

**EFFECT OF MINDFULNESS INTERVENTION PROGRAM IN ENHANCING  
HAPPINESS AMONG PREADOLESCENTS**

**M.Sasikala,**

Ph.D. Research Scholar,  
Sri Ramakrishna Vidyalaya  
College of Education (Autonomous),  
SRKV post, Periyanaickanpalayam,  
Coimbatore - 641 020.

**Dr. G. Subramonian,**

Principal and Research Guide,  
Sri Ramakrishna Vidyalaya College of Education (Autonomous),  
SRKV post, Periyanaickanpalayam,  
Coimbatore - 641 020.

**Mr. S. Saravanan,**

Counselling Psychologist,  
Zen Kidz School,  
Sulur,  
Coimbatore – 641 402.

**Abstract**

Happiness is the default natural emotion of all living beings. Mindfulness is also a natural phenomenon but gifted only for mankind. As per Sigmund Freud's Psycho analytic theory, unconscious mind is below the surface of awareness, making it crystal clear that awareness and unconsciousness are directly related. When a person becomes aware or mindful his unconscious mind will become conscious. The aim of this study is to conduct an intervention programme on mindfulness techniques for 14 days among preadolescents and find out its impact by using single subject experimental design.

Key words: happiness skills, mindfulness, happiness, preadolescents

### **Need and significance of the study**

In the World Happiness Report 2019, India stands low at 140 out of 156 nations calling for an attention to point out the fastest growing economies in the world is turning out to be a sad place to live in. A data release by NCRB in 2015 reported that every one hour a student commits suicide in India and NCPCP reports 300% rise in the number of crime amongst school children. Fueling it, headlines of student allegedly killing his junior for just postponing exams, a group of boys thrashing a classmate to death over a minor issue and a student stabbing his teacher to death for warning him against misbehaviour are just few proving incidents of the present scenario. This poses a threat to the next band of school and college going generation and students in the 21<sup>st</sup> century need an environment which makes them happy. Launch of “Happiness Curriculum” in Delhi government schools and introduction of “Mindfulness” classes in the UK curriculum are visible action in this direction with a motive to educate that the purpose of education is not just to push students continuously to get good marks but also to create an environment where a student is happy, confident and aware. Hence the investigator felt the need and importance of fostering mindfulness – A sustainable happiness skill, focusing on development and evaluation of mindfulness techniques to foster happiness and analyse its effect among preadolescents.

### **Introduction**

Mindfulness is the practice of purposely focusing one’s attention on the present moment and accepting it without judgement. Mindfulness is now being examined scientifically and has been found to be a key element in stress reduction and overall happiness.(Professor Emeritus Jon Kabat-Zinn). Though the cultivation of mindfulness is rooted in Buddhism, most of the religions include some type of prayer or meditation technique helping in shifting away thoughts from usual preoccupation towards appreciation of the moment and a larger perspective on life. As one practice mindfulness more, the capacity to center improves thereby realizing that though the moment cannot be controlled, reaction towards it could be. As progressing, when inner resources are developed by devoting time to them feelings of calm and satisfaction will become a permanent part of being creating happiness.

**Methods**

There is more than one way to practice mindfulness as the only goal of any mindfulness technique is to achieve the state of alert, focused relaxation by deliberately paying attention to the present moment without any judgements. All mindfulness techniques are a form of meditation. The technique that is adopted in the present study is Mindful breathing techniques comprising of 3 breathing exercises for a mindful state.

**Intervention:** 3 Mindful breathing exercises ( Belly breathing, Focused breathing, Alternate – nostril breathing)

**Duration :** Half an hour per day for 14 days

**Sample :** 25 students of grade 7 in Century Foundation Matriculation School, Tirupur

**Research design :** Single group Experimental

**Measurement:**

The investigator adopted a qualitative method of focus group observation and discussion for the present study to measure the components of mindfulness 1. Awareness 2. Observing 3. Describing 4. Acceptance and levels of happiness.

**Results :**

1. Awareness : The students reported that they were able to be attentive in class and engage themselves in the activity at hand with involvement.
2. Observing : The students reported that they were able to notice bodily sensations and observe sounds and smell precisely than before.
3. Describing : The students reported that they were able to describe events clearly and retrieve words and feelings more clearly than ever before.
4. Accepting : The students reported that they were able to accept the unexpected situations without much worry.
5. Levels of happiness : The students felt that they feel light and their happiness has been increased.

## Discussions

The investigator after focus group discussion felt that the techniques inculcated through intervention program was very helpful to stimulate the awareness and focus their attention in the present moment. The work of students who becomes aware, will be whole and complete with a possibility of perfection in everyday activities boosting their happiness level.

## Conclusions

From mystics to scientists, it is clear that consciousness is not controllable by any biochemical changes, as it is naturally connected with cosmos. A mindful person will always be in the present, where past experiences and future aspirations will not disturb at any level, leaving happiness as a by product. As per psychologists view, mind is a collection of thoughts and experiences. Even one thinks of future, imagining beyond the past is impossible, as whatever heard or experienced will be in the core of mind. But mindfulness is a path to go beyond mind and psychology. If a person is completely here and now without any flickering of thoughts of past and future there will be no mind or in other words mindfulness, the state of meditateness, which the modern enlightened people like Osho and Eckhart Tolle are insisting upon.

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