

## **Mindfulness and Its Relationship to Creative Thinking Among a Sample of University Students**

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### **Introduction:**

The stage of university education is one of the most important stages in a student's life, as this stage coincides with the stage of late adolescence, which is the stage of pre-adulthood and is characterized by many rapid physiological, psychological and biological changes, and is characterized by extensive intellectual and creative production, and this stage receives great attention from experts and theorists at the global level, where this stage is the main support for the stage of adulthood, in which the student needs mental clarity, which can be obtained from practicing the skills of Mindfulness so that it reflects positively on individuals. (Al-Asmy: 2012).

Mindfulness is "a quality exercise of awareness that makes a person aware of everything that is going on around him, and it is a way of life with complete awareness and eyes are fully open." It consists of a set of skills, including purposeful observation, including description and participation in real life. Creative Thinking is an integrated unit of a set of subjective and objective factors, leading to the achievement of new, original production of value by the individual and the group.

Asmaa Nouri (2012) believes that Mindfulness leads to increased awareness, abandonment of pre-reactions, flexibility in responding and dealing with emergency events, while reducing mistakes.

Everyone who exercises Mindfulness skills benefits in getting rid of distractions that impose themselves on his mental life, as it enables him to see clearly to reach the stage of creativity, and then Creative Thinking. In this regard, the current study deals with two of the most important variables of positive psychology, namely: Mindfulness and Creative Thinking among a sample of university students.

Mindfulness comes to prove itself at the top of the important topics that occupy the interest of researchers in the field of science at the present time, as Mindfulness is a qualitative practice of awareness that makes a person aware of everything that is going on around him, and it is a way of life with awareness and eyes fully open. , and it consists of a set of skills, including purposeful observation, including description and participation in real life, as defined by El-Dabaa and Mahmoud (2013) "as a deliberate focus in the present moment without making evaluative judgments, that is, that a person is fully aware of "here and now", and that he/she accepts all life problems, whether positive or negative." According to Shapiro and others (Shapiro & et al., 2009) that Mindfulness is "awareness that arises through intentional, intentional attention in an open manner without judgment." Many researchers have dealt with thinking in general as an indicator of intelligence and they created a ratio and a scale for it, and between logical and illogical thinking there are many concepts and names, and one of the most famous types of thinking and the power of Creative Thinking, as it is an integrated unit of a

group of factors that are Subjective and objective, which leads to the achievement of a new, original production of value by the individual and the group.

And if Mindfulness represents one of the important life practices that aim to achieve psychological balance, then Creative Thinking represents the other shield for intellectual excellence, and to generate current ideas that did not exist before. Accordingly, the current researcher was keen to reveal the nature of the relationship between the variables of the current study, and the differences between the sample of the current study based on gender: (males - females).

#### **KAY WORDS:**

- Mindfulness
- Creative Thinking.

#### **METHODS:**

##### **The Problem:**

Despite the philosophical origin of Mindfulness, it goes back to Eastern practices and Buddhist traditions that began in India with the aim of liberating the soul from suffering. Of great importance, as it is one of the positive variables that belong to positive psychology and its positive effects in all areas of life, and since the late adolescence stage is full of many changes, the student may face problems that result in the student's inability to notice, understand, pay attention, with creativity, and based on this presentation a problem crystallizes for the current study by asking the following questions:

What is the correlation between Mindfulness and Creative Thinking among the current study sample?

- Are there differences in the mean score of the study sample on the Mindfulness scale according to the gender variable (male - female)?
- Are there differences in the mean scores of the study sample on the scale of Creative Thinking according to the gender variable (male - female)?
- What is the relative contribution of Mindfulness in predicting Creative Thinking among a sample of university students?

##### **The Importance:**

- The importance of the current study stems from the importance of its variables as follows:
- The current study dealt with two of the most important variables that belong to positive psychology, namely (Mindfulness - Creative Thinking), as they are important concepts in the life of every ambitious person, especially in the life of an outstanding university student.
- The importance of the age stage under study, which is the stage of late adolescence.

