

The Effect of the Mindfulness Based Intervention Programme on the Adjustment of the Secondary School Student

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Abstract – The Present study was conducted to explore the effect of Mindfulness based Intervention on the adjustment of School going children in terms of home, health, emotional and adjustment. The pre-test -post- test treatment design was applied on the experimental and control group of the participants. In total, 108 students from the four school of the city who gave their self-consent along with the consent of their parents to participate in the study were selected and further 54 each was selected randomly in the experimental and control group. Bell Adjustment Inventory (Hindi Version by Mohsin-Shamshad, 1987) was used in the present study to take the observation of the participants on their overall adjustment in terms of its four dimensions. The result was analyzed with the help of analysis of covariance and showed the significant difference between the scores of the participants on their posttest on their overall adjustment in terms of home, health, emotional and social adjustments of the participants of the experimental group than their counter group. The mean value of the experimental group turned out higher than the control group i.e., significant reduction was observed in the experimental group on their adjustment in terms of its four factors after the intervention.

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The lots of changes such as physical, biological, behavioural take place during the period of adolescents that go along with their emotional stresses and make them vulnerable to the psychological annoyances. At the onset the attitude towards self dominates and turns them extra conscious and make more susceptible towards the reactions of others towards them. In addition, presently life is bursting with lots of complications and bringing stress, despair, anguish, deviancy, that in turn create adjustment issues among them and are common among secondary level school students. Majority of those face the huge crisis in adjusting with school and home directives. The teenagers are expected to find their place in a school, marked through social isolations. They have difficulty in adjusting with the demands of the school, community and home as well. It has been concluded that the 43% of the cases found among adolescence to have serious adjustment problems (Kakkar (1964). In India particularly, adolescents are put under pressure to perform well in school examinations. For some students, the experience of academic stress leads to a sense of distress, which is generally manifested in a variety of adjustment, psychological and behavioural problems.

Today adolescence faces complex adjustment problems. In most families, children have multiple

problems with their parents, friends and teachers. The changing family structure has contributed to the adjustment problems of children largely and accelerating the levels of tensions, separation, and family mobility ahead of. These all contributed largely to poor adjustments, indifference, and lack of direction/nervousness a progressive sense of maladjustment which is alarming and needs attention.

Mindfulness training is one approach to improving mental health. Ample evidence has indicated that mindfulness has positive psychological, social, and cognitive effects, with positive relations to cognitive flexibility, mood repair, clarity of feelings self-esteem, life satisfaction, positive effect, optimism, subjective well-being, emotional reactivity, behavioral regulation, and reduced negative symptoms (Feldman, et al. 2007, Brown and Ryan, 2003). Mendelson, et al., (2010) in their study on school based mindfulness intervention for urban youth and found that mindfulness based approaches may improve adjustment among chronically stressed and disadvantaged youth by enhancing self-regulatory capacities. In fact mindfulness practice emphasize awareness, attention, and engagement in the present moment (Bishop et al., 2004, Brown et al., 2007). That allows one to respond effectively to a situation rather than in reactively or reflexively

and in turn directs greater attention to the external situations and the contents of the mind, with past associations and concepts (Bishop et al., 2004, Weick and Putnam, 2006). Hence, the present study was designed to see the effect of Mindfulness training on the adjustment of the school going students with the following objectives and hypothesis:

OBJECTIVE:

To study the difference between the experimental group and control group on the Overall adjustments in terms of its sub factors i.e., home, health, social and emotional adjustment of the participants after the intervention.

HYPOTHESES:

There would be significant difference between experimental group and control group on their post test scores of the overall adjustment in terms of home, health, social and emotional adjustment of the participants after the intervention.

DESIGN:

In the present study, pre and post treatment design was applied to see the effect of mindfulness training Programme on the overall adjustments of the participants in terms of its dimensions i.e., home, health, social and emotional adjustment of both the experimental and control group.

PARTICIPANTS:

Firstly, a list of 400 students of age group 13-15 yrs was prepared from the four CBSE/ICSE affiliated Senior Secondary Schools of Shimla, Himachal Pradesh, who gave their consent to participate in the study. Finally, 108 students who got their parental consent to participate in the study were selected randomly to the experimental (54) and control group (54).

TOOL USED:

Bell adjustment Inventory modified by Mohsin - Shamshad (Hindi Version, 1987) was used to measure home, health, social and emotional adjustment. It is one of the most widely used personality inventories developed by H.M. Bell in 1934. **The high score of the scale indicates low adjustment and low score indicate high adjustment.**

PROCEDURE:

In the first part of the study Mindfulness Training schedule of nine week programme was developed to impart training to the participants. Firstly, participants were concise the concepts of mindfulness and initiated the rigorous training schedule along with the

instructions. After that Bell Adjustment Inventory (Mohsin-Shamshad, Hindi Version) was applied on both the participants of experimental and control group to observe their scores on adjustments. After that the participants of the experimental group were exposed to the rigorous mindfulness training programme while the participants of the control group were interacted simultaneously but were not given mindfulness training. Finally, the participants of both the experimental and control group were again re-assessed on the previously administered scale of adjustments.

