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Impact of Mindfulness and Coping Strategies on the Career Orientation among the University Students of Lahore, Pakistan

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Abstract

Mindfulness can be a way to create an understanding of one's self. The current study gives an insight into students who deploy coping strategies and mindfulness as prevailing techniques when they face difficulties along with the indication that can make them able to disengage or reengage from unattainable careers. Moreover, the research study adds to a growing body of research highlighting the relationship between mindfulness and coping strategies in terms of career orientation among university students in Lahore, Pakistan. For this purpose, a sample size of 377 students was gathered through a survey method. The responses were analyzed by using 25 versions of the Statistics Package for Social Sciences (SPSS). Usually, SPSS is used for measuring relationships by conducting a regression analysis, descriptive analysis, model summary, and ANOVA. The findings of this study reveal that mindfulness and coping strategies significantly impact career orientation without a doubt the more mindful students could be the more likely they are to disengage from failures or unattainable goals in making career decision and be hopeful about future. It suggests that mindfulness ability can improve the student goal adjustment abilities confronted challenges in future. So as to align their effects and drive themselves towards realistic goal As a result, mindfulness and coping strategies can be considered as key strategies towards building a successful career orientation. Additionally, these developmental strategies are recommended to the universities for a developed student career orientation.

Keywords: collective action theory, mindfulness, coping strategies, career, university

Introduction

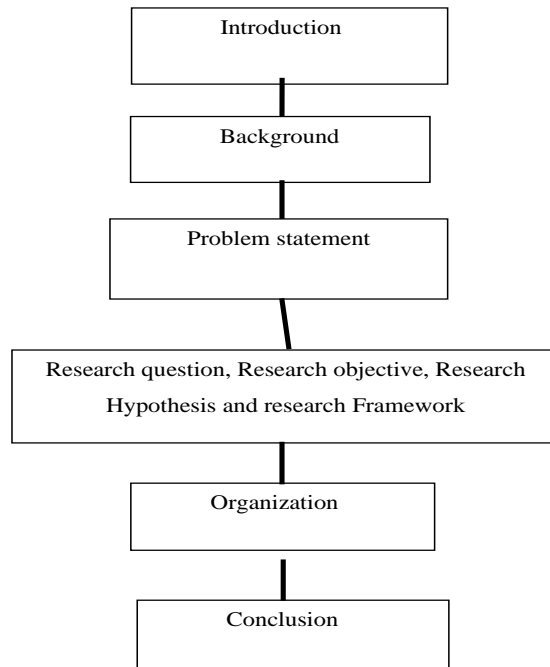
This section commended with the context of the study that shows that mindfulness and coping strategies enhance career orientation among

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university students with the help of public policy theory and collective action theory .This section also presents the problem statement that presents the issues among students, especially among university students in Pakistan.

Figure 1

Layouts of Chapters



University is considered the start of a completely new chapter of life. When students leave their homes for university to pursue higher education, they begin with a new life path (Porein, [2018](#)). Education is the most important factor in the development of human capital. Education plays a vital role in determining the productivity of an individual (Hatim et al., [2022](#)). University life is often regarded as one of the most difficult phases in a student's life as they strive to acclimate to the new atmosphere of university after graduating from high school (Arthur &Hibert, [1996](#)). The sources of troubles and risk factors associated with university life are several that can lead to many problems for students. Many adjustments issues have been confronted by students during their university life, such as living away from family and friends, adjusting to the university environment, developing a new social relationship in a new environment

with new friends and university authority figures, housing issues, poor time management issues, poor self-care, and so on. Pocket money management and self-responsibility, academic problems, interpersonal issues, and sexual and emotional discomfort are some of the major issues that students face during their period of university life.

According to previous research, people who set precise goals and objectives, frequently outperform those who do not set a goal. Reeve (Muirhead & Little, 2008) indicated concept by stating that a similar, “The sort of objective one set is a key determinant in the extent to which a goal translates into performance gains.” To promote career orientation, productive goals must be demanding difficult, and specific. Vague and basic goals will fail to have a beneficial impact on performance because they lack contextual components that usually motivate people to engage in action-based planning and efforts. As a result, students must set precise and challenging goals that drive them to work more.

The ability to recognize, pursue, and attain goals is thought to be necessary for adaptive and successful self-control (O'Connor & Forgan, 2007). Indeed, a growing amount of data suggests that certain aspects of career orientation, particularly goal disengagement and goal reengagement have important mental health implications. Mindfulness differs both intra and inter-individually; to put it in other words, mindfulness differs both for inside and between persons (Brown & Ryan, 2003). Increased mindfulness has been linked to lower anxiety and stress levels in a variety of situations, including university settings (Kerrigan et al., 2018). According to a study, higher levels of mindfulness are also associated with reduced levels of perceived stress and improved mental and physical well-being among college students (Palmer & Rodger, 2009).

Mindfulness has grown popular at universities as a non-stigmatic approach to gain attention and provide training for the promotion of mental health. On this foundation, mindfulness is generally defined as learning to pay attention to what is happening in the present moment, including what is happening in our own mind, body, and external world, with excitement and a kind attitude. Past research, findings provide evidence for the effectiveness of mindfulness practice in the prevention of psychological distress and improving the mental health of university students (Galante et

al., [2021](#)). Mindfulness has also a favorable association with mental and physical wellness (Keng et al., [2011](#); Mandal et al., [2012](#)).

Coping means to use one's conscious attempt, to solve personal and mutual problems, and to overcome or tolerate the stressors and conflicts. The psychological defense mechanisms are often termed coping strategies (Algorani& Gupta, [2020](#)). Shift from high school to university is a major experience in the lives of students. This transition causes several stressful circumstances and situations in their lives like financial issues, pressure of examination, peer rejection, and feelings of low self-confidence (Evans et al.,[2018](#)). To solve such stressful events, students adopted distinctive ways of effective coping strategies to manage and cope with the stressors. Stress can be a significant element of an individual's life, according to a huge number of studies on stressful life experiences. Everyone is affected differently by stress and pressure. According to research, mistakes, obstacles, and failures are all potential opportunities to learn and build resources for dealing with future terrible life events (Monteiro et al., [2014](#)).