##### **Assignments:**

- There is a statistically significant relationship between Mindfulness and Creative Thinking among a sample of university students.
- The relative contribution of dimensions of Mindfulness to Creative Thinking varies among a sample of university students.

- There are no statistically significant differences between the mean scores of students on the Mindfulness scale according to the gender variable (males - females) among a sample of university students.
- There are no statistically significant differences between the mean scores of students on the scale of Creative Thinking according to the gender variable (male - female) among a sample of university students.

### **Objectives:**

- Revealing the correlation between Mindfulness and Creative Thinking among a sample of university students.
- Detecting the differences in Mindfulness among a sample of university students according to the gender variable (males - females).
- Detecting the differences in Creative Thinking among a sample of university students according to the gender variable (male - female).
- Detecting the extent to which Mindfulness contributes to predicting Creative Thinking among a sample of university students.
- Preparing a scale for the purpose of measuring Mindfulness Scale in the current study sample.
- Preparing a modern scale to measure Creative Thinking Scale for the current study sample.

### **Expressions:**

#### **- Mindfulness**

The current researcher considers that Mindfulness is “abstaining in the practice of full awareness with, intentional thinking, the desire to move away from the routine behaviors of participation, awareness of the present moment, without judgment or rejection, with full presence in each new moment.”

As the current researcher defines it procedurally as: “The degree that the examinee obtains on the scale of mental alertness, prepared by the researcher.”

#### **- Creative Thinking**

The current researcher believes that Creative Thinking is "a successive mental activity that flows to create current ideas characterized by diversity and distinction and indicates the uniqueness of the person in his practice of a type of intelligence or multiple intelligences, which in turn introduces a new and applicable intellectual production, where the benefit prevails."

The researcher also defines it procedurally as “the degree that the examinee obtains on the scale of Creative Thinking, prepared by the researcher.”

### **Approach:**

The current researcher used the descriptive associative approach, as she was interested in revealing the nature of the relationship between Mindfulness and Creative Thinking, as well as revealing the differences according to gender (male-female), in Mindfulness and Creative Thinking, each gender separately.

**The Sample:****a- The survey sample:**

It consisted of (100) male and female students from the Faculty of Education, Ain Shams University, from (scientific and literary) disciplines. The aim of this sample was to calculate the psychometric properties of the study tools from validity and reliability.

**b- The main study sample:**

The basic study sample was (320) male and female students from the Faculty of Education, Ain Shams University, from various disciplines (scientific and literary), and the aim of this sample was to verify the study hypotheses.

**The Tools:**

- Mindfulness Scale (prepared by the researcher)
- Creative Thinking Scale (prepared by the researcher)

**The Results:**

- The result of the first hypothesis revealed that “there is a significant and positive correlation between the dimensions of mental alertness, and the dimensions of Creative Thinking among university students, and all correlations are significant at the 0.01 level.”
- The results of the verification of the second hypothesis: which are divided into four sub-results:
  - The relative contribution of the dimensions of Mindfulness on the fluency dimension varies: to verify this hypothesis, the researcher used multiple regression in a stepwise manner, as the t-ratio of the analysis of variance for the independent variables (dimensions of mental alertness) on the fluency dimension was a function of 0.01. The relative contribution of these variables amounted to 15.6%, and the dimensions of Mindfulness that can predict the dimension of fluency were (participation and acting consciously, not judging internal experiences), and the regression equation can formulate as follows:  $Fluency = 0.23 \times (\text{participation and act consciously}) + 0.15 \times (\text{not judging internal experiences}) + 31.65$ .
  - The relative contribution of the dimensions of Mindfulness on the flexibility dimension varies: to verify this hypothesis, the researcher used multiple regression in a stepwise manner, as the t-ratio of the analysis of variance for the independent variables (dimensions of mental alertness) on the flexibility dimension was a function of 0.01. The relative contribution of these variables was 1.7%. The dimensions of Mindfulness that can predict the dimension of flexibility were (participation and act consciously). The regression equation can be formulated as follows:  $flexibility = 0.06 \times (\text{participation and act consciously}) + 7.09$ .
  - The relative contribution of the dimensions of Mindfulness to originality varies: to verify this hypothesis, the researcher used multiple regression in a stepwise manner, as the t-ratio of the analysis of variance for the independent variables (the dimensions of mental alertness) on the dimension of originality was a function of 0.01. With a relative contribution of these variables amounted to 15.2%, resulted in: The dimensions of Mindfulness that can predict the dimension of authenticity were (targeted observation, description: “who, why, when, and where, not interacting with internal experiences), and the regression equation can be formulated based on:  $Authenticity = 0.13 \times (\text{purposeful observation}) + 0.16 \times (\text{describe: "who, why, when, and where"}) + 0.11 \times (\text{non-interaction with internal experiences}) - 3.28$ .

