

The Role of Mindfulness in Mitigating Stress amongst Young Adults

Gayathri Mohan Kumar^{1*}

ABSTRACT

An abundance of research indicates that teens and young adults are experiencing increased levels of stress and depression. According to data collected by the American Psychological Association for the Stress in America Survey, teen stress rivals that of adults. Results of the survey show that not only do teens identify that their stress levels are not healthy, but they also underestimate the impact stress has on their mental and physical health. There is an emerging body of evidence that suggests that mindfulness is effective for relieving anxiety and stress. The present study is aimed to investigate the role of mindfulness in reducing the stress levels in young adults. For this purpose, a total 103 young adults (between the age of 18-35) were selected. Data collection was done with minimum demographic details and scales. The scales used for this research were: Freiburg Mindfulness Inventory (FMI) by Walach, 2006 and Perceived Stress Scale (PSS) by Sheldon Cohen, 1983. The result of the study suggests that there was a significant inverse relationship of mindfulness on the stress levels that affect a young adult. It can be concluded that mindfulness has a significant positive effect on the stress levels in young adults.

Keywords: *Mindfulness, Stress, Young Adults, MBCT - Mindfulness Based Cognitive Therapy*

Mindfulness is the basic human capacity to be truly present, aware of where we are and what we are doing, and not too sensitive or overwhelmed by what is going on around us.

Mindfulness is a quality every person has as of now, it's not something that you need to elicit, you just need to find out how to get to it.

While mindfulness is universal, it can very well be developed via demonstrated systems, especially placed, strolling, standing and moving meditation (it is equally conceivable but also prompts rest); brief delays that we embed into daily existence; and accumulation of reflective practice via different activities, such as relaxation exercises or sports.

¹BA (Hons) Applied Psychology, Amity Institute of Behavioural and Allied Sciences, Amity University, Mumbai, India

[*Corresponding Author](#)

Received: March 09, 2021; Revision Received: April 03, 2021; Accepted: April 25, 2021

© 2021, Kumar G. M.; licensee IJIP. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License (www.creativecommons.org/licenses/by/2.0), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

The Role of Mindfulness in Mitigating Stress amongst Young Adults

To the point that we think it doesn't help concentrating on the advantages but just doing the preparation, but then there are advantages otherwise no one will do it. When we are mindful, we reduce strain, enhance execution, gain understanding and knowledge by watching our own brain, and increase our consideration of the welfare of others.

What Is Mindfulness?

The meditation trend around mindfulness is significant. People who integrate it into their lives also log elevated levels of satisfaction, staying power, attraction, and cladding to lower stages of tension, anger, and unhappiness.

This may be a perfect way to relieve stress and improve compassion, concentration, empathy, tolerance, creativity and eventually, happiness. If you're just beginning a routine, a guided meditation on mindfulness — led in person by an instructor or through any app — may be a good place to start. Having a reliable, knowledgeable instructor who will direct you through the basic steps can be crucial to maximizing the experience.

While there are countless strategies of awareness — each rooted in a specific tradition and with a particular emphasis — most have one thing in common: they seek to cultivate two vital components, calm and clarity, with the goal of staying concentrated and promoting a natural awareness level.

Moreover, mindfulness needs understanding, meaning that we are conscious of our thoughts and emotions without examining them — without, for example, believing there is a "right" or "incorrect" way of thinking or experiencing them in a given instant. When we practice mindfulness, our minds adjust as opposed to rehabilitating the past or predicting the future, to what we encounter in the present moment.

While it has its origins in Buddhist meditation, in recent years a conventional practice of mindfulness has entered the American mainstream, partly through the research of Jon Kabat-Zinn and his Mindfulness-Based Stress Reduction (MBSR) program, which he introduced at the University of Massachusetts Medical School in 1979; Since then, further research has recorded the effects of mindfulness in physical and mental health in general, and MBSR in particular, inspiring countless packages to extend the MBSR model for colleges, prisons, hospitals, veteran centers and beyond.

Why Should We Practice Mindfulness?

Studies have shown that practicing mindfulness can offer a range of physical, emotional, and social benefits even if practised just for a few weeks. Here are some of those benefits which in many special settings intensify:

1. Mindfulness is beneficial for our physical health: A recent study showed that practicing mindfulness meditation after only eight weeks of training improves the capacity of our immune systems to ward off disease. Awareness practice can also improve first-rate sleep
2. Mindfulness is great for our minds: Several research has observed that mindfulness will boost fantastic feelings, even as bad emotions and strain will diminish. Indeed, at least one study suggests it can be as effective as antidepressants to avoid depression and stop relapse.
3. Mindfulness changes the brains: Research has shown that the density of gray matter in learning-related brain areas, remembrance, emotional controls, and empathy would increase.

The Role of Mindfulness in Mitigating Stress amongst Young Adults

4. Mindfulness enables us to concentrate: Research shows that mindfulness allows us to resolve obstacles and improves our reminiscence, concentration skills and decision taking.
5. Mindfulness nurtures compassion and altruism: evidence shows that mindfulness meditation makes us much more likely to support those in need, and increases knowledge-based activity in neural networks to the pain of others and control emotions. Evidence suggests that doing so will elevate self-compassion too.
6. Mindfulness strengthens relationships: Research suggests mindfulness training makes couples extra happier with their courting, makes each associate feel extra optimistic and relaxed, and helps them experience more appreciation towards each other and of each other. Also, mindful couples will rebound from fights or problems more easily.
7. Mindfulness changes the way we view ourselves: more mindful people have a better sense of self and tend to be more attuned to their beliefs. They may have a better body image, a more positive self-esteem and greater resistance to negative comments.
8. Mindfulness makes us extremely resilient: some research suggests that mindfulness training can benefit post-traumatic stress disorder survivors, law enforcement officers, women who have been assaulted in childhood, and caregivers.
9. Mindfulness can be helpful to young adults: Cultivating knowledge can help young adults alleviate stress and depression and improve their compassion and satisfaction for oneself. When teens enter college, their binge consumption of alcohol or even substance abuse can be further reduced.
10. Mindfulness benefits schools: There is an empirical evidence that practicing mindfulness in the classroom decreases behavioral problems, violence, and depression among students, and increases their level of satisfaction, self-regulation, and attention capacity.
11. Mindfulness benefits veterans: Studies suggest that it may minimize post-traumatic stress disorder (PTSD) signs and symptoms during the aftermath of battle.
12. Mindfulness battles obesity: Practicing "mindful eating" encourages healthier eating habits, makes weight loss easier for people and helps them enjoy the food they consume. Pregnant women who exercise conscientious feeding gain significantly less weight during pregnancy, and have healthy children

What is the General Impact of Mindfulness?

Several traditions and practices may promote mindfulness, such as yoga, tai chi, and qigong, but most of the literature has focused on mindfulness which is formed through meditation in mindfulness. More specifically, these impacts have been identified by different mindfulness studies:

1. Reduced Contemplation: Several studies have shown that mindfulness reduces rumination. In one examine, as an example, Chambers et al. (2008) requested 20 beginner meditators to take part in a ten-day extensive mindfulness meditation retreat. After the retreat, the meditation organisation had appreciably better self-mentioned mindfulness and a reduced bad have an effect on as compared with a managed group. They also skilled fewer depressive signs and symptoms and much less rumination. In addition, the meditators had drastically higher working memory capacity and were higher able to sustain attention during a performance venture as compared with the managed organisation.
2. Stress reduction: Several studies indicate that practicing mindfulness decreases tension and stress. In 2010, Hoffman et al. Conducted a meta-analysis of 39 research that

The Role of Mindfulness in Mitigating Stress amongst Young Adults

explored the usage of mindfulness-based totally stress reduction and mindfulness-based cognitive remedy. The researchers concluded that mindfulness-primarily based therapy can be useful in changing affective and cognitive tactics that underlie a couple of scientific troubles. Those findings are consistent with evidence that mindfulness meditation will increase tremendous affect and decrease tension and negative affect. In one study, contributors randomly assigned to an 8-week mindfulness-primarily based pressure reduction institution have been compared with controls on self-pronounced measures of depression, tension and psychopathology, and on neural reactivity as measured via fMRI after looking sad films (Farb et al., 2010).

