan and Dessi indicated that mindfulness helps people to adjust their negative behavioral patterns, automatic thoughts and positive behaviors concerning to health (narrated by Cardactiotto, 2005). On the other hand, mindfulness through the combination of liveliness and clear considering experiences could make positive changes in happiness and well-being (Broen and Ryan, 2003). The researches show that mindfulness meditation improves temperature and short term training of it decreases anxiety and exhaustion (Zeidan et al., 2010). Training of mindfulness effects on depression, anxiety and psychological agreeableness (Bilmeijer et al., 2010) and therapy on mindfulness leads to improving stress, anxiety and self-confidence signs (Goldin and Gross, 2010). On the basis of the researches on mindfulness training leads to decreasing depression and anxiety signs in the patients suffering general anxiety disorder (Evans et al., 2008), improves the life quality and decreasing depression on university students (Kaviani et al., 2005) and prevents the coming back of depression and anxiety.

Azargan et al. (2009) consider the effectiveness of training mindfulness on decreasing thought rumination and depression of students of Isfahan University. After eight sessions of group training, they concluded that mindfulness method is effective on decreasing depression and thought rumination, Most of the researchers found the results on the effectiveness of mindfulness on disorders, for example Greeson et al. have studied on decreasing mindfulness-related stress and had agreements on therapy of psychophysical symptom of people suffering chronic pain (Greeson et al., 2001). Carlson et al. found some remarkable progresses on the life quality, stress symptom and sleep quality

in patients suffering breast and prostate cancers after the program of decreasing mindfulness-related stress (Carlson et al., 2003). Musavian et al. (2010) considered the effectiveness of cognitive therapy on the effect of mindfulness on decreasing obesity. They concluded that mindfulness is effective on decreasing obesity. Beyrami and Abdi (2009) have studied the effectiveness of training techniques concerning to mindfulness in decreasing exam anxiety of the students. They chose accidentally 11 students as the experimental group and 11 students as the control group. The findings showed that group sessions of mindfulness training leads to decreasing exam anxiety. Kaviani et al. (2005) investigated the effectiveness of cognitive therapy on mindfulness in decreasing negative egocentric thoughts, inefficient attitude, depression and anxiety on 60 days. The results showed that cognitive therapy method concerning to mindfulness is effective on decreasing negative egocentric thoughts, inefficient attitude, depression and anxiety.

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