- The relative contribution of the dimensions of Mindfulness varies on the total score: to verify this hypothesis, the researcher used multiple regression in a stepwise manner, and the results resulted in that the t-ratio of the analysis of variance for the independent variables (the dimensions of mental alertness) on the total score was a function of 0.01. With a relative contribution of these variables amounted to 26.6%, and the dimensions of Mindfulness that can predict the total degree were (participation and acting consciously, not interacting with internal experiences, description: "who, why, when, and where," not judging internal experiences). The regression equation can be formulated as follows:
  - Total Mindfulness Score = 0.23 x (consciously participating and acting) + 0.25 x (not reacting to inner experiences) + 0.19 x (description: "who, why, when, and where) + 0.16 x (not judging inner experiences) + 23.6.
  - The results of the verification of the third hypothesis:
    - The results revealed that "there are no statistically significant differences between males and females in the dimension of purposeful observation, where the value of "t" = 0.10, which is not statistically significant."
    - Also, "there are no statistically significant differences between males and females in the description dimension: "who, why, when, and where the value of "t" = 1.45, which is not statistically significant".
    - Also, "there are no statistically significant differences between males and females in the dimension of participation and conscious behavior, where the value of "t" = 0.68, which is not statistically significant."
    - Also, "there are no statistically significant differences between males and females in the dimension of not judging the internal experiences, where the value of "t" = 1.79, which is not statistically significant."
    - Also, "there are no statistically significant differences between males and females in the dimension of non-interaction with internal experiences, where the value of "t" = 0.85, which is not statistically significant."
    - Also, "there are no statistically significant differences between males and females in the total score, where the value of "t" = 1.41, which is not statistically significant."
- **The results of checking the fourth hypothesis:**
  - To verify this hypothesis, the researcher calculated the averages and standard deviations of the dimensions of the Creative Thinking scale, and the total score for both males and females, as well as calculating the "t" values, and the results are:
    - There are no statistically significant differences between males and females in the dimension of fluency, where the value of "t" = 0.27, which is not statistically significant, and there are no statistically significant differences between males and females in the dimension of flexibility, where the value of "t" = 1.40, which is not statistically significant, and there are no statistically significant differences between males and females in the dimension of originality, where the value of "t" = 1.05, which is not statistically significant, and there are no statistically significant differences between males and females in the total score where the value of "t" = 0.95, which is not statistically significant.

## Recommendations

Through the results of the current study, the recommendations include:

- Highlighting the importance of the effective role represented by the variables of the current study, as they belong in turn to positive psychology, which in turn contributes to helping people achieve the desired goal, and accordingly the researcher recommends the need to pay attention to the variables of the current study to help students in creative intellectual production.
- Applying Mindfulness skills in schools and universities to help students clear their minds and to avoid falling into the clutches of personality disorders that may affect the young adolescents at their 18.
- Adopting the skills and dimensions of Creative Thinking among university students through various programs that contribute to the creation of every new scientific production that benefits society.
- Introducing new ways to discover creative students and help them to show their creative ideas and create new thought within the university community.
- Attention to designing Mindfulness programs in universities so that everyone who sees himself capable of developing himself and getting rid of all the distractions that prevent him from his desired goals from joining the university, and to raise the cumulative average over the years of study.
- Paying attention to programs of Creative Thinking through its original dimensions, which in turn contribute to revitalizing the mind and producing constructive topics that contribute to the development of the student at the cognitive and psychological level as experiences accumulated over the years of study, from which he will benefit in the future.

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