3. Operating memory is enhanced: work memory enhancements tend to be some other mindfulness effect, studies show. A 2010 study by Jha et al., for instance, documented the advantages of mindfulness meditation amongst a navy organisation who participated in an 8-week mindfulness training, a non-meditating military group and a group of non-meditating civilians. Both navy groups have been in a particularly stressful period earlier before the deployment. The researchers discovered that the non-meditating military organisation had reduced working memory potential over the years, while running memory capacity among non-meditating civilians changed into solid across time. Within the meditating navy institution, however, working memory potential extended with meditation exercise. In addition, meditation practice directly related to self-reported positive effect on and inversely related to self-reported negative affect.
4. Concentration: Another study explored how the capacity of participants to concentrate on attention and remove distracting information was influenced by meditation of mindfulness. The researchers compared a collection of skilled mindfulness meditators with a control group that had no meditation experience. They found that the meditation institution had notably better performance on all measures of interest and had higher self-reported mindfulness. There has been a correlation between cognitive flexibility and attentional functioning with mindfulness meditation practise and self-reported mindfulness (Moore and Malinowski, 2009).
5. Relationship satisfaction: Many studies have shown that someone's ability to be mindful can determine the results of a relationship — the ability to react appropriately to relationship stress and the ability to express one's feelings to their spouse. Empirical studies shows that mindfulness protects against the emotionally traumatic events of relationship trouble (Barnes et al., 2007), is definitely associated with the capability to specific oneself in diverse social conditions (Dekeyser el al., 2008) and predicts relationship satisfaction (Barnes et al., 2007; Wachs & Cordova, 2007).

What is Young Adulthood?

This is a period, in which very little is customary. It is a period of mutual exchange and discovery which covers many aspects of their existence: homes, own family, artwork, schooling, assets and position.

Today's process of being an adult is sluggish and more complex than in the past. Young adults take longer to achieve financial and mental autonomy and early adult reviews range widely through gender, race, ethnicity and social class.

Young adulthood is the level of life that stretches from the early 20s to the mid 30s. This time of lifestyles is regularly packed with interesting milestones, consisting of starting or graduating from university, moving from a given home to a home by itself or with roommates, marriage and/or starting a family. With all the pivotal moments that arise in the

The Role of Mindfulness in Mitigating Stress amongst Young Adults

course of young adulthood, it can sometimes experience something overwhelming. Knowing what to expect and how to prepare for this time helps you to live in a happier, healthier life.

Stress & Young Adulthood

Young adulthood can be a stressful period because it can change a lot, but stress isn't necessarily a bad aspect. A clinical psychiatrist named Michael Genovese states, "We never see stress as a positive influence, but sometimes it can be." In other words, interesting circumstances cause chemical reactions in the body, and this reaction is a kind of stress that can help us remain motivated and feel positive about life.

That said, teenagers are the highest burdened group of humans in America, in line with an article in TIME Magazine. Lack of lifestyle studies and strong coping mechanisms can cause even extra stressful challenges. If stress is not often treated, it can lead to chronic diseases, along with insomnia, muscle ache, exhaustion and a compromised immune system. With proper planning and intervention, however, around sixty-nine percent of adolescents can effectively manipulate stress.

Theories of Adulthood

While most studies of psychology and sociology have spent time studying the development of the child and adolescent, we should not neglect the vital development of adults. This segment will describe and discuss three adult development theories that all have a distinct viewpoint and similarities with respect to adult development.

1. Daniel Levinson's Seasons of Life Theory
2. George Vaillant's Adult Tasks Theory

Daniel Levinson's Seasons of Life Theory: A systematic philosophy of adult development, known as the Seasons of Life Theory, founded by psychologist Daniel Levinson, which defined stages and growth that occur well into adult years.

His theory is made up of stages identical to series. Each stage is formed by the use of an event or action leading to the next stage. The scales are as follows:

1. Early Adult Transition (From age 17 - 22). Its the level in which a human starts to leave adolescence & starts making changes and mature lifestyle choices. These involve deciding to go to college or join the workforce, choosing to enter a vital relationship and planning to leave home.
2. Entering the Adult World (Age 22-28). This is the point at which someone makes extra concrete choices about their careers, friendships, beliefs and lifestyles
3. Age 30 Transitions (Age 28-33). There are also changes in life-style at this point that could be just light or really big and severe. For instance, getting married, or having a child affects one's way of life and these types of major changes can have different effects on how someone evolves based on how they accept the opportunity.
4. Settling Down (From age 33 - 40). This is the point where one starts to develop a pattern, makes progress on future goals, and starts to act like an adult. People at this stage are usually parents, or have additional responsibilities.
5. Middle -Life Transition (From age 40 - 45). This duration of time is often called a crisis. A person begins evaluating his or her life. Values may alternate, too, and the way these people view society may also change. Some humans make drastic modifications to lifestyles, including a marriage divorce or a change in career. In this point, people start thinking about life loss and start talking about leaving a legacy

The Role of Mindfulness in Mitigating Stress amongst Young Adults

6. Entering Mid-Adulthood (From age 45 - 50). This is the point where alternatives must be made about the future and possible retirement. Adults start to decide new responsibilities and continue to understand the legacy they are leaving.
7. Late Adulthood (Age 60+). At this stage one begins to take into account one's life and the choices they have made.

Levinson also suggested that each stage consists of two interval styles:

- The Stable Phase, in which an individual makes critical life choices.
- The Transitional Phase, where one degree and all other stars end.

George Vaillant's Adult Tasks Theory: Psychiatrist George Vaillant spent most of his career researching adult growth and charting it out. His works are largely focused on studies involving more than 800 men and women across 60 years.

Vaillant recognized six adult life tasks that must be performed successfully so that a person can develop as a grown-up.

The responsibilities are to:

1. Developing an Identity. Vaillant clarified that an adolescent must develop an identity allowing separation from the parents. The identity consists of the principles, desires, and ideals of one
2. Development of Intimacy. This allows mutually beneficial relationships with some other character in a person. This effort includes extending one's own sense of self to include any other individual.
3. Career Consolidation. In this venture, the character reveals a profession which is important to society and to him or herself. According to Vaillant, as long as one has fulfillment, redemption, integrity and commitment, an occupation becomes a profession. He notices that this type of career can be as properly discerned by a wife or stay-at-home.
4. Generativity. This brings with it the selfless desire and willingness to give. Method of generativity being in a relationship in which much of the exploitation is given up. Serving as a consultant or tutor to others, for example, can help to create generativists.
5. Becoming Keeper of The Meaning: This role includes the passing on of past customs to the next generation.
6. Achieving Integrity: This function includes finding a sense of security and harmony about one's life and the universe itself.

What is Stress?

Stress is a cognitive and emotional response to events which, in some way, upsets our emotional balance. In a swift, automatic process known as the "fight-or-flight" response, the body's safeguards kick into higher gear when faced with a threat, whether to our personal safety or psychological stability. We all know what this stress reaction feels like, heart racing in the chest, tensioning muscles, rapid breathing, and red warning feeling.

While no definition of stress has been generally accepted, three common meaning types are as follows: one is a cause, an environmental phenomenon, usually a threat, which activates the body in complex ways; in this understanding stress is referred to as a "stressor," one which invokes complex reactions from the various systems of the body.

The Role of Mindfulness in Mitigating Stress amongst Young Adults

A second explanation is that stress is a physical reaction to stressors; thus, complicated interactions of the body's systems can have adverse effects on certain structures and organs to the point that a person is "stressed out;" and serious illness can result. This class suits the concept of stress by Hans Selye as the body's non-specific response to any demand. Hans Selye (1978/1956) held that the demands can be positive (Eustress) or negative (Distress).