Career orientation is a vital adaptive response to poor goal accomplishment that provides a chance to modify one's aims and objectives, detach from unachievable goals, and re-commit with alternate goals (Wrosch et al., [2003](#)). Individuals precisely differ in their ability to modify their objectives, according to the self-regulation and control theory, research demonstrates that some people have a better capability to adapt to goal hurdles, regardless of whether the desired result exists or not (Wrosch et al., [2007](#)). Career orientation abilities are individual factors that function across multiple domains of life and support two techniques for self-control: goal disengagement and goal reengagement. The two goal-adjustment capacities, goal disengagement, and goal reengagement, are distinct structures with only a modest to moderate relationship with one another, and both measure different tendencies in individuals (Wrosch et al., [2013](#)). Both capacities of goal adjustment, goal disengagement and reengagement can be the same or can be different in the same individual.

Problem Statement

Previous research has been conducted in the context of psychology regarding these two variables, mindfulness, and coping strategies but this study tries to introduce the above Mentioned psychological aspects in the light of public policy by using “ collective action theory “and “ common

pool resource". University students' mental health has recently grown to be a serious concern, as they encounter a range of problems and difficulties, both academic and nonacademic, which can harm both their psychological and physical health. The goal of this study is to better understand how mindfulness affects coping mechanisms and how it enhances students' successful career orientation. Where University life is regarded as one of the most difficult phases in a student's life as they strive to acclimatize to the new atmosphere of university after graduating from high school. Furthermore, this study will shed light on how university students are generally perceived in collective societies in terms of social and cultural values where As Mindfulness has a favorable association with mental and physical wellness.

Research Questions

The study aims to answer the following research questions:

RQ1: Is there a relationship between mindfulness and career orientation?

RQ2: Is there a relationship between coping strategies and career orientation?

Research Objectives

The current research intends to achieve the objectives mentioned below:

RQ1: To examine the relationship between mindfulness and career orientation in university students.

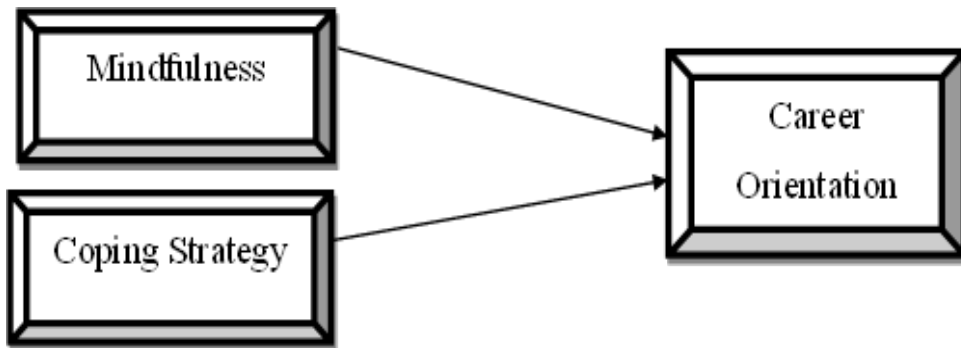
RQ2: To examine the relationship between coping strategies and career orientation in university students.

Figure 2

Conceptual Framework

Independent Variables

Dependent Variable



The study is a small insight into how students use coping strategies and mindfulness, when they face difficulties and how they can make themselves able to reengage from unattainable Careers. Overall, this study adds to a growing body of research highlighting the relationship between mindfulness, coping strategies, and career orientation among university students.

Theoretical Framework

The current study deployed collective action theory, which is a sociological theory that explains how people come together collectively to address social and political issues. Furthermore, Mancur Olson was the first person who came up with collective action theory in 1965. In the context of mindfulness, coping strategies, and career orientation, collective action theory can provide insights into how individuals can work together to achieve common goals and support one another in times of stress or uncertainty.

The collective action theory may be used to better understand how communities could come together to develop a collective attitude that encourages mindfulness and the well-being of individuals. For instance, people might engage in group mindfulness exercises like meditation, yoga, or mindfulness-based stress reduction programs, which can support them in maintaining their concentration, composure, and control even during stress and difficulties.

Collective action theory can also assist people in understanding how they might cooperate to support one another during stressful situations in terms of coping mechanisms. People can, for instance, take part in group therapy sessions, join support groups, or attend seminars and training

sessions to assist them in learning coping mechanisms and techniques. Working together also allows people to share their experiences and support, which is especially useful when facing stress or uncertainty.

Finally, collective action theory can also be applied to career orientation, as it can help individuals to understand how they can work together to achieve common career goals. For example, individuals can join professional organizations or participate in networking events, which can help them build relationships with others in their field, share information and resources, and collaborate on various other projects. By working together, individuals can achieve their career goals more effectively and efficiently.

To a long story short, collective action theory can be applied to mindfulness, coping strategies, and career orientation, which can help individuals to understand how they can work together to achieve common goals and support one another in times of stress or uncertainty. By collaborating and supporting each other, individuals can create a collective mindset that promotes well-being and success in all aspects of their lives.

On the same board, the concept of common pool resources and collective action is often associated with the context of mindfulness, coping strategies, and career orientation among the university students. The idea of sustainable resource management is a means by which that mindfulness and coping mechanisms for college students are connected to common pool resources

Mindfulness practices encourage individuals to be present and be awarded of regarding the impact of these strategies on the world, including the resources they employ. Thus, by cultivating senses of mindfulness, university students are more likely to use common pool resources sustainably productively that preserves them for future generations.

