

Mindfulness for the next generation: an investigation into Stress Mitigation among young-adults.



Prof. (Dr.) Suresh. P.R*

*People's University, Bhopal

Preamble:

The World Health Organization (WHO) employs several words to talk about different age groups. For example, they say that "youth" is 15 to 24 years old and "young people" is 10 to 24 years old. There isn't a single WHO definition for "young adults," although the larger group of "young people" aged 10 to 24 generally includes what would be called young adulthood, which is a time when people have certain health and social needs. This study focuses on undergraduate students in central India, with a common age range of 17 to 24.

College students frequently face stress as a result of increasing obligations, poor time management, changes in eating and sleeping habits, and a failure to take adequate self-care breaks. Most first-year students find that the transition to college can be stressful.

Abdul Ahad et al. (2021) did a cross-sectional study among dental undergraduate students from five dental colleges in India and found that stress, anxiety, and depression are very common among Indian dental students. Compared to preclinical students, stress is more common among clinical students and interns. The degree of stress is positively correlated with age, gender, and hostel stay. The prevalence of any psychological disorder does not significantly differ between government and private colleges.

Ms. Shikha Choudhary's (2023) study on academic stress among undergraduate students indicates that stress is a widespread issue among this demographic in India, adversely affecting their academic performance and overall well-being. The study indicates that students employ various coping techniques to manage stress, which may effectively diminish stress levels. This study's findings hold significant implications for educators and policymakers, who may need to offer enhanced support to assist undergraduate students in India.

Each and every student experiences their own set of unique difficulties while attending college, and no two students are exactly the same. Each individual possesses a unique capacity to deal with stress, and this is influenced by a multitude of circumstances, including peer pressure, family life, various experiences and backgrounds, and many more. More than half of the college students who participated in the 2022 Student Voice survey rated their general mental health as "fair" or "poor," with

one out of every five students falling into the "poor" category, according to the findings of the study. The bulk of the factors that caused stress were keeping up with schoolwork (57%), the pressure to perform in school (47%), financial difficulties (46%), and dealing with work-life balance (41%). The mental health of students also suffered as a result of worry about their families, the search for employment, and events taking place throughout the world.

In addition to all of these factors, making the transition to college is a significant change for students. There are a number of people who leave their homes for the first time, and even those who do not are faced with new responsibilities that they did not have to worry about during their time in high school. In addition to the challenge of attending college while working to support their families, students who return to school as adults must also deal with the stress of maintaining satisfactory grades in order to receive financial assistance from their employers. Anxiety, loss of income, problems with concentrating, and physical health issues are all normal emotions and reasonable concerns.

Mindfulness

It is possible to navigate life without taking the time to appreciate its many facets. Your mental health can be enhanced by increasing your awareness of the present moment, including your own thoughts and emotions, as well as the environment.

This awareness is referred to as "mindfulness" by certain individuals. Mindfulness has the potential to enhance our enjoyment of life and our self-awareness. You have the ability to implement measures to cultivate it in your personal life. Mindfulness entails the conscious observation of the present moment, both within and outside of oneself.

It is effortless to cease to observe the environment that surrounds us. It is also effortless to become disoriented by our bodies' sensations and to become ensnared in our thoughts, failing to acknowledge the influence of these thoughts on our emotions and behavior.

Reconnecting with our bodies and the sensations they experience is a critical component of mindfulness. This entails focusing on the visuals, sounds, scents, and tastes of the present instant. A simple example of this could be the sensation of a

banister as we ascend the stairs. An additional critical component of mindfulness is the recognition of our thoughts and emotions as they occur in the present moment.