Stress may be dealt with but not necessarily eliminated. The latest suggested evidence (Ogden Tanner, 1979) suggests that a certain level of stress is required for well-being, and a lack may be unhealthy. Stress definitely causes some severe discomforts. High stress leaves people vulnerable to injury.

Many people experience stress at one time, or another. The word stress is used to describe a variety of unpleasant emotions and reactions following stressful or challenge circumstances. But the responses to stress are not always negative. There is actually a certain level of stress necessary to survive. For example, childbirth is one of life's most stressful experiences. It is assumed that the high level of hormones released during birth, which also contribute to the stress response, will prepare the newborn baby to adapt to the difficulties of life beyond the uterus.

Stress is the response of a person to an environmentally disturbing cause, and result of such a reaction. Stress encompasses personal and environmental experiences. To borrow a definition: "Stress is an adaptive reaction to an external situation resulting in physical, psychological and/or behavioral deviations for participants in the organization", given by Fred Luthans in 1998. The demands on both the environmental and physiological and psychological that cause stress is called stressors. When they are viewed by an individual as representing a demand that can surpass that person's capacity to respond, they generate stress or the potential for stress. Whether an individual experiences stress depends on,

- a. the perception of the individual's experience,
- b. the person's past experience,
- c. the existence or absence of social support, and
- d. individual differences in reaction to stress (Don Hellriegel, et. al., 2001).

Stress can present in both beneficial as well as negative ways. Stress is seen as being positive when one problem opens the way to win something. Eustress is the term for the concept of positive stress. It's bad because stress is related to cardiovascular disease, obesity, drug abuse, marriage failure, absenteeism, child abuse and a host of other social, physical, organizational and emotional issues. Stress is tied to restrictions and demands. The former impedes that a person does what he or she wants. The latter concerns the lack of something wanted. Pressures and demands can lead to stress. Once paired with uncertainty of outcome and result value, potential stress is a real stress.

In order to completely understand what Stress is, we should first understand in whole, what stress is not:

- Stress is not necessarily anxiety or emotional tension.
- Stress doesn't always need to be harmful.
- Stress is not only due to hard work but can also arise from too little to do.
- Unable to escape stress.
- Stress is the body's biological response mechanism but the body has restricted capacity to put up with stressors.

The Role of Mindfulness in Mitigating Stress amongst Young Adults

People encounter different forms of stress that can be caused either at work or by actual events in their lives (financial difficulties, health issues, etc.); The job of under-stressed as well as over-stressed workers would have a negative impact on the organisation.

A basic description of stress relating to industrial and organisational psychology is as follows: "Stress is an effect or a standard reaction to an action or circumstance that places specific or psychological demands on a person, or both."

Definition and Various Types of Stress

The concept of "stress" is difficult to describe, considering the many variables that lead to stress. Hans Selye (1982) pointed out that the word stress is specified, or even bothered to try a simple definition, in the same way by few people. A significant aspect of stress, according to Selye, is that a wide range of different circumstances may produce stress response such as exhaustion, effort, pain, fear and even performance. This has resulted in several stress definitions, each emphasizing different aspects of stress.

Distress - (Negative Stress): The distress was first isolated from the Eustress (positive stress) by Hans Selye. "Distress" has been used to refer to negative aspects of the body's stress responses, such as depression, anxiety, anger and exhaustion. There is a common notion that a stressor is an effect that an individual interprets as stressful, so that what is distressing to one person might not be so to another. A variety of dynamic internal mechanisms follow, as one perceives negative stressful events.

First, in the fight or flight response, the entire body is stimulated in which electrical impulses reverberate through the striated muscles and the brain; then the autonomic system is triggered. The pituitary gland releases hormones, particularly adrenocorticotrophic hormone (ACTH), which releases corticosteroids on the adrenal cortex. The corticosteroids suppress the immune system by inhibiting both the function of scavenger cells and different types of lymphocytes (lymph node cells) as well as their reproductive ability. When traumatic conditions are chronic, there is atrophy of the lymph node tissue, and enlargement of the adrenal gland. Distress has been associated with coronary heart disease, accelerated ageing by hormonal dysfunction, nervous disorders and the development of degenerative diseases.

Family Stress: A family that functions effectively is the one that depends on its strengths to cope with stressors and becomes strengthened by problem solving. A family that does not produce adequate resources to cope with stressors causes the pressure to split the group. In a special way, family stress involves personal interrelationships such that if one member is under stress it affects the entire family. The effect on people is incredibly high in these extremely pressurised environments.

Female Stress: "Female Stress Syndrome" is a concept for what a woman faces when constant or unfair social or psychological pressures are placed on her by other people, or herself. Initial symptoms include weariness, lack of concentration, headaches and depression. Extreme cases of female stress may lead to premenstrual pain, menstrual loss, sexual dysfunction (frigidity, vaginismus, etc.), infertility, postpartum depression, menopause distress, and anorexia, bulimia, and anxiety.

Management-Induced Stress: Unintentionally, a lot of managers may lead to stress disorders influencing their employees. They can do so by ineffectually directing their

The Role of Mindfulness in Mitigating Stress amongst Young Adults

employees' energies. Therefore, the concentration and judgement of the staff can be affected. The organisation's productivity, along with the individual employee, can suffer as well. Managerial-induced stress may sometimes increase the risk of accidents at work. Common symptoms of worker discomfort include groaning, excessive crying, and frequent changes in the eye, an unnaturally high-pitched voice that springs with alarm at sudden sounds, and is highly emotional or anxious. Clenched fingers, a tight jaw and tension in the neck and shoulder region are signs a person may try to prevent an outburst. The chronic recurrent muscle tension that results is a serious health problem. It has been linked with high blood pressure, insomnia, gastrointestinal conditions such as colitis, gout, headaches, backaches, asthma and the like. Furthermore, when one is under stress and strain the immune system weakens.

Mental Health and Stress: The mental health-stress connection has been a priority of mental health researchers; that relationship has been especially at the forefront in recent years. As described by Avison & Gotlib (1994): "Investigators have become aware of the massive array of different experiences which make up the world of stressors. Likewise, they also recognized that stressors are expressed in a broad variety of different mental health outcomes." Research has addressed stressful events in life — especially those that are repeated, the vulnerability of individuals to these stressors and how stressors influence varieties of health disorder. Additionally, there are so many potential effects of chronic stressors on the wide spectrum of mental health conditions that we discuss only a few here. In each world, mental health issues are critical problems for untold millions.

Money (Financial) Stress: There are two main factors which are major stressors for humans, they are:

- (1) having too little money and a bad (or no) financial plan; and
- (2) having too much money with a greed-bent.

Focusing on the first example, one issue is that many people overburdened with debt are unaware of such stress; the Los Angeles Consumer Credit Counseling Services recorded the following signs: widespread anxiety over money Arguing with spouse about money (80 percent of divorces are linked to financial problems) No savings Living from paycheck to paycheck.

Pregnancy and Post - Partum Stress: During pregnancy and childbirth, a woman experiences dramatic physical changes, along with severe physical distress and pain; for example, she may also suffer from fatigue, back pain, weight gain, nausea, swelling, constipation, haemorrhoids, leg cramps and dizziness. Biological changes, including fluctuating hormone levels, can also lead to self-perception changes that can become a psychological stressor. In the sense of Eustress (positive stress) even successful childbirth can be stressful due to overreaction with excess tension.