RESULT AND DISCUSSION

Using pretest-posttest treatment design, the observations of both the groups were statistically analyzed with the help of Analysis of Covariance (ANCOVA) technique to see the effects of the designed intervention on the adjustment aspects of the participants.

Initially the basic assumptions to carry out analysis of covariance were satisfied to see the true effect of intervention programme. To test the assumption of the control on the independent variable i.e., pre-test scores, analysis of covariance was applied to see the difference between the experimental group and control group on their pre-test scores (See table 1.1)

Table 1.1

The F Value Table Showing the Difference between the Scores of Overall Adjustment in the Experimental and Control Group in the Pre Test Scores

Source	Sum of Squares	df	Means square	F value
Groups (Pre Test scores)	7.500	1	7.500	.044
Error	20163.96	118	170.88	
Total	592596.000	120		

The result showed F value .044 which is not significant, indicating no significant difference between experimental and control group on their pre-test scores of their overall adjustment and thus indicating no difference between experimental and control group on their pre-test scores of their overall adjustment i.e., the outcome are not different across the groups in terms of their pre-test scores satisfied the assumption to apply Analysis of Covariance.

Table 1.2

The F Value Table showing the Scores of Overall Adjustment of students in the Experimental and Control Group to test the Homogeneity of Regression

Source	Sum of Squares	Df	Means square	F value
Groups* (Pre Test scores)	3.466	1	3.466	.043
Error	9443.89	116	81.41	x
Total	491085	120	x	x

The F value came out is .043 for the assumption of homogeneity of regression for both the groups (Experimental and Control.) on their overall adjustment scores and is not significant. Thus, revealing no difference on the subject effects on group time pretest of both the groups and thus, satisfied the assumption of homogeneity of regression to qualify to apply analysis of covariance on the post test scores of overall adjustment with the covariate.

Table 1.3

The F Value Table Showing the Difference between Experimental and Control Group on the Overall Adjustment of students in their Post Test Scores

Source	Sum of Squares	df.	Means square	F value
Groups (Pre Test scores)	4262.56	1	4262.56	52.78**
Error	9447.35	117	80.75	x
Total	491085.00	120	x	x

The result showed the significant difference ($F = 52.78^{**}$, $p < .01$) between the scores of the participants of experimental and control group on their post test scores of overall adjustment (See table 1.3). The mean values of the participants of experimental group (56.43) turned out lower (which indicate higher adjustment and vice versa) than that of the control group (67.86) which is higher in value, thus, revealed the significant improvement on the loneliness of students in the experimental group than the control group (See Table 1.4).

Table 1.4

Mean Values (Post Test Scores) of the Experimental and Control Groups on their Overall Adjustment and its Four Dimensions.

Variables	Mean Value Post Test	
Adjustment and Its Dimensions*	Experimental Group	Control Group
Overall Adjustment	56.43	67.86
Home	14.12	16.67
Health	14.40	16.72
Social	14.00	16.72
Emotional	13.92	17.77

***Low score of the scale indicate High adjustments and vice versa.**

The F value in this regard clearly showed the significant difference between the participants of experimental and control groups on their post test scores of overall adjustment in terms of its four dimensions after the intervention. The lower mean value of the experimental group on their post test scores of overall adjustment in terms of home, health, social and emotional adjustment clearly indicated the progress in the adjustment of the participants in this group revealing significant improvement in the home, social, health, health and overall adjustment of the participants in the experimental group after the intervention than the control group and the hypothesis framed in the study stand confirmed i.e., "There would be significant difference between experimental group and control group on the overall adjustment of the participants in terms of its four dimensions, is thus accepted".

Taylor et al., (2016) examined the efficacy of a mindfulness-based stress reduction intervention in fostering adjustment among first-year college students and found that non-reactivity in observing, attending, describing and labeling were significantly higher among experimental participants when compared to pre-intervention assessments contributing to first-year student adjustment and acclimation to the college environment. Sharma et al. (2013) examined the effectiveness of mindfulness based cognitive therapy with the measures of depression, dysfunctional cognitions, quality of life, work and social adjustment. The percentage of clinically significant change from pre to post-therapy was calculated. The result showed the clinically significant improvement on depression, social adjustment and quality of life of the participants. Fariba and Shahram (2015) studied the effectiveness of mindfulness-based cognitive therapy on the marital adjustment comprising thirty couples referred to the counseling center. Using analysis of covariance the results found the significant improvement in the marital adjustment of the participants in the experimental group. Emily et

al., (2009) studied long-term mediators and demographically similar non mediators with levels of mindfulness and with many other. The result found that, the practicing meditation is associated with increased mindfulness in daily life, and is directly related to decreased cogitation, decreased fear of emotion, and increased behavioral self-regulation and that promote adaptive functioning.

Since "mindfulness practice training make individuals to assess the existing events in a receptive manner, which in turn adjust the stress producing process to protect individuals from the psychological collision of the upsetting affairs and enhances his/her adjustment skills. The person practicing mindfulness, experience constructive emotions, with a task-oriented manner to their hard luck in a psychological mold that the individuals may experience unwanted situations as less heartening to them and so emerge as less stressful at home, social, emotional and health front. Hence the result of the present study confirmed the effect of mindfulness training on the overall adjustment of the school going students in terms of its home, social, emotional and health dimension.

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