Common pool resources and career orientation in university students involve working with natural resources. By understanding the importance of sustainable resource management and the impact of human activities on the environment, university students can pursue careers that are often associated with sustainable values that promote responsible management of resources. Thus, by cultivating a sense of mindfulness, pursuing careers that promote sustainable resource management, and engaging in collective action students can work towards a more sustainable and equitable future.

Research Hypotheses

Based on studies, the following hypotheses were constructed for this study:

H₁: There is a significant correlation between mindfulness and career orientation.

H₀: There is no significant correlation between mindfulness and career orientation.

H₂: Positive coping strategies regarding career orientation create positive relationships.

H₀: Negative coping strategies regarding career orientation create negative relationships.

Significance of Study

The current study is significant as it aims to understand how mindfulness and coping mechanisms relate to one another and how they can benefit students' successful career orientation. This research also sheds light into how university students are generally viewed in collective communities in terms of social and cultural context.

Literature Review

This section address some of the most appropriate and relevant literature regarding mindfulness, coping strategies, and career orientation. This section further sheds light on key variables under study.

Literature on Mindfulness

The concept of mindfulness is derived from the Pali language word *sati*, which is a Buddhist term, primarily used for mindfulness that can be translated as awareness. However, the accurate meaning of the word is simply a recollection of memory (Sangharakshita, [1999](#)).

Kabat-Zinn's ([1990](#)) argued that mindfulness is commonly utilized and it is a certain way of paying attention: on purpose, in the moment, without bias.

Crane ([2017](#)) elaborated more on the term mindfulness by stating that it is simply being aware of what is happening as it occurs, engaging deeply and immediately with it, and relating to it with acceptance, additionally, it

can be said that it is a powerful act of participatory observation. The Mindfulness-Based Stress Reduction (MBSR) method was founded by Jon Kabat-Zinn in 1979 at the University of Massachusetts to treat chronic disease (Kabat-Zin, [2003](#)). This program launched the use of mindfulness principles and practices in medicine to treat a variety of ailments in both healthy and unhealthy people in jails, schools, hospitals, and other environmental settings. MBSR and comparable programs are now frequently employed in several field of study. Mindfulness is gaining plenty of attention as a daily practice for healthy lifestyles, separate from Buddhist insights meditation and its application in clinical psychological settings. Palmer and Rodger ([2009](#)) defined mindfulness as the awareness of emotions, moods, thoughts, and physical sensations, the surrounding situation, and settings on a moment-by-moment basis; it is also characterized primarily by adaptation and attention to our thoughts and emotions as well as the surroundings, without being judgmental about whether they are right or wrong.

In order to improve mental health promotion, mindfulness is a training method that has gained popularity in a variety of universities and other institutions (Galante et al., 2018). According to Brown and Ryan (2003), mindfulness is a mental exercise that entails focusing on the here and now and accepting one's surroundings without passing judgment. Regular mindfulness practice can also improve health and lower stress levels in daily life. Being mindful is also said to help one develop a self-awareness. In the field of psychology, mindfulness is a combination of several techniques that is the ideal state of mental processing, according to Hayes and Wilson (2003). According to Kabat-Zinn (2003), the most common definition of mindfulness is the ability to pay attention to what is happening, comprehend what is happening, and experience one's situation with compassion. Furthermore, House (2017) claims that mindfulness training may be used as a supplement to promote general wellness as well as a powerful and effective therapy method for a variety of clinical and non-clinical health concerns.

Students who exercise mindfulness experienced an increase in optimism, self-discipline, affinity with others, taking a different perspective, setting pro-social goals, and paying close and careful attention (Schultz, [2019](#)). Mindfulness plays an important role in strengthening social and emotional learning skills and outcomes; it is a necessary component in

coping with the daily life physical and emotional stressors inherent in a student (Schonert-Reichl & Lawlor, [2010](#)). One among five children now has an identifiable behavioral, emotional, and mental disorder (Ogundele, [2018](#)). Mindfulness can play an essential key role in labeling risk factors in children that may lead the way towards different psychological disorders like depression, anxiety, stress, lack of empathy, insomnia, bullying, and trouble with a concentration in different activities (Weare, [2012](#)).

Characteristics of mindfulness: Gunaratana ([1996](#)) proposes eight elementary characteristics of mindfulness that are as stated below.

Nonjudgmental observation: Mindfulness is based on the skill of being watchful of one's own experiences without being fixated on judgments passed by others to any of the experiences. It is about creating an attitude of adopting a lively and fascinating focus on things as they are, with no attempt to change or disagree with anything. There is no fear of what may happen in one's own experience and there is no anxious astonishment at unexpected situations and events.

There comes a sense of noticing thoughts, emotional states, feelings, and happenings in the same way just as they are. An expanded awareness of insubstantiality, details, and distinctions arises because of this balanced thinking. Because good and bad judgments are left aside in favor of open-minded, interest-ridden observations, there is no need to eliminate unfriendly things (Schenck, [2011](#)).

Acceptance: It is difficult to spot them with nonjudgmental curiosity if we cannot fully appreciate all our potential. This acceptance method entails recognizing when one is experiencing harsh or harmful thoughts, feelings, or sensations, exercising and adopting an active accepting attitude toward them. To become more attentive, one must be willing to accept that he or she will not always be in a happy frame of mind.

One can live with difficult and uncomfortable thoughts and feelings with greater calm, less distress, and less resistance when one practices mindfulness. Mindfulness entails having an active accepting position, regardless of one's inner experience. Because of our internal state, which is merely acceptance of all that exists, there is neither egotism nor shame (Schenck, [2011](#)).

