



EFFECT OF MINDFULNESS ON SELF-ESTEEM AMONG ADOLESCENTS IN SELECTED COLLEGES

Nursing

Jesna Paul

Lecturer, Samaritan College of Nursing, Pazhanganad, Ernakulam, Kerala, India.

Thomas Varghese*

Assistant Professor, Little Flower College of Nursing, Angamaly, Ernakulam, Kerala, India.*Corresponding Author.

Alphonsa K K

Vice Principal, St. John's College of Nursing, St. John's National Academy of Health Sciences, Bangalore, Karnataka, India

ABSTRACT

Healthy self-esteem is important to be successful and happy throughout life. It increases with age and is more threatened during adolescence. The study was intended to assess the level of self-esteem among adolescents, determine the effect of mindfulness on self-esteem among adolescents in selected colleges in Angamaly and to find the association between level of self-esteem among adolescents and selected demographic variables. 66 Adolescents subjects were selected from De Paul College Angamaly using purposive sampling technique. Data has been collected using a baseline proforma and a structured self-esteem rating scale and the data were analyzed using descriptive and inferential statistics. The result concluded that the mindfulness programme has improved the level of self-esteem among adolescents.

KEYWORDS

Effect, Mindfulness, Self-esteem, Adolescents.

INTRODUCTION

Adolescence is a period of preparation among childrens for adulthood where several key developmental experiences occur. Nearly 90 percent of them live in developing countries and India has the largest population of adolescents in the world being home to 243 million individuals' aged 10-19 years.

The transition from childhood to adolescence is characterized by the need to establish an identity that calls for autonomy and independence from parents, as suggested in the Eriksonian crisis of 'identity versus identity confusion'. Contemporary adolescents face a host of developmental challenges that can threaten their physical and emotional well-being, including disengagement from school, alienation from parents, low self-esteem, body image self-consciousness, susceptibility to peer influence, pressure to engage in sexual activity and romantic relationships, participation in antisocial or risky behaviors, and heavy exposure to media that may mold behavioral expectations at odds with the values of their families and communities. Lower level of self-esteem has been linked to behavioural problems and poor school performance which leads them to various psychological problems such as depression, social anxiety, loneliness, alienation etc. It has been found that low self-esteem is related to serious behavioral problems as suicidal tendencies and maladjustment among adolescence.

The resolution of this adolescent crisis results in developing a sense of self in relation to others and to one's own internal thoughts and desires. The treatment options like counseling, cognitive behavioral therapy, music therapy, sand tray therapy, dance therapy, psychotherapies, and designed intervention programs are found to be beneficial to improve low self-esteem among adolescents. Learning to attend to your present-moment experience, called "mindfulness," offers adolescents a tool to manage emotions as they are perceived and potentially increase in magnitude.

Being mindful has a tendency to buffer against negative consequences of having low self-esteem. Mindfulness practice will help them to decrease thinking about the past and future, increase their control over mind, attention, concentration, cognitive abilities, executive function, motivation and decision making. It will help them to step back from negative thoughts and increase their self-esteem and thinking about the present and the quality of life. Therefore, the study aimed to investigate the relationship between mindfulness and self-esteem among adolescents.

OBJECTIVES

1. Assess the level of self-esteem among adolescents.
2. Determine the effect of mindfulness on level of self-esteem among adolescents.
3. Find the association between level of self-esteem among adolescents and selected demographic variables.

MATERIALS & METHODS

Study design: Pre-experimental one group pre-test post-test design.

Study period: 4th February 2018 to 27th February 2018

Study area: De Paul College Angamaly.

Population: Adolescents in the age of 16-19 years

Study subjects: 66 adolescents

Sample size: 66

Inclusion criteria

1. Adolescents who are willing to participate in the study.
2. Adolescents who are present during the time of data collection.
3. Adolescents age group between 16-19 years.

