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**STUDENT NAME: Divya Parashar**

**SUPERVISOR NAME: Prof.Sheema Aleem**

**DEPARTMENT: Psychology**

**TOPIC: Effect of Mindfulness Intervention on Well-being**

### **EFFECT OF MINDFULNESS INTERVENTION ON WELL-BEING**

#### **Key Findings of the study are:**

F1: No significant difference among adolescents in experimental group and comparator group was found on mindfulness, well-being, self-esteem and rumination.

F2: A significant positive relationship of moderate size was found between mindfulness and self-esteem. A positive relationship was observed between mindfulness and well-being which was not significant. Mindfulness and self-esteem observed to be negatively correlated with rumination significantly with a moderate size effect. Well-being was not significantly correlated with any of the variable (mindfulness, self-esteem and rumination) but considering its very low size effect, change in one variable didn't affect other variable much, so can be neglected.

F3: Adolescents in the experimental group were found to have increased mindfulness as compared to the comparator group at post-test and follow up.

F4: There was a significant interaction effect of intervention and time periods on mindfulness during pre-test, post-test and follow up.

F5: Adolescents in the experimental group were found to have increased well-being as compared to the comparator group at post-test and follow up.

F6: There was a significant interaction effect of intervention and time periods on well-being during pre-test, post-test and follow up.

F7: It was found that self-esteem was increased from pre-test to post-test among participants of both the experimental and comparator groups. Follow-up scores of experimental group was remained static but found to be decreased in comparator groups.

F8: Regarding self-esteem of experimental and comparator group, scores were not observed to be significantly increased due to intervention but due to time periods and interaction of time periods with intervention. There was a significant interaction effect of intervention and time periods on self-esteem during pre-test, post-test and follow up.

F9: Adolescents in the experimental group were found to have decreased rumination as compared to the comparator group at post-test and follow up.

F10: There was a significant interaction effect of intervention and time periods on rumination during pre-test, post-test and follow up.

### **Implications:**

Implications of present research helped to plan and apply mindfulness intervention in school routine in Indian culture in line with previous researches having different mindfulness curriculums, programs and studies which are based in west.

**Practical Implication:** This research has implied that mindfulness, well-being, self-esteem can be increased and rumination can be decreased after four-week mindfulness intervention among adolescents successfully in school set up. Positive effects of intervention persist after one-month as well.

Implementing mindfulness interventions at a preventive level for general population, especially for children and adolescents may be more helpful than providing such help to students in danger at later stages.

Present study considered guidelines of CONSORT-SPI (2018), to disseminate information related to intervention studies, provide better generalizability and transparency in the research design for effective utilization in future.

Mindfulness intervention is a low –cost effective method which can be easily practiced in the school with minimum infrastructure and approaching whole class groups at a time,

Present study increased the feasibility of having 4-week mindfulness intervention successfully adjusted in the busy, tight scheduled, busy school routine.