Impartial watchfulness: Mindfulness does not get inclined or become fixated on the "need" to make precise observations about situations. As mindfulness entails not being so "attached" to the need for a specific viewpoint, one is free to view truth as it is. This open-minded attitude increases the chances of finding answers, solutions, and concepts that are creative and beneficial to us. By viewing certainty in this open and impartial manner, one can access a broader pool of potential guidelines, as opposed to getting enslaved to a specific path that the ego has determined to be the best. Mindfulness enables us to become more coordinated with our basic observant personality, which we all have. It enables one to view one's specific thoughts, feelings, and issues with the same clarity and sincerity that one may practice for another person (Schenck, [2011](#)).

Non-conceptual awareness: "Bare attention" is another English phrase for the Pali term *sati*, which denotes mindfulness. In the approach that most of us are used to, there is no relationship with cognitive processes. Mindfulness is simply paying attention and noticing patterns. It does not become engrossed in notions and memories, nor does it detect a need to label or categorize them. It is free of imparting messages and merging with emotions and judgments. It is all about responsiveness (Schenck, [2011](#)).

Present-moment awareness: Pure awareness exists only in the present moment when one is aware of one's breath, bodily sensations, and experiences. Through alert consciousness, one can reconnect with the present moment in a completely different way. Participating in present-time attentiveness entails the ability to observe one's opinions as they arise at the moment (Schenck, [2011](#)).

Non-egotistic alertness: Mindfulness entails adopting a wide range of observational approaches to sincerity and the practice that goes with it. It entails letting go of the self-drama of me, my, and me. It entails seeing things for what they are, rather than how they relate to one. Consider the case of someone who is experiencing leg pain and says "I have an ache," which is a common response. One can learn to perceive sensations without assigning them to oneself by practicing mindfulness. Consider how one's sensitivity to one's experience is likely to decrease as one begins to perceive it more fully with non-egotistic awareness (Schenck, [2011](#)).

Awareness of change: Mindfulness entails observing the natural flow of experience and all of life as it flows in the present moment. This is

especially useful as one begins to notice how one's ideas, state of mind, and sensations spontaneously change.

By practicing mindfulness, one becomes aware of one's thoughts and feelings, and one can alter one's perception and knowledge of reality, much like wearing colored spectacles. One can recognize how one's mood affects the moods of those around them and may detect and accept these differences with less reactivity and confrontation. Furthermore, this increased awareness enables one to become more consciously agreed to one's practice as it evolves and how it affects others (Schenk, [2011](#)).

Participatory observation: Mindfulness may appear to be a way of passive reflection, yet it is far from that. Mindfulness requires the mediator to be both a participant and an observer at the same time. In this way, one is both a spectator of one's own experience and the experience itself. Mindfulness is an open form of reflection and observation in which the observer is feeling what he or she is observing. Mindfulness is objective but it is not cold or unsympathetic (Gunaratana, [1996](#)). It is a vigilant involvement in the continual stream of living, a wakeful awareness of lifespan (Schenk, [2011](#)).

Theoretical Background of Mindfulness

Underneath there are some models that tend to describing the concept of mindfulness.

Two-Factor Model of Mindfulness

Bishop et al. ([2004](#)) presented a two-component mindfulness model depicting an agreement between clinical therapists on a testable and operational definition: the key component includes the self-discipline of consideration so that it is kept up on rapid understanding, along these outlines considering extended acknowledgment of intellectual events in the present instant. Another part of the model includes embracing a specific introduction toward in present situation, something that is depicted by directness, acknowledgment, and openness.

The first component of Bishop et al. ([2004](#)) two-component approach is self-regulated attention, while the second is orientation to experience.

Self-Regulated Attention

Self-regulated attention contains transmission of attention to present experience, by pointing the attentiveness of consideration, perceiving, and attending of the fluctuating fields of matters including sentiments, feelings, and contemplations, from time to time.

Orientation to Experience

The second aspect is the orientation to experience, which consists of maintaining a state of mind of curiosity about the events encountered at any given time and about where and how the mind wanders each time as it flows away from the chosen endeavor of consideration. Instead, of just see everything that rises from the stream of consciousness, clients made a demand to abstain from trying to bring a definite state for example relaxing (Bishop et al., [2004](#)).

The Five-Aggregate Model

An antiquated mind model, greatly known by the title of the five-aggregate model permits an individual to understand the minutes-to minute presence of the individual cognizant experience, which then can be a probably helpful theoretical advantage to guide care meditation (Karunamuni, [2015](#)). The five aggregates are shown as takes:

Feelings: Feelings can be disagreeable, impartial, or unpleasant.

Volition: Volition indicates bodily, spoken, or intellectual behavior.

Perceptions: Perception depicts being cognizant of characters of a thing (like. shade, figure, and the like).

Material form: Together with both the physical body and exterior matter, in which material fundamentals are in remain in motion to and from the substantial body, is called the material form.

Sensory consciousness: Sensory awareness refers to the engagement of the five senses (smelling, seeing, taste, touch, or auditory sensations) or just an idea that develops in the mind.

The above-mentioned models represent the tangible consciousness that results in the period of our thoughts and opinions, observation or control, and that people's in advance improved states of mind and past connections and affiliations impact this era. The five aggregates are portrayed as constantly emerging and discontinuing in the current moment.

Coping Strategies

Coping strategies are described as the human behavioral process for dealing with internal and external demands in situations that are viewed as threats (Algorani & Gupta, 2020). Furthermore, Endler and Parker (1990) established a stress-coping strategy theory founded on the transactional model of stress, which states that coping is a continuous fluctuation in intellectual and behavioral exertions to succeed in definite outward and inward stresses that are assessed as demanding and one greater than the individual's resources. Two key functions are produced by various stress-coping mechanisms. The initial function is the problem-focused function that helps in the modification of conditions for the better or to change one's behavior. The other role is the emotion-focused function that comprises monitoring emotions so that they do not blunder out of control and undesirably affect relationships with others. Coping is consequently considered to be an elementary adaptation mechanism that contains two main principles. The key process among Cognitive assessment processes consists of the characteristics and features of the stressful condition and the secondary process fixated on one's organization of resources and capability to contact other resources. Therefore, the defined stress-coping process encompasses mental and behavioral functions intended to fluctuate one's state for the better and improve the state for the better.