Models & Theories of Stress

Mandler's (1982) Interruption Theory of Stress: Mandler's , 1982 Stress interruption theory provides for a switch between the internal stress component and the interaction component. Mandler describes tension as an interruption to signal an emergency. The basic principle is that when a certain coordinated behavior or thought process is disrupted, autonomic activity occurs. The term interruption is used in the context that any occurrence, whether external or internal to the individual, prevents the completion of any operation, sequences of thought, or plan, and is considered to be interrupted. Interruption may arise

The Role of Mindfulness in Mitigating Stress amongst Young Adults

from the visual, cognitive, behavioural, or problem-solving domains. The disruption's consequences will still be autonomous actions, and will be viewed emotionally in various ways, from the happiest to the most noxious.

The Biopsychosocial Model of Stress: The Biopsychosocial Stress Model is the relationship between the outer and inner elements that involves the person's cognitive processes. And Lazarus. Al. (1984b; 1978) suggested a theory of cognitive stress that would address the interaction. They refer to the interaction as an exchange, taking into account the ongoing relationship between the person and the environment. Their theory emphasises the importance to the person of an event, rather than the physiological responses. Lazarus et al. believe that one's interpretation of a situation determines whether an event is viewed as stressful or not, stressing the result of the evaluation and not the antecedent of stress. According to this theory, the manner in which a person appraises an event plays a fundamental role in determining not only the extent of the stress response but also the type of coping strategies that the person may use in his / her attempts to cope with the stress.

Diathesis Stress Model: Diathesis applies to tendency or inability for a pathological condition to grow. Models of diathesis-stress claim that some pathological disorders or diseases emerge from combining a predisposition with traumatic experiences (Zuckerman, 1999). More specifically, models of diathesis-stress are analogous to the concept of risk factors for stress-related diseases. It has long been understood that stress plays a significant role in understanding how people develop psychopathology. Nevertheless, researchers have also found that a psychological illness is not established for all people who are depressed, or who go through traumatic life events. Further explain why psychologists and researchers investigated other variables that influence a disorder's development and indicated that certain people under stress develop a disorder and others do not. Because such, some people are more vulnerable to developing a disease after stress has been introduced than others. This led to the diathesis – stress model being developed.

Need for The Study

Within the past few decades, there has been a surge of interest in the investigation of mindfulness as a psychological construct and as a form of clinical intervention for different types of clinical disorders and psychological issues. In this study we are going to investigate the correlation between mindfulness and its effect on the stress levels of a young adult. The study on this subject and especially in this area is still rare in India. This study aims to help clinicians and teachers to understand the effect and importance of mindfulness on stress levels. From this study, we can observe that if mindfulness is practised and inculcated there will be a definite inclination in the stress levels of young adults. This information could be used to create and start Mindfulness - Based Cognitive Therapy for young adults.

REVIEW OF LITERATURE

Stress is a type of psychological pain that may be desirable in small amounts, as it can act as a motivator – specifically in academic situations. However, large amounts of stress have the potential to cause bodily harm, and can cause severe problems in adjustment, performance, and overall well-being. There has been a plethora of prior research conducted to investigate the relationship between stress and its repercussions on the adjusting and coping abilities of University level students.

In a study conducted by Choo Ken Yoong et al (1999), researchers investigated the prevalence of stress among medical students. It was observed that 87% of students reported

The Role of Mindfulness in Mitigating Stress amongst Young Adults

suffering from a particular level of stress that needed much attention. Furthermore, 85% of students suggested that the stress had a negative impact on their academics.

Issues with adjustment can occur in situations where individuals undergo difficulty in coping with stressful life events or situations. This can lead to a wide variety of symptoms, ranging from anxiety, depression, insomnia, a lack of self-esteem, and concentration. Individuals that undergo problems with adjustment are mainly students introduced to hostel living situations that they are unable to adapt to. However, there may be several reasons for the lack of adaptability.

In a study by Nitasha Sharma and Amandeep Kaur (2011), researchers investigated the factors associated with stress among nursing students. The sample consisted of 37 students, and it was found that environmental factors had the maximum amount of contribution towards stress. Among these, “change in the living environment” was perceived as a stressor by almost all the students. Other stressors included provisions of safety and security (stressed 95% of subjects) and inadequate facilities of mess and canteen (stressed 89% of subjects), the lack of recreational activities and poor laundry services (stressed 84% of subjects), and “homesickness in the hostel” (stressed 90% of subjects).

S. Kumar et al (2008) led a research study on 275 undergraduate dental college students in order to assess their levels of stress. The results found that dental college students undergo large amounts of stress. The first major stressor for all the students was examination and grades, followed by full working days, receiving criticism from supervisors, cheating in dental faculty, rules and regulations of the faculty and fear of unemployment.

Stress and College Students

Stress is a part of the college experience of every student, although it can have negative repercussions on the student’s physical and mental health. A lot of research has been conducted in the past to understand the stressors in college students, and to predict what causes students the most stress, in order to improve academic conditions.

Samuel O. Salami (2011) published a study to look at the relation of psychological and social factors to college transition predictions. A total of 250 first year students from education colleges in Kwara State, Nigeria, completed self-esteem, emotional intelligence, tension, social support and adjustment steps. Regression analysis showed changes were expected by all the independent variables. To predict transition social assistance interacted with stress. The results have included counselors, parents, and college officials in improving the transition to college for students. This study also suggested the need for college authorities to incorporate programs designed to enhance the integration of students into co-curricular college events intended for youth growth.

In order to assess and compare the stress levels among students (enrolled in a medical course) along with causative factors, a study was conducted by Patil, Patkar and Patkar (2016) on 338 undergraduate students. The results of the study showed that levels of stress increase as the undergraduate course progresses. Many students suffered from mild to moderate levels of stress. The prevalence of stress increased from 46.15% in the second year students to 85.93% in final year students.

Somaieh Borjalilu et al (2013) carried out a study on perceived stress among Iranian students. The study consisted of randomly selected 341 (136 male, 205 female) medical

The Role of Mindfulness in Mitigating Stress amongst Young Adults

doctoral students from Tehran Medical Sciences University, Iran. Students were asked to fill out a questionnaire designed to determine stressors. The results showed that the most frequently identified causes of stress among students were: examination frequency (68 percent), examination efficiency (64 percent), academic curriculum (63 percent), lack of institutional entertainment (65 percent), isolation (59 percent), lack of appropriate learning materials (55 percent), lack of special faculty guidance.

The study also found that the perceived stress of female students was 3.219 times greater than that of males, suggesting that gender is a major factor in perceived stress in medical students.

In a study on factors causing stress among students of medical college in Kolkata, India, Soma Gupta et al (2015) administered the MSSQ-40 (Medical Students' Stressor Questionnaire) on 81 participants. The results of the study show that about 91.1% of students were significantly stressed and that the majority of students (94.9%) were stressed due to academic reasons. The levels of stress were found to be higher in students who resided in a hostels, and had problems with the local language, etc.

However, as there have been multiple researches conducted in various parts of the world, results of stress in day scholars and hostellers may differ based on the geographical location, the test administered, and the general population that the study is conducted on. This can be seen in a study led by Harshini Ravichandran (2015) wherein the stress scores of 50 undergraduate students (divided into 'hostellers' and 'day scholars') were studied. The Perceived Stress Scale (PSS) was administered to participants in each group, and stress scores were assessed "in the last week" and "in the last month". The stress score was found to be more in the day scholar's students as compared to the hostellers both during last week and last month's time period.

College stress and coping: In another study on stress and coping strategies used by college students, Ruby R. Brougham et al (2009) conducted a study on 166 undergraduate college students. The relationship between sex, specific sources of stress, and coping strategies was also investigated, by use of the 40-item revised Cope Inventory (Zuckerman and Gagne 2003). The results showed that female college students had higher overall stress, and made greater use of emotion-focused coping strategies, as compared to male college students. College men and women also reported different coping strategies for different stressors; however, the use of emotion-focused coping strategies dominated over problem-solving strategies for both men and women.

