

ABSTRACT

Mental health concerns such as sadness, anxiety, and stress are becoming more common among adolescents and young people all around the world. Higher education, like adolescence, is a critical transition point in the lives of young adults. As per global data, 14% of the 14-19-year-old population has mental health issues, particularly depression and stress-related diseases. Mindfulness-Based Stress Reduction (MBSR) is a research-proven method for reducing depression, anxiety, and stress, as well as developing attentive awareness. Mindfulness is defined as an awareness of the present moment that is without of judgement. It is a psychological technique that entails focusing our attention on the current events that surround us, i.e., embracing the present moment as it is without reasoning or avoidance. We become considerably more aware of each moment as a result of mindfulness, fully involved in what is going on around us with acceptance and without judgement. It is possible that it was generated by meditation practise or intervention techniques. It is an eight-week regular programme that involves 45 minutes of daily meditation practise to address unconscious thoughts, feelings, and actions in order to reduce stress, anxiety, and depression and increase consciousness and concentration.

The main objective of this study is to determine the effect of Mindfulness Intervention Therapy on reducing the mental health problems of students of different levels and increasing Awareness. The quasi-experimental pre-test post-test research design method has been used to complete this chapter. Attempts have been made to analyze the objectives of this study based on a total of 120 students (between 60 tested and 60 unregulated groups). In this study, gender and study classes have been selected as explanatory drivers, mindfulness intervention as treatment variables and awareness, anxiety, stress and depression as dependents. The MAA and DASS-21 questionnaires were used to gather objective information from the students. The MAA question paper has 15 questions and the DASS-21 has 21 questions. The days 24/01/2021 have been selected to collect information from the

students before the treatment group with the help of question papers and 24/02/2021 days have been selected by applying the treatments. Mindfulness intervention was used as the treatment, which was applied to the students of the tested group for 56 days or 8 weeks. The intervention process is accomplished through a design. Data were collected from the student before and after the treatment and analyzed through SPSS software. Here mean, SD, coefficient of Correlation, Paired sample t-test, ANCOVA, Multiple Regression analysis have been used.

The amount of depressive anxiety stress after treatment has significantly decreased, and awareness has increased significantly among students in the Titman group. But despite this difference between the students in the control group, it was not significant. In the case of the experimental group, Awareness among HS, UG, B.ED and scholar students has increased significantly; Anxiety among HS, UG and scholar students, stress in HS students only and depression in UG level students were significantly reduced in the experimental group. Again there is an increase in awareness among the boys and girls of the tested group as well as a significant reduction in the stress of boys and girls. Although depression decreased significantly among the boys in the experimental group, it did not decrease significantly among the girls in the experimental group; but the anxiety decreased significantly which did not happen in boys. No significant differences between depression, anxiety, stress and awareness were observed among the boys and girls in the control group on the basis of gender variables. Mindfulness Intervention Therapy has been shown to reduce the anxiety of 20% of students, stress of 16% of students and depression of 30% of students with severe mental health problems. Subsequent treatment, i.e. post-test, showed significant differences between the control group and the experimental group in stress, anxiety, and depression, which were not observed in the pre-test. Thus mindfulness intervention can increase awareness among students as well as reduce mental health such as depression, stress and anxiety. Therefore Group Mindfulness Intervention plays an important role in students' Well-being and Mental Health.