Findings of Folkman and Lazarus (1988), coping strategies were documented as positive and negative temperaments to deal with problems and unpredicted actions. Afterward, Carver (1997) defined the subsequent adaptive versus maladaptive strategies, extending the noticeable difference between emotion-focused coping and problem-focused coping. The active handling of stressors was explained by way of an action-focused towards the elimination of stressors; the preparation was well-thought-out as thoughtful about the best means to handle the problematic events; the suppression of challenging activities as exclusion of competing channels of information in demand to focus entirely on the stressors only. The restrain coping was described in terms of waiting plans and strategies to deal suitably with the difficulty, and the search for instrumental, emotional, and societal support seeking from additional sources or individuals. The concentration on and expelling of sentiments and feelings was considered as a dysfunctional action static on adverse emotions for an extended time intensifying the distress and suffering. Behavioral and intellectual

disconnection is lessening one's efforts to solve the problematic events, sidetracking oneself with alternate activities like watching TV, intake alcohol, and going shopping. Positive re-examination and development in terms of actively changing the meaning of the same issue while directly managing stressful situations. The acceptance was well defined as an engagement approach practical to identify the occurrence of the problem and try to deal with a similar problem. Ignorance is the rejection of the existence of unpleasant situations or an attempt to escape the reality of problems. The last is using religion as a coping mechanism to find emotional comfort and release from outside sources. These coping mechanisms were identified in both primary and secondary assessments, and they were given equal weight as both individual temperament in daily life and situation-specific coping mechanisms.

Coping is determined by the character attributes of an individual (Friedman et al., [1992](#)), circumstantial strains(Heim et al., [1993](#)), as well as environmental socio-cultural characteristics (Mechanic, [1978](#)). Two types of coping methods have been found by researchers: approach style coping, which considers rational examination of the situation, hopeful reconsideration, and issue solving. The second type of coping is avoidance, which is defined as submission, emotional release, cognitive avoidance, and the search for other sources of fulfillment (Moos, [1993](#)). Problem-focused coping is inversely connected to anxiety, whereas emotion-focused coping begins as anxiety projection(Sarason, [1984](#)).

Hastings's Types of Coping Strategies

Hastings et al. ([2005](#)) found four different types of coping strategies/mechanisms using factor analysis of Brief COPE (Carver, [1997](#)). The factors that emerged from the factor analysis have been detailed below.

Active Avoidance Coping

Individual strenuous and active efforts to avoid the stressor or escape its consequences are reflected in this coping technique Drug abuse and habit include turning to drugs to deal with feelings of suffering. Behavior disengagement means reducing one's efforts to deal with the stressor. Self-blame is an avoidance coping ability that delays the curing process. Venting out of emotions means attempting to vent or express one's emotions. And self-distraction of an individual involving him/herself in alternative activities and doings to take one's attention off the problematic event are all

examples of active avoidance coping. It occurs as a result of a wide range of activities that assist in diverting the mind's attention away from the stressor (Fatima & Tahir, [2013](#)).

Problem-Focused Coping

Problem-focused coping techniques were most strongly represented by the goal of dealing with the stressor or events as efficiently as possible. Problem-focused coping is commonly utilized by the general public to deal with problems that are possibly manageable within the domains of work or domestic domain. Preparation includes considering in what way to handle the stressor what actions to take, and how to best control or tackle the problem. Active coping entails taking steps to alleviate the stressor and its demanding effects. Looking for influential support entails looking for support, information, or help from others (Fatima & Tahir, [2013](#)).

Positive Coping

Positive coping includes acceptance that requires an individual to agree to embrace a worrying condition and then remain involved in the various actions to deal with it. Positive re-examining means management of troubled feelings and the practice of humor that is, supposed that entertainment as a coping strategy serves to enhance self-confidence in addition to diminishing stress and mental symptoms linked to adverse life events. This sort of coping appears to be best examined in the context of efforts to accept positive coping practices (Fatima & Tahir, [2013](#)). Positive coping strategies are preferable and effective coping styles to cope with problematic situations and events of life that are great stressors for human beings.

Religious/Denial Coping

It includes components for religious coping like when a person is stressed, he or she may resort to religion and spiritual beliefs The component of denial coping comes up with rejection to ensure that the stressor does not exist (Fatima & Tahir, [2013](#)). Religious coping is a collection of strategies and goals, as well as positive and negative qualities that are religiously encased to depict intellectual, emotional, or behavioral responses to stress (Wortmann, [2016](#)). Conflict with religious others, questioning, guilt, and felt estrangement from or negative beliefs of a higher power are all examples of negative religious coping, also known as a spiritual struggle (Pargament, [2011](#)). Positive religious coping involves

benevolent religious assessments, religious forgiveness, and so on, Positive religious coping has been observed to demonstrate a solid relationship with God and is linked to increased quality of life among cancer patients. Negative religious coping, on the other hand, reveals a shaky relationship with God and is linked to poorer well-being in cancer patients as includes patterns of reappraisals of God's omnipotence, feelings of abandonment or punishment by God, and the like (Hebert et al., [2009](#)).

Theoretical Perspective on Coping

To comprehend coping, there are interconnected interpretations. Psychoanalytic theory and evolutionary theory

Evolutionary Theory

The first point of view is evolutionary theory, which is based on the idea of adaptation, in which an individual adapts to nature and accepts the demands of the environment. According to the Darwinian idea, if living creatures are not prepared to adapt to their surroundings, then they are not ready to exist. For the most part, they rely on one another to meet their fundamental needs, and they must fight together to survive. The adjustment can support the living creatures in taking care of their problems or strain their existence. Collective variations along with adjustment of specific coping strategies help to accord to social event changes and elevate the human network (Barnes & Olson, [1985](#)).