Increasing our awareness of the present moment can enhance our enjoyment of the world and our understanding of us. We begin to experience things that we have been taking for granted in a new way when we become more aware of the present moment. Mindfulness also enables us to increase our awareness of the stream of thoughts and emotions that we encounter, and to recognize how we can become entangled in that stream in unhelpful ways. This allows us to step back from our thoughts and begin to observe their patterns. Eventually, we can develop the ability to recognize when our thoughts are dominating and recognize that they are merely "mental events" that do not require our control. It is possible to address issues more effectively through the practice of mindfulness. We can inquire: Is it beneficial to attempt to resolve this matter by contemplating it, or am I becoming engrossed in my own thoughts? This type of awareness may also assist us in identifying indicators of tension or anxiety earlier and addressing them more effectively.

The National Institute for Health and Care Excellence (NICE) suggests mindfulness-based therapies as a treatment for less severe depression. NICE also suggests that employers provide mindfulness training to all employees in order to promote mental health in the workplace.

The initial step toward mindfulness is to remind oneself to observe the world, body sensations, thoughts, and emotions. Observe the mundane: In the course of our daily routines, we can observe the sensations of objects, the food we consume, and the air that passes by our bodies as we walk.

Maintain consistency: It can be beneficial to establish a consistent time, such as a morning commute to work or a midday stroll, during which you resolve to be attentive to the stimuli generated by the environment.

Consider attempting a novel activity: Additionally, experimenting with novel experiences, such as occupying a different location during meetings or dining at an unfamiliar restaurant, can assist in enhancing one's perspective on the world.

Monitor your thoughts: Mindfulness is exceedingly challenging for certain individuals. Immediately upon ceasing their current activity, a multitude of concerns and anxieties invade their minds. It may be beneficial to bear in mind that mindfulness is not about eliminating these thoughts; rather, it is about acknowledging them as mental events that occur and dissipate. Initially, this may be exceedingly challenging; however, it is feasible with tactful perseverance. There are individuals who

find it simpler to manage an overactive mind by engaging in moderate yoga or walking. Name your thoughts and emotions: Some individuals find it beneficial to discreetly identify their thoughts and emotions, such as "This is anxiety" or "Here's the thought that I might fail that exam." Liberate yourself from the past and future: Mindfulness can be practiced in any location; however, it can be particularly beneficial to adopt a mindful approach when you become aware that you have been absorbed in the recollection of past issues or the anticipation of future anxieties for an extended period of time. Diverse mindfulness practices: In addition to incorporating mindfulness into one's daily routine, it may be advantageous to allocate time for a more structured mindfulness practice. Mindfulness meditation entails the act of sitting silently and focusing on the sensations of respiration, thoughts, sounds, or body parts. The practitioner is encouraged to refocus their attention when their mind begins to wander.

Additionally, yoga and tai-chi can assist in the cultivation of respiratory awareness.

The Different Ways to Practice Mindfulness:

Mindfulness is something we all have, but it can be learned through established methods. For example:

1. Seated, walking, standing, and movement meditation (you can also do it laying down, although that usually makes you fall asleep);
2. Short breaks we take during the day;
3. Combining meditation with other activities like yoga or sports.

The Advantages of Mindfulness Practice:

When we meditate, it's not helpful to think about the advantages; instead, we should just do it. But there are benefits, or else no one would do it.

Being mindful helps us relax, do better, learn more about ourselves, and pay more attention to the well-being of others. Mindfulness meditation allows us a period in our life when we can stop judging and let our natural curiosity in how the mind works come out. We may also be kind and warm to ourselves and others at this time.

Review Goals:

- To compile the body of research on how mindfulness-based treatments might help young adults (18–24 years old) cope with stress.
- To recognize and categorize various mindfulness techniques used with young adult populations, such as meditation, yoga-based mindfulness, and digital/online mindfulness programs.
- To investigate how mindfulness therapies have been shown to affect stress, academic

achievement, emotional control, and general mental health.

- To investigate published research' methodological tendencies (study design, length, environment, and stress assessment techniques).

Methodology:

✦ Study design:

A scoping review study approach, with PCC model

✦ Search strategy:

The research relied on an electronic database search for data collection. We got the articles from Google Scholar, PubMed, PsycINFO, Web of Science, and Scopus.

