

## **Efficacy of Mindfulness on stress reduction among Children at selected schools, in Kanpur city**

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### Introduction

Throughout my academic career, I have been exposed to a variety of stressful situations. I was unaware at the time that I was stressed, which was causing me discomfort, and I also didn't know how to deal with the situations. During those times, I was irritable and unable to concentrate on my daily activities. This had an adverse effect on my life. To that end, I believe that every adolescent requires some supportive measures to help them manage stress effectively, and that mindfulness-based stress reduction therapy will be one of those supportive measures for adolescent stress management.

As we get into the meat of the matter, nurses need to pay close attention to the situation in order to assist individuals in developing successful coping strategies that may help adolescent students avoid the negative consequences of excessive stress. With regard to safety concerns, the nurses maintain confidentiality as an essential component of the therapeutic relationship in this case. The approach to students must be tailored to their specific requirements. We offer students an emotionally safe environment in which they are accepted, supported, and not criticised. We can identify changes in behaviour and thoughts, as well as explore and improve relationships, by practising mindfulness. We must schedule short-term meetings or sessions.

It is necessary to focus on current behaviour patterns in order to improve one's sense of well-being. Mindfulness techniques should be used, such as mindful breathing, observations, mindful awareness, mindful listening, mindful immersion, and mindful appreciation. The perceived stress scale was used to assess adolescent students' stress levels before and after intervention. As a school health nurse, the investigator will use a teamwork approach to find one of the evidence-based mindfulness practises to reduce stress. She acts as a leader in these situations. Students' well-being was promoted through screening and educational programmes. Finally, the investigator acts as a go-between for the students, the school, and the parents. The researcher used the above framework to help school-aged teens reduce their stress by giving them mindfulness-based stress reduction therapy.

## Methodology

The conceptual framework for the study was based on Ludwig von Bertalanffy's general system theory of law. The study employed a one-group pre-test-post-test design. Mindfulness therapy was the independent variable, adolescents' stress levels were the dependent variable, and the setting was selected schools in Kanpur City.

The study lasted one month, and students between the ages of 14 and 15 were chosen from the school using a purposive sampling technique. Data was gathered using the perceived stress scale and structured demographic questions. To assess the tool's reliability, the Cron-bach alpha method was used. The stress score reliability correlation coefficient has a value of 0.77.

Descriptive and inferential statistics were used to analyse and interpret the data.

## Results

According to the findings, 56% of adolescent students had a low stress level, 44% had a moderate stress level, and none had a high perceived stress level. None of the students had low stress prior to the mindfulness therapy. Eighty percent were under moderate stress, while twenty percent were under severe stress.

After mindfulness therapy, 39% of teen students had a moderate level of stress, 61% had a low level of stress, and none of them had a high level of stress.

The difference in stress reduction score between pre and post tests was calculated using the chi-square test. Stress levels in adolescent students decreased after mindfulness therapy was administered. The difference was 8.11. This difference was statistically significant.

To determine statistical significance, the Paired "t" test was used.

Following mindfulness therapy, adolescent students had a lower stress score of 23.09 on average.

The mean difference with 95 percent CI and proportion with 95 percent CI were used to calculate the differences and generalisation of stress reduction scores between pre-test and post-test scores. The link between post-test stress levels and demographic factors:

Adolescents aged 15 from nuclear families were less stressed than others.

Adolescents who had previously been exposed to relaxation techniques, as well as adolescents with >60% academic performance, reduced their stress score more than others.

To find out if something was statistically significant, the one-way analysis of variance F-test and the student independent t-test were used.

### Conclusion

The study also discovered a link between post-test stress levels and demographic variables. Stress reduction scores were lower in 16-year-old adolescents, nuclear family adolescent students, adolescents who had previous exposure to any relaxation techniques, and adolescents who had >60% academic performance. To determine statistical significance, the one-way analysis of variance F-test and the student independent t-test were used. As a result, mindfulness therapy significantly reduced stress among adolescent students.

The study's results matched what was already known and were supported by studies done all over the world, including in India. Reference

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