Furthermore, cognitive behaviorism considers a person's self-perception and the significance of an event. Self-efficacy is the expectation of being able to cope effectively. As per Riaz et al. ([2019](#)) individual's effort to keep up some kind of certainty between external the real world and id driving forces when in danger. As showed by psychoanalytic ideas, there is a great deal of safety instruments called mental measures, proposed to safeguard one's inner identity and uniqueness.

Psychoanalytical Theory

The next point of view is the development and psychoanalytical concepts. As per Freud's idea, behavior is the power to decrease anxiety by satisfying the surplus of violent instincts. Freud contented that through ego we must resolve the disagreements. It was further explained in the hypothesis that ego proceeds with deliberations by authorizing the person to precise powerful or driven forces and influential or forceful motivations

by implication of conscience. Ethical activities are intellectual mechanisms whose capital actions are remarkable to modify reality and are emotion-centered to reduce tension and pressure.

Career Orientation

Career orientation is a vital adaptive response to poor goal accomplishment and provides a chance to modify one's aims and goals, detach from unachievable goals, and re-commit with alternate goals (Wrosch et al., [2003](#)). Holding on to ambitions while they are out of reach may lead to a lack of goals in the future. Individuals differ in their ability to modify their objectives, According to the self-regulation and control theory, research demonstrates that some people have a better capability to adapt to goal hurdles, regardless of whether the desired result exists or not (Wrosch et al., [2007](#)). Career orientation abilities are individual factors that function across multiple domains of life and support two techniques for self-control: goal disengagement and goal reengagement. The two goal-adjustment capacities, goal disengagement, and goal reengagement, are distinct structures with only a modest to moderate relationship with one another, and both measure different tendencies in individuals (Wrosch et al., [2013](#)). Both capacities of career orientation, goal disengagement, and reengagement can either be the same or can be different in the same individual.

Goal Disengagement

The term goal disengagement, refers to the loss of initiative and relational dedication aimed at a predetermined goal, It is thought to be an adaptive mechanism that allows people to avoid the negative consequences of repeated goal failure incidents (Nesse, [2000](#)). An individual's propensity toward withholding activities and mental commitment to achieve an impossible goal is referred to as goal disengagement. Objective disengagement is defined as a decrease in commitment and devotion to achieving the goal. By disengaging from reaching an unrealistic goal, an individual can prevent repeated failures (Nesse, [2000](#)). Disengagement from a goal, according to Sprangers and Schwartz ([1999](#)), can help to redefine the objective, even if it is not necessary for life happiness, and thus allow an individual to accept the incapability to accomplish the goal. Disengagement from impossible ambitions can also free up personal resources (time and energy) that can be spent in other areas of life, which

can have a positive impact. Similarly, Heckhausen et al. (2010) employ a developmental context in conjunction with the motivational theory of life span growth to inspect goal adjustment variables that connect with Wrosch's model's paradigm.

Goal Reengagement

The drive to define, contribute to, and follow additional goals is referred to as goal reengagement. Goal re-engagement is claimed to give life fresh meaning and improve mental health. This activity is linked to the desire to be reborn (Gollwitzer et al., 1990) and it is suggested to increase the favorable effect by engaging in creative effort (Mens et al., 2015). Goal reengagement entails identifying a new goal, agreeing to it, and putting up efforts to achieve it (Wrosch & Cheier, 2003). Goal disengagement capacity can also be influenced by success orientation, with individuals motivated to avoid disappointment disengaging more than those eager to achieve success. (Wrosch et al., 2003). Disengagement and re-engagement processes can interact, with reengagement buffering the harmful consequences of low detachment during adaptation (Wrosch et al., 2003). The concepts offered by Heckhausen et al. (2007) demonstrated that personal goals are adaptable as environmental conditions and biological limitations make it difficult to achieve goals. When confronted with impossible ambitions, it can lead to a loss of comfort and a rise in emotional tension. Both the achievement of achievable goals and the desire to withdraw from unrealistic goals can promote significant progress in living conditions (Wrosch & Scheier, 2003; Wrosch et al., 2003). Numerous researchers have discovered a link between high individual well-being and goal disengagement and goal reengagement (Heckhausen et al., 2001; Tunali & Power, 2002; Wrosch et al., 2003).

Methodology

Research Design

The current research follows a quantitative research approach that looks at the abiding link between mindfulness, coping strategies, and career orientation. The data for this study was collected from university students. The students of universities were assured about the confidentiality of their personal or academic details depending upon the data requirements throughout the research.

Sample

The present research targeted three demographic variables such as age, gender, and education. The gender was composed of both male and female university students. The education range was from undergraduate to Ph.D. while the age of participants ranged from 18-38 onward. For this study, a sample size of 337 university students was taken based on a convenient sampling technique from the total population, which is more than 24000.

The sample comprised both male and female students studying at different universities of Pakistan, including the University of Management and Technology (UMT).

An adaptive method is used to construct the questionnaire. Furthermore, came up with the idea of mindfulness, coping strategies, and career orientation measured through a Likert scale. 1 = *strongly disagree*, 2 = *Disagree*, 3 = *Neutral*, 4 = *Agree*, 5 = *strongly agree* the response categories for this scale. It takes no more than 5 minutes to finish the designed questionnaire. Scores of all items were added together to determine the final score for the analysis.

Results

The purpose of this research was to investigate the relationship between mindfulness, coping strategies, and career orientation among undergraduate university students, Lahore, Pakistan. This study followed a cross-sectional research design. For this purpose, all the data was quantitatively evaluated utilizing the Statistical Package for Social Sciences (SPSS). The descriptive statistics were computed at first and then relationships between study variables, namely, mindfulness, coping strategies, and career orientation. The group differences between gender, age, and educational differences across mindfulness, coping strategies, and careers were studied through ANOVA.