Babr T. Shaikh et al (2004) conducted a study, on the stress and coping strategies of students in a Medical School in Pakistan. The sample consisted of 264 students, with a response rate of 88%. The results showed that male respondents (94%) admitted to having one or more stressful experiences, as compared to female respondents, although they reported experiencing more symptoms. A second finding of the study was that levels of stress increase as the academic years continue; the most stressed students were the senior students of the fourth year (95%) and final year (98%). The most powerful stressors noted were academics, and exams. The various coping mechanisms used by students to overcome the stress included sports, music, spending time with friends, excessive sleeping, or going into isolation.

The Role of Mindfulness in Mitigating Stress amongst Young Adults

Stress and Academic Performance: A healthy amount of stress can act as a motivator in pushing students to their limits, and can help improve academic performance. Many individuals perform better under stress, as the added pressure encourages them to work harder, and to work more efficiently. However, large, unhealthy amounts of stress can have the opposite effect.

In a study conducted by Nudrat Sohail (2013) on Stress and Academic Performance among medical students, it was found that 71.67% of students were found to have moderate levels of stress, and a comparatively smaller portion of students (20.83%) were found to have high levels of stress. The study found that there is a moderately negative (-0.478) and significant ($p < 0.01$) correlation between academic performance and levels of stress. This means that higher stress levels positively correlated to poor academic performance. Various other reasons for high levels of stress (or stressors) were also reported: a lack of rooms (reported by 16.6% of students), overcrowding of students in rooms (reported by 16.6% of students), poor quality of food (reported by 8.3% of students), unavailability Of transportation (reported by 66.7% of students) , and tiredness (reported by 58.3% of students).

Habibah Elias, Wong Siew Ping, and Maria Chong Abdullah (2014) conducted a study in order to investigate the stress and academic achievement of undergraduate students in a local university in Malaysia, enrolled in different disciplinary areas. The sample consisted of 376 undergraduate students, and data was collected using the College Undergraduate Stress Scale (CUSS). Stress levels of students were compared based on their year of study in the university, and their degree programs. The results showed that academic pressure and expectations were the largest source of stress for undergraduate students. The study also found a significant but weak negative relationship between the stress levels of students, and their academic achievement.

Mindfulness Interventions & Its Effects

In one of their controlled trials, Eisendrath and colleagues (2016) tested a revised treatment-resistant depression MBCT program and found that MBCT decreased post-treatment depressive symptoms in a group of treatment-resistant depressed patients as opposed to a well-matched HEP comparison system. Such mindfulness therapy findings were exceptional in decreasing depressive symptoms; there were no differences in post-treatment depression recovery rates between the groups of MBCT and Help.

Hoge and colleagues (2013) found that in a study of participants with a generalized anxiety disorder, MBSR decreased several measurements of symptoms of anxiety (which include anxiety in reaction to a challenge in an excessive stress research lab) comparison to an effective stress reduction education community (Hoge et al. 2013).

Mood disorders are prevalent among people with post-traumatic stress disorder (PTSD), and early excellently-controlled scientific proof in veterans of the Vietnam War suggests that MBSR reduces self-reported and diagnostically-rated PTSD symptoms 2 months after treatment (Polusny et al. 2015).

In one of the largest studies to report (N = 286), Bowen and colleagues (2014) randomly allocated substance abuse individuals to either MBRP, a Prevention of cognitive behavioural relapse, or traditional recovery program (12- level programme) at a treatment center and tracked their recorded drug abuse over a 12-month follow-up. Compared to the traditional 12-step recovery program, both MBRP and cognitive-behavioral relapse prevention

The Role of Mindfulness in Mitigating Stress amongst Young Adults

programs saw a 54 percent decrease in alcohol relapse and a 59 percent decrease in heavy drinking relapse. Interestingly, the cognitive-behavioral relapse prevention system had early benefits in increasing the period for the first opioid relapse compared to the MBRP programme, but the MBRP system tended to have long-term benefits in decreasing the number of days for substance use at the twelve-month follow-up stage (Bowen et al. 2014). In a study conducted by Steven Rosenzweig, Diane K. Reibel, Jeffrey M. Greeson et al., 2003 Medical students encounter significant academic, psychosocial, and existential stressors across their coaching Mindfulness-based stress reduction (MBSR) is an educational technique aimed at improving the coping skills and reducing emotional stress.

This research aimed to investigate the efficacy of MBSR intervention in a prospective, non-randomized, cohort-controlled sample.

Conclusion: MBSR may be an effective stress management intervention for medical students.

In a study conducted by Alberto Chiesa and Alessandro Serretti, 2009 MBSR reported an unspecified influence on reducing stress compared to inactive regulation, in both reduction of stress and also in improvement of spirituality beliefs, and a potential specific impact compared to an intervention designed to be structurally equivalent to the meditation program. A study of the direct comparison among MBSR and the conventional relaxation training found that both approaches were equally capable of relieving tension. Additionally, MBSR has been able to reduce ruminative thought and anxiety about characteristics, as well as increase empathy and self-compassion. In healthy people MBSR can lower stress rates. That being said, the need for more work is highlighted by substantial limitations of the included research findings as well as the lack of information about MBSR's clinical effects on other non-specific treatments.

The analysis is carried out by Álvaro I. Langer, Carlos Schmidt, Rocío Mayol et al. 2017 and is a scientifically designed, randomized controlled trial with a follow-up period of 3 months. The participants in the study were 48 participants diagnosed with schizophrenia (first episode) and 48 patients with a high-risk mental condition, from Santiago, Chile, aged 15 to 35. Participants were subjected to an intervention focused on mindfulness (MBI), which included engaging in eight seminars tailored for people with psychosis. Workshops lasted about 1.5 hours and happened once a week, over 8 weeks. The main result was the cognitive function to enhance cognition through measurement and treatment research in schizophrenia (MATRICS), and the secondary outcome was psychological well-being evaluated by self-reporting questionnaires.

The research findings added empirical evidence to the benefits and effectiveness of MBIs for the psychotherapeutic care of patients with schizophrenia and high-risk mental states in reducing cognitive impairment in concentration, work memory and social cognition, as well as improving psychological well-being by allowing patients' personal resources to control their own symptoms and psychotropics.

In a study conducted by James Carmody & Ruth A. Baer, 2007 Relationships were examined in a sample of 174 adults in a therapeutic Mindfulness-Based Stress Reduction (MBSR) program between home practice meditation exercises and awareness levels, medical and psychological symptoms, perceived stress and psychological wellbeing. This is an 8-session treatment plan for people living with stress-related issues, disease, anxiety and

The Role of Mindfulness in Mitigating Stress amongst Young Adults

chronic pain. At the pre- and post-MBSR, participants completed perception assessments, perceived tension, symptoms, and well-being, and tracked their home practice time during the intervention. Results reported improved sensitivity and well-being, and reduced stress and symptoms from pre- to post-MBSR. Time spent practicing structured meditation exercises at home (body scan, yoga, sitting meditation) was strongly linked to the level of progress in most aspects of mindfulness and other symptom and well-being measures. Increased awareness has been shown to mediate the relationships between formal practice of mindfulness and changes in psychological functioning, indicating that meditation practice of mindfulness contributes to increased awareness, which in effect contributes to reduction of symptoms and enhanced well-being.

In a study conducted by Bassam Khoury, Manoj Sharma, Sarah E. Rush & Claude Fournier, (2015) it suggested that mindfulness has profound impacts on stress, mild effects on anxiety, depression, fatigue, and quality of life, and minor burnout. When combined, improvements in mindfulness and compassion measures were associated with changes in post-treatment and clinical follow-up behavior. However, heterogeneity was high, probably because of differences in the study design, the protocol being implemented, and the results being assessed. MBSR is moderately effective in reducing stress, depression, anxiety and distress, and in improving the quality of life of healthy people; however, more research is needed to identify MBSR's most effective components.

Summary

The review of literature suggests that mindfulness and mindfulness-based interventions and therapies can impact and reduce the stress levels of a young adult. The available literature does provide us with a very useful insight regarding mindfulness and how it affects a young adult. The present study is aimed to fill the lacuna available in the literature.