Exclusion criteria

1. Those adolescents who are practicing yoga.
2. The adolescents who are absent for more than 3 consecutive days.

Study tools

1. Demographic data sheet
2. Structured self-esteem rating scale

METHODOLOGY

The present study was conducted among 66 adolescents. Informed consent was obtained. After a brief introduction, pre-test was conducted using a data sheet and rating scale. Thereafter, a guided mindful breathing and awareness practice were provided to the participants for the duration of 30 minutes and their doubts were clarified. The participants practiced mindful breathing and awareness for 15 minutes respectively for the next 14 consecutive days under the supervision of the researcher. The post-test was conducted on the 14th day.

ANALYSIS OF DATA

The collected data were analyzed using descriptive and inferential statistics and interpreted in the light of the objectives and hypotheses formulated for the study.

RESULTS

The following conclusions were made after analysis of the obtained data. The number of adolescents' who have had low, moderate and higher levels of self-esteem during pre-test has been improved to moderate and higher levels of self-esteem during post-test. However, there was no significant association between the level of mindfulness with selected demographic variables. Thus, the study brought out the fact that there was a significant change in the level of self-esteem after mindfulness.

TABLES

Table 1 : Level Of Self-esteem Among Adolescents.

Level of self-esteem among adolescents	Range	Frequency (f)	Percentage (%)	Mean	Median	Standard deviation
Pre-test				63.48	68.50	14.57
Low self-esteem	25-49	19	28.8			

Moderate self-esteem	50-74	37	56.1			
High self-esteem	75-100	10	15.2			
Post-test				70.37	71	10.38
Low self-esteem	25-49	4	6.1			
Moderate self-esteem	50-74	42	63.6			
High self-esteem	75-100	20	30.3			

Table 2 : Significance of difference between the pre-test and post-test self-esteem scores of adolescents.

n = 66

Test	Mean difference	SD	df	t value	p value
Pre-test	6.89	14.57	65	7.22	0.001
Post-test		10.38			

DISCUSSION

In the present study, 66 adolescents participated to assess the effectiveness of mindfulness on self-esteem among adolescents. A pre-test was conducted before mindfulness practice which was followed by a post-test using self-esteem rating scale. It was found that the mean post-test self-esteem score (70.37) was higher than the mean pre-test self-esteem score (63.48). Therefore, the study findings revealed that incorporating mindfulness into daily life of adolescents is effective in improving their self-esteem levels.

LIMITATIONS

1. The study was confined to 66 adolescents from selected colleges.
2. The study was confined to a specific geographical area (adolescents who are in the age group of 16-19 years) which obviously imposes limits to any larger generalizations.
3. The intervention programme was given only for 14 days, and the long-term effect of mindfulness could not be assessed due to time constraints.

CONCLUSION

Mindfulness is a type of meditation where an individual focuses on sensing and feeling in the moment, without interpretation or judgment. Among different methods of mindfulness, the researcher attempted to assess the effectiveness of mindful breathing and awareness on self-esteem among 66 adolescents. The study was conducted in De Paul College Angamaly. It was found that after practicing both mindful breathing and awareness for 14 days has improved the self-esteem levels among adolescents. More studies are required to explore the impact of mindfulness among adolescents.

REFERENCES

1. Bhende AA. (October 1994). A study of sexuality of adolescent girls and boys in under privileged groups in Bombay. *The Indian Journal of Social Work*, LV(4), 1-15.
2. Census of India. Available from: www.censusindia.gov.in/Population/Adolescents and Youth in India Highlights from census 2011.
3. Priyanka Rawat. (March 1 2009). Towards a better understanding of adolescents Shanti patient related education and directions (SPREAD). Integrated Masters scholar (clinical psychology), Amity university, New Delhi. Uploaded in SPREAD (www.spread.net.in).
4. Encyclopedia of Child Behavior and Development. Erikson EH Childhood and society. New York: Norton. (1990).
5. Gutman, L. M., Sameroff, A. J. & Cole, R. (2003). Academic trajectories from first to twelfth grades: Growth curves according to multiple risk and early child factors. *Developmental Psychology*, 39, 777-790.
6. Bhattacharjee A. & Deb, S. (2007). Suicidal tendencies among depressive patients. *Journal of the Indian Academy of Applied Psychology*, 33(2), 213-218.
7. Patricia C. Broderick, Patricia A. Jennings. (2012). Mindfulness for adolescents: A promising approach to supporting emotion regulation and preventing risky behaviour. 136.