Descriptive Statistic

The table shows the measure of central tendency and measure of depression of the control variables, which are age, gender, and education.

Furthermore, Measure of central tendency and measure of dispersion of control variables.

Table 1

Descriptive Statistics

		Gender	Education	Age
N	Valid	337	337	337
	Missing	9	9	9
Mean		.47	1.30	1.76
Median		.00	1.00	2.00
Mode		0	1	2
Std. Deviation		.502	.757	.713
Variance		.252	.574	.509
Range		1	3	3
Minimum		0	1	1
Maximum		1	4	4

Pie Charts of Control Variables

The below Figure in pie chart shows the distribution of male and female respondents in the conducted study. Furthermore, it depicts that the majority of the respondents were female. This is 52.68%, respectively,

Figure 3
Gender

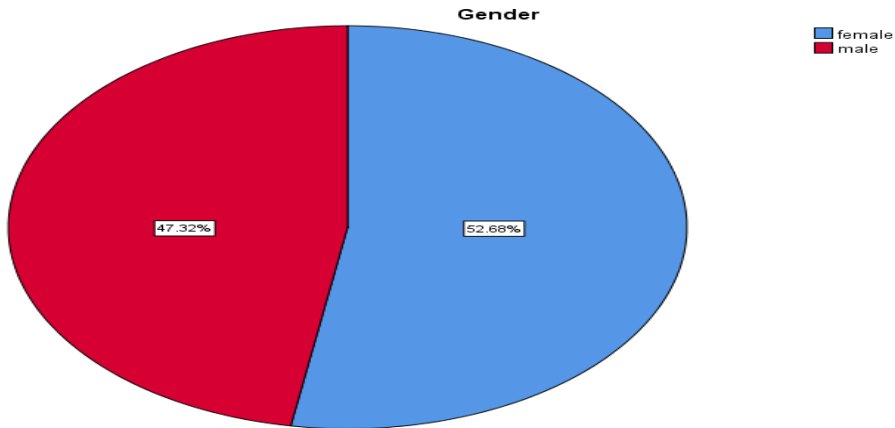
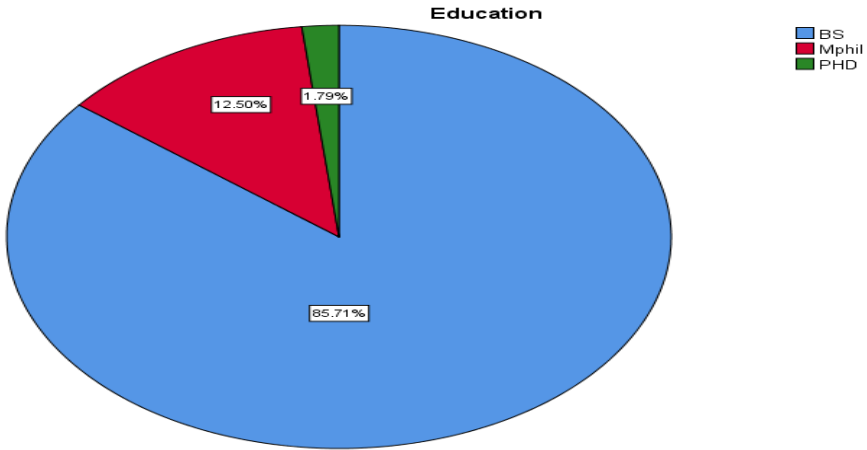
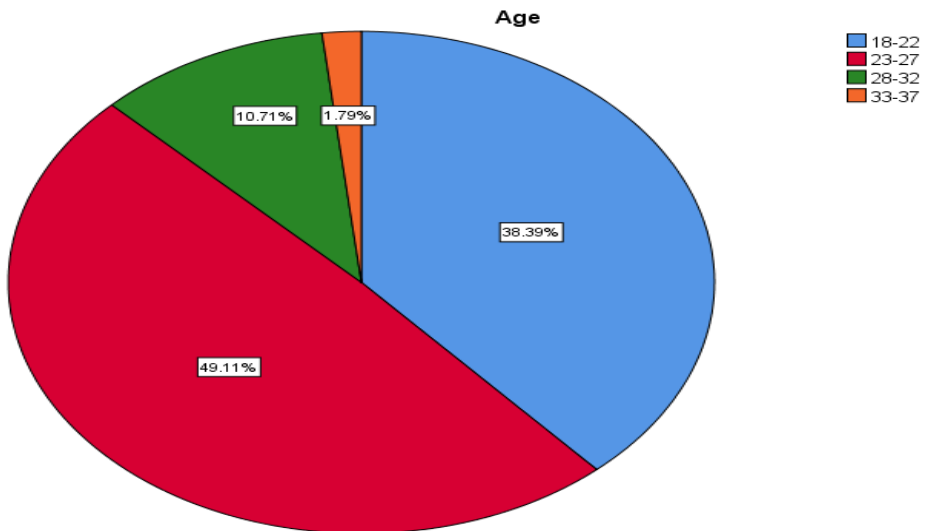


Figure 4
Education



The figure shows that most of our respondents were the students of bachelors as per the above-portrayed chart. This is 85.71%, respectively.

Figure 5
Age



The below figure shows that majority of the participants lie between the ages 23 and 27 as per portrayed by the pie chart, which is 49.11%, respectively.

Inferential Statistic

In inferential statistics, multiple linear regression analysis was performed. Furthermore, regression analysis was also used to investigate the influence of mindfulness, coping strategies, and career orientation among university students. The significance level was taken at 0.05.

Table 2
Model Summary

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	Std. Error
1	.385 ^a	.148	.108	.730

Note. a. Predictors: (Constant), Education, Gender, mindfulness, coping, Age

The table above shows the coefficient of determination. This is denoted as *R*². The value of the *R*² is .148, which means a 14.8% variation in the dependent variable (career orientation) is explained by independent variables (mindfulness and coping strategies) and control variables, namely age, gender, and education.