METHODOLOGY

Introduction: The present research is aimed at investigating the role of mindfulness on reducing the stress levels in young adults. For this purpose, a total 103 young adults (between the age of 18-35) were selected. Data collection was done with minimum demographic details and scales. The scales used for this research were: Freiburg Mindfulness Inventory (FMI) by Walach, 2006 and Perceived Stress Scale (PSS) by Sheldon Cohen, 1983.

Objectives

1. To find out the effect of mindfulness in the level of stress and coping amongst the young adults aged from 18-35.
2. To find out if a young adult who is highly mindful can also have high levels of stress.
3. To assess the relation between the psychological (stress) and behavioral (mindfulness) aspects.

Place of Study

The study was conducted at Amity University, Mumbai, India.

Sample

This study has been conducted on young adults falling in the age group of 18-35, all Indian nationals.

The Role of Mindfulness in Mitigating Stress amongst Young Adults

Duration of study

The duration of this study is 4 months.

Study Design

The present study is a correlational study. To find out the correlation between mindfulness and level of stress and coping amongst the young adults aged from 18-35.

Sampling Technique

In the current study, Purposive sampling method was applied for the Study Groups following matching criteria based upon inclusion and exclusion criteria. In the present research, a total sample size of N = 103 comprises both males and females.

Variables & Definitions

The present study studies both the psychological and behavioural aspects of young adults.

1. MINDFULNESS – (Behavioural Aspect)
2. STRESS – (Psychological Aspect)

Hypothesis

1. Null Hypothesis (HO): There is no significant relation between mindfulness & stress.
2. Alternate hypothesis (H1): There is a significant positive relation between mindfulness & stress.

Inclusion criteria

The subjects meet the following criteria to participate the study :

1. The participant should fall in the age group of 18 - 35.
2. The participants should be of Indian nationality.
3. The participants should provide valid consent for participation in the study.

Exclusion Criteria

The subjects may be excluded from participation in the study if following criteria are present:

1. The participant is not an Indian national
2. The participant has significant current medical illness
3. The participant doesn't fit in the age range required.
4. The participant is currently under any medications.

Tools & Test

1. Perceived Stress Scale - (PSS) Sheldon Cohen, 1983
2. Freiburg Mindfulness Inventory (FMI) by Walach, 2006
3. Consent form

1. Perceived Stress Scale - (PSS):

Author: Sheldon Cohen, 1983

Primary use / Purpose: The Perceived Stress Scale (PSS) is the most commonly used psychological instrument for assessing stress perception. This is a measure of how stressful conditions are evaluated in one's life. Items have been designed to investigate how volatile, uncontrollable and overwhelmed respondents consider their lives. A variety of straightforward questions about current levels of perceived stress are also included in the scale. The PSS was planned for use with at least a junior high school education in group samples. The things are easy to understand, and the alternatives to the answer are easy to

The Role of Mindfulness in Mitigating Stress amongst Young Adults

comprehend. In addition, the questions are of a general nature and thus fairly free of any subpopulation-specific material. The PSS questions asked about last month's feelings and reflections. Throughout each case, interviewees are asked how much they feel a certain way.

This is not a diagnostic device, but intended to compare the perceived stress of subjects linked to real, objective events. The higher the degree and longer the period of self-perceived stress is considered a risk factor for a diagnosed psychological condition, demonstrated by a higher score.

Psychometric Values

Reliability: $\alpha = .78$

Validity: Correlates in a predicted way with other measures of stress (Job Responsibilities Scale, life events scales).

2. Freiburg Mindfulness Inventory (FMI):

Author: Walach, 2006

Primary use / purpose: The FMI Brief Version (FMI-14) has been used. This scale was prone to change and more suitable for use in the general population and participants without expertise in meditation (Bergomi et al., 2012; Walach et al., 2006). Lines like 'I am open to present-day feedback' and 'I am frustrated with myself and others' (Walach et al., 2006). Respondents show their observations of the things on a Likert scale of 4 points (rarely, sometimes, relatively frequently and almost always)

Psychometric Values

Internal consistency: Based on a research conducted earlier by - Chen & Zhou, 2013; Klaassen et al., 2012; Trousselard et al., 2010; Walach et al., 2006, we expected the FMI's internal consistency to be at least Cronbach's $\alpha >> .70$ (which is 'acceptable').

Construct Validity: Using the correlations of Pearson, we investigated whether the FMI (factor) scores were associated with (subscales of) questionnaires evaluated in Sample 1.

We found correlations $r < .3$ to be weak, 1.3 to $r < .5$ to be moderate, and 1.5 to be strong (Cohen, 1988).

Procedure

The research was conducted on both females and males, according to the exclusion and inclusion category. The questionnaires used for this research paper is Perceived Stress Scale -(PSS) by Sheldon Cohen, 1983 and Freiburg Mindfulness Inventory (FMI) by Walach, 2006.

The survey was done through online mode by creating a form on Google Forms. It was made sure that the participants participated only if they fit in the inclusion category. On the first section of the forms sheet, it was mentioned that participants should be young adults who fall under the group of 18-35, and that they should be Indian nationals. The research form had all the instructions that had to be followed by the participants. One participant can only fill the survey once. And also, a consent form was filled before the survey started. the research purpose was informed to the participants in the message that was sent to each of them.

The survey was sent to each participant by the researcher through online Google forms.

The Role of Mindfulness in Mitigating Stress amongst Young Adults

All participants were thanked for their time and cooperation in advance, through the message that was sent to them. Those who refused to participate in the study due to their personal reasons such as lack of time were excused. The available data was scored by following standard scoring procedure.

Precautions

1. The exclusion and inclusion criteria were adhered to, while choosing the participants.
2. Care was taken regarding the maintenance of confidentiality of individuals data and results.
3. Instructions were tried to be made clear as well as queries and clarifications regarding specific items of the assessment were explained to the participant.
4. Prior exposure of assessment tools before the administration of the test was avoided.

Statistical Analysis

1. The data thus obtained were subjected to the following statistical treatment using Statistical Package for Social Sciences, Version 20, (SPSS 20) (Levesque, 2006).
2. Mean and standard deviation were used as descriptive statistics for understanding the distribution pattern of all the study variables of each of all three groups.
3. Pearson's Correlation was done to see the correlation between the study groups and the comparative group.
4. For all the above discussed statistical analyses the level of significance was held at 0.05. The statistical findings were then analyzed, interpreted and discussed to comment on the aim of the study

RESULTS TABLE

The aim of the study is to understand the role of mindfulness in the stress level of young adults who fall in the age group between 18 - 35. Pearson's correlation was used to find out the correlates of Mindfulness & Stress. A two tailed test was used to correlate the data and understand if there was any significance difference between the mean scores of Freiburg Mindfulness Inventory & Perceived Stress Scale, in terms of the role of effect on each other, as well as the significant difference between the two genders - Male & Female.

Table. 4.1 : Correlation between Mindfulness and Stress levels in combines groups :

Variables	Standard Deviation	Mean	Pearson's Correlation	(P-Value)
Mindfulness	5.96639	41.7327	-.304	0.002**
Stress	5.13231	20.8614		

correlation is significant at the 0.01 level (2 tailed) with a P-Value 0.002

In table 4.1 we can observe that there is a significant inverse relationship between mindfulness & stress levels in the combined group. In Mindfulness we can observe a mean score of 41.7327 and SD of 5.96639 and a for stress a mean score of 20.8614 and SD of 5.13231. It can be seen that the correlation is significant at a 0.01 level with a P - Value 0.002**. This indicates that there is a significant difference and that there is an inverse correlation between both the variables.