- The search utilized the PCC (Population, Concept, Context) paradigm to facilitate the discovery of pertinent literature. The population consists of young adults, college students, university students, or undergraduates.
- Mindfulness-based interventions or mindfulness meditation or yoga or breathing exercise or mindful awareness are all ideas.
- Context/ Outcome (Stress Reduction & Well-being): stress, academic stress, mental stress, anxiety, burnout, wellbeing, emotional regulation, or coping.
- Stress, academic stress, mental stress, anxiety, burnout," wellbeing, emotional regulation, or coping.

✦ Inclusion Criteria:

- Peer-reviewed research featuring undergraduate students;
- Mindfulness-based therapies; results pertaining to stress,
- Mental well-being, or academic success.

✦ Exclusion Criteria:

- Studies not in English,
- Postgraduate populations,
- Solely theoretical publications
- Interventions not related to mindfulness.

✦ Data Extraction:

Information was collected regarding the study design, population, intervention type, outcome measures, and **principal findings**.

✦ Analysis:

A narrative synthesis was conducted to discern prevalent themes and deficiencies throughout the research.

Results

✦ Features of the studies that were included

- Number of Studies: 46 studies met the requirements for inclusion.
- Study Designs: Randomized controlled trials (RCTs), quasi- experimental studies, cross-sectional surveys, and qualitative investigations.
- Sample Sizes: Varied from 30 to 1,200 participants.

✦ Mindfulness-Based Interventions

- Mindfulness-Based Stress Reduction (MBSR) and Mindfulness- Based Cognitive Therapy (MBCT) were used in most research.
- Short mindfulness techniques, such as guided meditation for 5 to 10 minutes, were also used.
- Digital mindfulness interventions through mobile applications exhibited a rising prevalence.

✦ How it affects schoolwork

- There were improvements in concentration, working memory, and learning outcomes.
- Some research found that GPA and exam scores went up directly, while others simply found that study habits and motivation improved in a subjective way.
- Improved classroom involvement and less academic burnout were also common.

✦ Gaps in Research

- Few long-term researches to see if mindfulness has long-lasting effects.
- Different studies use different ways to measure outcomes.
- Insufficient representation of varied ethnic and socio-economic student demographics.
- There are not many studies that have added mindfulness to the formal curriculum.

Discussion:

It has been shown that practicing mindfulness can lead to positive effects for college students, including decreasing stress and improving academic performance. The fact that the outcomes are consistent across a wide range of research of varying sorts indicates that it is an effective method for enhancing mental health in higher education. Nevertheless, differences in methodology limit the ability to generalize in this situation. For the purposes of future study, it is recommended that uniform criteria, longitudinal frameworks, and

procedures that are responsive to cultural variations be used. In addition, the incorporation of mindfulness into academic courses has the potential to assist in making mindfulness more widespread and to enhance the benefits that it provides.

Mindfulness has been shown to have positive effects on college students, including reducing stress and improving academic achievement. Its efficacy as a tool for promoting mental health in higher education is demonstrated by the fact that the results are consistent across a wide range of study designs. Nonetheless, the ability to generalize is limited by differences in methodology. Standardized criteria, longitudinal frameworks, and procedures that are sensitive to cultural differences should be employed in future research. Furthermore, the inclusion of mindfulness in academic courses especially for the under-graduate students could help to normalize the practice of mindfulness and increase its benefits.

There are certain limitations associated with this study. Due to the fact that this research was dependent on subjective data analysis, it was not possible to totally avoid reporting bias. There were limitations on the language coverage, and the number of people who were able to participate was restricted. It was not possible to investigate the causal relationship between psychological stressors and coping mechanisms due to the cross-sectional design of the study.