Table 3
ANOVA

Model	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
1 Regression	9.803	5	1.961	3.681	.004 ^b
Residual	56.454	106	.533		
Total	66.257	111			

Note. Dependent Variable: career, Predictors: (Constant), Education, Gender, mindfulness, coping, Age

The value of Alpha is 0.05 and the significance level is 0.04, which means the model is significant as shown in table above.

Table 4
Coefficient of Determination

Model		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
		<i>B</i>	Std. Error	Beta		
1	(Constant)	3.266	.535		6.102	.000
	mindfulness	-.214	.095	-.216	-2.254	.026

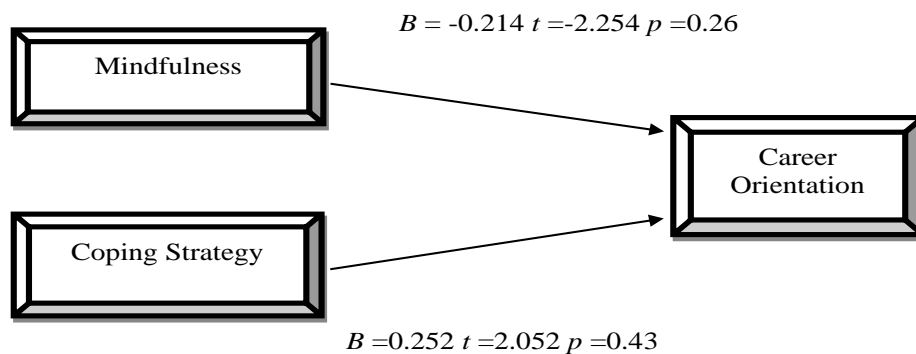
coping	.252	.123	.202	2.052	.043
Gender	-.185	.148	-.120	-1.250	.214
Age	.145	.127	.134	1.146	.254
Education	-.010	.119	-.009	-.081	.935

Note. Dependent Variable: career

- A one-unit increase in mindfulness leads to a 0.214 unit decrease in career orientation, keeping all other variables constant.
- One-unit increase in coping strategies leads to a 0.252unit increase in career orientation, keeping all variables constant.
- Females are more associated with career orientation.
- Related age there is not significant relation between age and career orientation. However, age was positively associated with career orientation.
- On the same board, education is negatively associated with career orientation.

Figure 6

Statistical Model



Discussion

The current study intended to discover the relationship between mindfulness, coping strategies, and Career Orientation among university students. Furthermore, the role and significance of demographic variables, including age, gender, and education level were studied. The study followed the co-relational research design. The study sample ($N = 337$) comprised both male ($n = 47.32$) and female ($n = 52.63$) students.

For this purpose, the data was collected from private educational institutions in Lahore (UMT) in Pakistan.

For measuring the study variables, the instruments Likert-scale were used. A demographic sheet was also provided to the respondents to get information about demographic variables. The age range of the sample was 18-38 years. Later on, different statistical analyses were done to assess the data from a statistical standpoint as per the set objectives of the study.

The finding of the study showed that there is a negative correlation between mindfulness and career orientation according to hypothesis 1: There was a significant correlation between mindfulness and career orientation. Since it was proven that by increasing the level of mindfulness there will be a possible decrease in career orientation, significantly, on the other hand the null hypothesis was rejected, which is H_0 : There was no significant correlation between mindfulness and career orientation.

Secondly, the study showed that there is a positive correlation between coping strategies and career orientation according to hypothesis 2: Positive coping strategies regarding career orientation create a positive relation. Since it's proven that the hypothesis was accepted.

Conclusion

The current study gave an insight into how students employed coping strategies and mindfulness when they confronted any difficulties. Additionally, as a prevailing outcome it aimed to address how these students equipped them to disengage or reengage with unattainable careers. Furthermore, previous research has been conducted in the context of psychology regarding these two variables, mindfulness and coping strategies but this study tries to introduce the above Mentioned psychological aspects in the light of public policy by using “collective action theory” and “common pool resource”. This study also investigated the abiding relationship between mindfulness and coping strategies by also looking at its positive impact on students’ successful career orientation.

Based on the findings, we can say that mindfulness has a negative relationship with career orientation. It had a positive relationship with coping mechanisms. Regarding demographic characteristics, it is evident that age, gender, and education do not significantly influence one's career orientation.

Impacts of the Current Research

After comprehensive inquiry of study variables, it highlighted several important features; findings of the study are significant in many ways. This could add to existing literature and lead to design better interventions and management programs. The current study indeed demonstrated that more mindful students could be the more likely they are to disengage from failures or unattainable goals in making career decision and be hopeful about future. It suggests that mindfulness ability can improve the student goal adjustment abilities confronted challenges in future. So as to align their effects and drive themselves towards realistic goals. The link between mindfulness, coping strategies, and career orientation may provide counselors and educators the enhanced information on how mindfulness and positive coping strategies can make way for appropriate goal setting, goal pursuance, and goal accomplishment among students. This research can also help the educational institutions to understand the importance of mindfulness practices and techniques that should be implemented and practiced at educational institutions for the improvement of well-being of students and make them able to solve their own problems with positive coping strategies and to make them able to improve their moment by moment awareness of their surroundings and conditions.

Limitations

Like other scientific and systematic research, the current study also has significant limitations. As a result, before interpreting the results of this study, the subsequent points should be kept in mind.

- The current study solely looked at the city residents, while rural residents were completely overlooked, limiting the scope of the current research.
- The data was collected through self-report measures only. So, the data obtained could not be cross-validated. Further research can be done by utilizing more measurement techniques to increase the validity of the collected data.
- In the current study, the quantitative method was used to evaluate the variables that might have bounded the reactions and responses of respondents. Furthermore, future research may also use qualitative methods or a mixed method approach; instead of quantitative methods to study the relationship between selected variables.

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