Difference by Gender

Table .4.2:

Variables	Standard Deviation	Mean	Pearson's Correlation	P - Value
Mindfulness - Females	5.88756	41.1628	-.323	.035*
Stress - Female	5.12026	21.2093		

correlation is significant at 0.05 level (2 tailed) with a P Value - .035

In table 4.2 we can observe that there is a significant difference and an inverse correlation between mindfulness & stress levels in the female group. For Mindfulness we can observe a mean score of 41.1628 and SD of 5.88756 and a for stress a mean score of 21.2093 and SD of 5.12026 in females.

It can be seen that the correlation is significant at a 0.05 level with a P - Value of .035*. This indicates that there is a significant difference and that there is an inverse correlation between both the variables.

Table 4.3:

Variables	Standard Deviation	Mean	Pearson's Correlation	P - Value
Mindfulness - Males	6.04022	42.1552	-.284	.030*
Stress - Male	5.17056	20.6034		

correlation is significant at 0.05 level (2 tailed) with a P-Value .030

In table 4.3 we can observe that there is a significant difference and an inverse correlation between mindfulness & stress levels in the male group. In Mindfulness we can observe a mean score of 42.1552 and SD of 6.04022 and a for stress a mean score of 20.6034 and SD of 5.17056 in females. And we can see that the correlation is significant at a 0.05 level with a P-Value of .030*. This indicates that there is a significant difference and that there is an inverse correlation between both the variables.

DISCUSSION

The sample consisted of 101 young adults of Indian Nationality, who fall in the age group of 18-35. There were 43 (42.6 %) Females & 58 (57.4 %) Males.

Out of these 101 samples, 9.9% have low stress, 19.8% have high stress and 70.3% have moderate stress. While in females, 7% have low stress, 20.9% have high stress and 72% have moderate stress. And in males, 12.1% have low stress, 19.0% have high stress and 69% have moderate stress. We can see that females are having higher levels of stress than males.

In mindfulness, of 101 samples, 3% have low mindfulness, 63.4% have high mindfulness and 33.4% have moderate mindfulness. While in females alone, 2.3% have low mindfulness, 58% high mindfulness and 39.5% have moderate mindfulness. And in males, 3.4% have low mindfulness, 67.2% have high mindfulness and 29.3% have moderate mindfulness.

The Role of Mindfulness in Mitigating Stress amongst Young Adults

The results have been stated and discussed. The statistical method was used for correlation. The hypothesis was formed on the basis of the reviews of the literature. The sample size of the young adults was between the age group of 18-35.

We have found that there is significant inverse correlation between Mindfulness & stress in young adults. At the same time females tend to perceive more stress and have less inverse correlation with mindfulness.

We can find that stress levels are really high amongst young adults. There are 19.8% young adults with high stress and 70.3% with moderate levels of stress. In a study conducted by Choo Ken Yoong et al (1999), researchers investigated the prevalence of stress among medical students. It was observed that 87% of students reported suffering from a particular level of stress that needed much attention. Furthermore, 85% of students suggested that the stress had a negative impact on their academics, and this supports our study that young adults do have stress levels that have an impact or affect their lives.

According to the study conducted by Somaieh Borjalilu et al (2013) to investigate perceived stress among Iranian students, the results showed that the most common sources of stress identified by students were: examination frequency (68%), examination performance (64%), academic curriculum (63%), lack of institutional entertainment (65%), loneliness.

The study also found that the perceived stress of female students was 3.219 times greater than that of males and concluded that gender is a significant factor in perceived stress in medical students. This research confirms our findings that females do more than males experience tension.

Medical students confront significant academic, psychosocial, and existential stressors throughout their coaching in a study conducted by Steven Rosenzweig, Diane K.Reibel, Jeffret M Greeson et al., 2003. Mindfulness-based stress reduction (MBSR) is an educational technique aimed at improving the coping skills and reducing emotional stress.

This research aimed to investigate the efficacy of MBSR intervention in a prospective, non-randomized, cohort-controlled sample. This study concluded that MBSR may be an effective stress management intervention for medical students. This research approves with our study and we can say that being mindful does have a really positive effect on decreasing a young adult's stress levels.

In a study conducted by Alberto Chiesa and Alessandro Serretti, 2009 MBSR reported an unspecified influence on reducing stress compared to inactive regulation, in both reduction of stress and also in improvement of spirituality beliefs, and a potential specific impact compared to an intervention designed to be structurally equivalent to the meditation program. A study of the direct comparison among MBSR and the conventional relaxation training found that both approaches were equally capable of relieving tension. Additionally, MBSR has been able to reduce ruminative thought and anxiety about characteristics, as well as increase empathy and self-compassion. In healthy people MBSR can lower stress rates. That being said, the need for more work is highlighted by substantial limitations of the included research findings as well as the lack of information about MBSR 's clinical effects on other non-specific treatments.

The Role of Mindfulness in Mitigating Stress amongst Young Adults

This research done by Alberto Chiesa & Alessandro Serreti does support and approve of our research that mindfulness does have an effect that is positive in reducing stress, and keeping young minds calm and peaceful.

CONCLUSION

This study researched about whether there is any significant relation of mindfulness on stress levels, and the study was successful in finding a significant inverse relationship between mindfulness & stress levels, in young adults comprising both females and males.

The results indicated that the null hypothesis was rejected and the alternate hypothesis was accepted in this study.

In the study it was found that stress levels were higher in females as compared to males. and in the study, we were able to find that males have higher mindfulness levels when compared to females. Thus, the final result could be concluded that mindfulness has a positive effect on reducing stress levels in both the groups.

STRENGTHS & LIMITATIONS

Strengths

1. The aim of the study was to investigate the role of mindfulness on stress levels amongst young adults.
2. It was hypothesised that there is a significant difference in stress amongst young adults based on the level of their mindfulness.
3. This study is crucial to investigate how much stress young adults have to cope with and how being mindful could reduce one's stress level to a huge extent.
4. It helps to better understand mindfulness and how it works and helps in reducing stress in young adults.
5. The result of this present study can be used in counselling & therapy settings. Also, in the work environment.
6. The findings from this study can be used for any other research studies, in the future.
7. A MBCT (Mindfulness Based Cognitive Therapy) program can be designed for students, employees and young adults in every institution and company.

Limitations

The following were the limitation faced during the study:

1. The study was not conducted in a well-controlled environment. There was distraction and social interaction around the subjects, when he/she filled out the form.
2. A qualitative study including interviews, focus group studies could have been conducted to understand the subjective definitions of mindfulness & stress.
3. The sample size that was collected was relatively small due to time constraint in the research period. This may have affected the power of the test.
4. It was a self-report questionnaire so the study could not control for social desirability.
5. Based on the results, intervention programmes such as - Mindfulness-Based Stress Reduction, Dialectical Behaviour Therapy, Acceptance and Commitment Therapy, and Mindfulness-Based Cognitive Therapy, to reduce the stress and cope with stress amongst young adults.

The Role of Mindfulness in Mitigating Stress amongst Young Adults

6. A time- to time measurement could have been done after conducting the intervention programmes, to further more understand the effect of mindfulness on stress levels.

Future Direction

By reviewing the strengths and limitations of our study, we can explore the avenues for the future research work which can be done, such as:

1. Future detailed research can include the use of a larger sample to increase the generalizability of the research findings.
2. Further research can explore more on the cause & effect relationship amongst the variables included in the study.
3. Further research can include different levels of age group to understand the wide spread relation of mindfulness on stress levels.
4. Inclusion of further psychological scales to study various aspects, such as anxiety, depression etc., to understand the significant correlation between mindfulness and the other variables.
5. To use the findings of this study to elaborate further the importance of mindfulness in young adults as well for therapy.
6. Future detailed research can be conducted out of India, to increase the generalizability of the research findings.