Conclusion:

This scoping study demonstrates that mindfulness-based therapies are effective in alleviating stress and may enhance academic performance among undergraduate students. To promote student well-being and academic success, colleges should consider the adoption of mindfulness programs as both preventive and supportive measures. The evidence base needs to be strengthened, and the only way to do this is to do more high-quality, long-term, and cross-cultural studies.

In order to acquire a more thorough understanding of the problem, more study might be conducted with a larger sample of students, taking into consideration the curriculum, facilities, test patterns, and background of the students.

References

1. Kabat-Zinn, J. (2003). Mindfulness-based interventions in context.
2. Shapiro, S. L., et al. (2008). Mindfulness and student well-being.
3. Regehr, C., Glancy, D., & Pitts, A. (2013). Interventions to reduce stress in university students.
4. Galante, J., et al. (2018). Effect of mindfulness training on student mental health.
5. Dvořáková, K., et al. (2017). Promoting resilience in college students through mindfulness.
6. Wang, Z. et al. (2024). *The effects of mindfulness-based interventions on alleviating academic burnout in medical students: a systematic review and meta-analysis*. BMC Public Health, 24, 1414. Open Access
7. O'Driscoll, M., Byrne, S., Byrne, H., et al. (2019). *An online mindfulness-based intervention for undergraduate pharmacy students: a mixed-methods feasibility study*. Current Pharmacy Teaching & Learning, 11(9), 858–875. Full text available via journal.
8. O'Driscoll, M., Sahm, L.J., Byrne, H., et al. (2019). *Impact of a mindfulness-based intervention on undergraduate pharmacy students' stress and distress*. Current Pharmacy Teaching & Learning, 11(9), 876–887.
9. Oró, P., Esquerda, M., Mas, B., et al. (2021). *Effectiveness of a mindfulness-based programme on perceived stress, psychopathological symptomatology and burnout in medical students*. Mindfulness, 12(5), 1138–1147.
10. McConville, J., McAleer, R., & Hahne, A. (2017). *Mindfulness training for health profession students—the effect on psychological well-being, learning, and clinical performance: systematic review*. Explore, 13(1), 26–45. PDF available:
11. Moix, J. et al. (2021). *Effects of a Mindfulness Program for University Students*. Clínica y Salud, 32(1), 23–28. PDF accessible via journal.
12. Lindsay, E.K., & Creswell, J.D. (2017). *Mechanisms of mindfulness training: Monitor and Acceptance Theory (MAT)*. Clinical Psychology Review (theoretical model, full text via journal).
13. Dawson, A. et al. (2020). *Mindfulness for the mental health and well-being of post-secondary students: A systematic review and meta-analysis*. (Cited in broader systematic review)
14. A Systematic Review and Meta-analysis of Online Mindfulness-Based Interventions for University Students (2023). Journal of Technology in Behavioral Science, 9, 211–223. Open access PDF available:
15. Johnson, D.P., Brems, C., Mills, J., & Stephens, R. (2013). *The relationship of mindfulness with academic performance and psychological well-being in undergraduates: the mediating role of affect regulation*. Mindfulness, 4, 279–288. Full text likely available.
16. Hölzel, B.K., Carmody, J., Vangel, M., et al. (2011). *Mindfulness practice leads to increases in regional brain gray matter density*. Psychiatry Research, 191, 36–43. PDF accessible via usual

journal access.

- 17.Hofmann, S.G., Sawyer, A.T., Witt, A.A., & Oh, D. (2010). *The effect of mindfulness-based therapy on anxiety and depression: a meta-analytic review*. Journal of Consulting and Clinical Psychology, 78, 169–183. PDF through journal.
- 18.Rolph, G.W. (2017). *Effects of mindfulness on perceived stress levels and heart rate variability*. arXiv preprint (PDF available).
- 19.Yildirim, C., & O'Grady, T. (2021). *The Efficacy of a Virtual Reality-Based Mindfulness Intervention*. arXiv preprint (PDF available).