REFERENCES

- Academic Mindfulness Interest Group, M., & Academic Mindfulness Interest Group, M. (2006). Mindfulness-based psychotherapies: A review of conceptual foundations, empirical evidence and practical considerations. *Australian and New Zealand Journal of Psychiatry*, 40(4), 285-294.
- Alberto Chiesa and Alessandro Serretti. The Journal of Alternative and Complementary Medicine. May 2009. 593-600.
- Alkus, S. & Padesky, C. (1983). Special problems of police officers: Stress related issues and interventions. *Counseling Psychologist*, 11 (2), 55-64.
- Baer, R. A., Carmody, J., & Hunsinger, M. (2012). Weekly change in mindfulness and perceived stress in a mindfulness based stress reduction program. *Journal of Clinical Psychology*, 68(7), 755-765.
- Baer, R. A., Smith, G. T., Hopkins, J., Krietemeyer, J., & Toney, L. (2006). Using self-report assessment methods to explore facets of mindfulness. *Assessment*, 13(1), 27-45.
- Bar-On, R., Brown, J. M., Kirkcaldy, B.D., & Thome, E. P. (2000). Emotional expression and implications for occupational stress; an application of the Emotional Quotient Inventory (EQ-i). *Personality and Individual Differences*, 28, 1107-1118.
- Borjalilu S, Mohammadi A, Mojtahedzadeh R. Sources and Severity of Perceived Stress Among Iranian Medical Students, Iran Red Crescent Med J. 2015; 17(10):e17767. doi: 10.5812/ircmj.17767.
- Bruggeman-Everts, Fieke & Lee, Marije & Hooft, Elisabeth & NyklÄäk, Ivan. (2017). Validation of the Dutch Freiburg Mindfulness Inventory in Patients With Medical Illness. *SAGE Open*. 7. 215824401770593. 10.1177/2158244017705936.
- Carmody, J., & Baer, R. A. (2008). Relationships between mindfulness practice and levels of mindfulness, medical and psychological symptoms and well-being in a mindfulness-based stress reduction program. *Journal of behavioral medicine*, 31(1), 23-33.

The Role of Mindfulness in Mitigating Stress amongst Young Adults

- Carmody, J., Baer, R.A. Relationships between mindfulness practice and levels of mindfulness, medical and psychological symptoms and well-being in a mindfulness-based stress reduction program. *J Behav Med* 31, 2333 (2008). <https://doi.org/10.1007/s10865-007-9130-7>
- Cohen, S., Kamarck, T., & Mermelstein, R. (1994). Perceived stress scale. *Measuring stress: A guide for health and social scientists*, 10.
- Creswell, J. D. (2017). Mindfulness interventions. *Annual review of psychology*, 68, 491-516.
- D. Roger, in *Stress: Concepts, Cognition, Emotion, and Behavior*, 2016
- Davis, D. M., & Hayes, J. A. (2012, July). What are the benefits of mindfulness? *Monitor on Psychology*, 43(7).
- Ebert, J., & Sedlmeier, P. (2012). The effects of mindfulness meditation: A meta-analysis. *Mindfulness*, 3, 174-189.
- Germer, C. K., Siegel, R. D., & Fulton, P. R. (2005). *Mindfulness and psychotherapy*. Guilford Press.
- Germer, C. K., Siegel, R. D., & Fulton, P. R. (Eds.). (2005). *Mindfulness and psychotherapy*. Guilford Press.
- Harald Walach, Nina Buchheld, Valentin Buttenmüller, Norman Kleinknecht & Stefan Schmidt, "Measuring mindfulness .the Freiburg Mindfulness Inventory (FMI) .
- Hasan Turan Karatepe & Kaasım Fatih Yavuz (2019) Reliability, validity, and factorial structure of the Turkish version of the Freiburg Mindfulness Inventory (Turkish FMI), *Psychiatry and Clinical Psychopharmacology*, 29:4, 472-478,
- Khoury, B., Sharma, M., Rush, S. E., & Fournier, C. (2015). Mindfulness-based stress reduction for healthy individuals: A meta-analysis. *Journal of psychosomatic research*, 78(6), 519-528.
- Langer, Á. I., Schmidt, C., Mayol, R., DÁaz, M., Lecaros, J., Krogh, E., ... & Villar, M. J. (2017). The effect of a mindfulness-based intervention in cognitive functions and psychological well-being applied as an early intervention in schizophrenia and high-risk mental state in a Chilean sample: Study protocol for a randomized controlled trial. *Trials*, 18(1), 1-9.
- Langer, Á.I., Schmidt, C., Mayol, R. *et al.* The effect of a mindfulness-based intervention in cognitive functions and psychological well-being applied as an early intervention in schizophrenia and high-risk mental state in a Chilean sample: study protocol for a randomized controlled trial. *Trials* 18, 233 (2017). <https://doi.org/10.1186/s13063-017-1967-7>
- Marlatt, G. A., & Kristeller, J. L. (1999). Mindfulness and meditation. Rappay, L., & Bystrisky, A. (2009). Classical mindfulness. *Annals of the New York Academy of Sciences*, 1172(1), 148.
- Olle Jane Z. Sahler, John E. Carr, in *Developmental-Behavioral Pediatrics (Fourth Edition)*, 2009.
- Pierceall, E.A., & Keim, M.C. (2007). *Stress and Coping Strategies among Community College Students*.
- Sahoo, S., & Khes, C. R. (2010). Prevalence of depression, anxiety, and stress among young male adults in India: a dimensional and categorical diagnoses-based study. *The Journal of nervous and mental disease*, 198(12), 901-904.
- Salami, S. O. (2011). Psychosocial Predictors of Adjustment among First Year College of Education Students. *Online Submission*, 8(2), 239-248.
- Shapiro, S. L., & Carlson, L. E. (2009). *The art and science of mindfulness: Integrating mindfulness into psychology and the helping professions*.

The Role of Mindfulness in Mitigating Stress amongst Young Adults

- Shapiro, S. L., Astin, J. A., Bishop, S. R., & Cordova, M. (2005). Mindfulness-based stress reduction for health care professionals: results from a randomized trial. *International journal of stress management*, 12(2), 164.
- Steven Rosenzweig, Diane K. Reibel, Jeffrey M. Greeson, George C. Brainard & Mohammadreza Hojat (2003) Mindfulness-Based Stress Reduction Lowers Psychological Distress in Medical Students, *Teaching and Learning in Medicine*, 15:2, 88-92, DOI: 10.1207/S15328015TLM1502_03
- Trousselard, M., Steiler, D., Raphel, C., Cian, C., Duymedjian, R., Claverie, D., & Canini, F. (2010). Validation of a French version of the Freiburg Mindfulness Inventory-short version: relationships between mindfulness and stress in an adult population. *BioPsychoSocial medicine*, 4(1), 8.
- Walach, H., Buchheld, N., Buttenmiller, V., Kleinknecht, N., & Schmidt, S. (2006). Measuring mindfulness, the Freiburg mindfulness inventory (FMI). *Personality and individual differences*, 40(8), 1543-1555.
- Walach, H., Buchheld, N., Buttenmiller, V., Kleinknecht, N., & Schmidt, S. (2006). Measuring mindfulness, the Freiburg mindfulness inventory (FMI). *Personality and individual differences*, 40(8), 1543-1555.
- Walach, H., Buchheld, N., Grossman, P., Buttenmuller, V., Kleinknecht, N., & Schmidt, S. (2001). Measuring mindfulness in insight meditation (Vipassana) and meditation-based psychotherapy: The development of the Freiburg Mindfulness Inventory (FMI). *Journal for Meditation and Meditation Research*, 1(1), 11-34.
- Walach, Harald & Buchheld, Nina & Buttenmiller, Valentin & Kleinknecht, Norman & Schmidt, Stefan. (2006). Measuring Mindfulness . The Freiburg Mindfulness Inventory (FMI). *Personality and Individual Differences*. 40. 1543-1555. 10.1016/j.paid.2005.11.025.

Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Kumar G. M. (2021). The Role of Mindfulness in Mitigating Stress amongst Young Adults. *International Journal of Indian Psychology*, 9(2), 97-120. DIP:18.01.014.20210902, DOI:10.25215/0902.014