



EFFECTIVENESS OF MINDFULNESS BASED COGNITIVE BEHAVIOURAL TRAINING ON STRESS MANAGEMENT AMONG CLASS VIII STUDENTS

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Abstract: The study intends to find out the Effectiveness of Mindfulness based Cognitive Behavioural Training on Stress Management among Class VIII Students. This study explored the impact of MBCBT on reducing stress among Class VIII students in Kozhikode district. Using a pre-test, post-test non-equivalent group design, the study employed scale on stress management validated by the researcher to gather data. The data was analysed through independent t-test and paired t-test. The findings revealed that MBCBT was highly effective in decreasing stress levels among the students. This study highlights the importance of integrating mindfulness practices into educational settings to foster a healthy learning environment and improve students' mental and physical health.

Key Words: Mindfulness, Cognitive Behavioural Training and Stress Management.

1. INTRODUCTION:

In today's demanding academic environment, stress significantly affects students' cognitive, physiological, and emotional well-being. Modern students face heightened stress levels due to unhealthy competition, an overloaded syllabus, a flawed examination system, peer rivalry, and limited recreational opportunities. This often hampers their physical, mental, and academic performance. Therefore, it is crucial to equip students with effective stress management techniques to enhance their overall well-being. Mindfulness-Based Cognitive Behavioural Training (MBCBT) has been widely recognized for its effectiveness in addressing stress and related psychological challenges. Mindfulness-Based Cognitive Behavioural Training (MBCBT) has emerged as an innovative approach to handle stress successfully. By integrating principles of mindfulness and cognitive behavioural techniques, this training aims to promote self-awareness, emotional regulation, and adaptive coping mechanisms. The age group of VIIIth standard students is a critical developmental period marked by significant physical, emotional, and social changes, often accompanied by increased academic and social pressures. These challenges can lead to heightened levels of stress among school students, which, if unaddressed, may result in adverse mental health outcomes such as anxiety, depression, and diminished academic performance. Recent years have witnessed a growing interest in evidence-based interventions to support adolescent mental health within the school settings. Among these, Mindfulness-Based Cognitive Behaviour Training (MBCBT) has emerged as a promising approach, integrating the principles of mindfulness and cognitive behavioural therapy help students to manage stress more effectively. MBCBT encourages present-moment awareness, acceptance, and cognitive restructuring, equipping adolescents with practical skills to navigate stressors and enhance their overall well-being (Brien, 2024)

Need and Significance:

The prevalence of stress among adolescent school students is alarmingly high. Studies indicate that nearly 45% of high school students report feeling stressed almost every day, with academic demands being a primary source of this stress (Zauderer, 2025). The impact of stress extends beyond emotional discomfort; it is closely linked to mental health issues such as depression, anxiety, and even suicidal ideation. For example, 40% of High school students have reported persistent feelings of sadness or hopelessness, and 20% have seriously considered attempting suicide. Stress also negatively affects academic performance, leading to burnout, absenteeism, and in severe cases, school dropout (Gao, 2023). The COVID-19 pandemic has further exacerbated these issues, with a significant proportion of adolescents



experiencing moderate to high levels of stress, anxiety, and depression. These statistics underscore the urgent need for effective, accessible, and sustainable stress management interventions within school environment(Juhasz,2023).

Mindfulness-Based Cognitive Behaviour Training (MBCBT) offers a structured and evidence-based approach to stress management that is particularly well-suited for adolescents in school settings. MBCBT combines mindfulness practices such as mindful breathing, body scan meditation, and present-moment awareness with cognitive behavioural strategies aimed at identifying and restructuring negative thought patterns. Research has demonstrated that MBCBT and related mindfulness-based interventions can significantly reduce stress, anxiety, and depressive symptoms among adolescents. School-based implementations of mindfulness programmes have shown a 73% reduction in psychological stress among participants, with additional benefits including improved emotional regulation, resilience, and overall psychological well-being (Peter, et al. 2022).

2. LITERATURE REVIEW:

The study on the effectiveness of Mindfulness-Based Cognitive Behavioural Training (MBCBT) on stress management among Class VIII students is essential due to the increasing psychological pressures faced by adolescents. Research indicates that early adolescence is a critical period marked by academic stress, social challenges, and emotional fluctuations, making students vulnerable to anxiety and burnout. Studies such as Pascoe et al. (2020) and Gu et al. (2015) highlight that mindfulness interventions significantly reduce stress and improve cognitive regulation, yet structured school-based programs remain limited. Additionally, James & Rimes (2017) demonstrate that CBT enhances emotional resilience, while Goyal et al. (2014) emphasize the non-pharmacological benefits of mindfulness, making it a safe and sustainable approach for young learners. Therefore, this study addresses a crucial gap by examining how MBCBT can be effectively integrated into school systems to support adolescent mental health.

The significance of this research lies in its potential to promote long-term well-being and academic success among students. Early intervention through mindfulness and CBT can foster lifelong coping skills, reducing the risk of chronic stress and mental health disorders in adulthood. Studies like Dane et al. (2021) show that mindfulness programs are scalable and cost-effective, making them feasible for educational settings. Furthermore, improved stress management can enhance classroom engagement, reduce behavioural issues, and create a more positive learning environment. By providing evidence-based insights, this study can guide policymakers and educators in implementing mindfulness curricula, ultimately contributing to holistic student development. Given the neurocognitive benefits—such as better emotional regulation and decision-making, as seen in Gu et al. (2015)—this research underscores the transformative potential of MBCBT in shaping healthier, more resilient adolescents.

3. OBJECTIVES:

- To find out whether there exists any significant difference in the pretest mean scores of class VIII students between the experimental group and the control group with regard to stress.
- To find out whether there exists any significant difference in the post-test mean scores of class VIII students between the experimental group and the control group with regard to stress.
- To find out whether there exists any significant difference between the pre -test and the post-test mean scores of VIII students in the experimental group with regard to stress.

3.1 Hypotheses

- There exists a significant difference in the pretest mean scores of class VIII students between the experimental group and the control group with regard to stress
- There exists a significant difference in the post-test mean scores of class VIII students between the experimental group and the control group with regard to stress.
- There exists no significant difference between the pre -test and the post -test mean scores of class VIII students in the experimental group with regard to stress.

4. METHODOLOGY:

Design

In the present study the investigator has adopted quasi-experimental Research design. Quasi-Experimental design with pre-test post-test non-equivalent group design was adopted

Sample for the study

The sample consisted of class VIII students from VMHMHSS in Kozhikode district. Sample was selected randomly from class VIII students who experienced high level of stress. Sample size was 80. Sample was divided into two groups namely the experimental group with 40 students and the control group with 40 students.



Tools used

- Structured work sheets on Mindfulness Based Cognitive Behavioural Training.
- Scale on Stress Management

Tools were prepared by the investigator with the help of the supervising teacher. A four-point scale on stress management was constructed and validated by the investigator which consists 40 items with alternatives namely most of the time, sometimes, rarely and not at all. The items are both positive and negative. The tool possessed adequate validity with content and face, and the reliability was established using split half method.

Statistical techniques used

The following statistical techniques were used for the analysis and interpretation of the data.

- t test for large independent sample.
- Paired sample t test

5. ANALYSIS:

Comparison of the pre-test mean scores of class VIII students between the experimental and the control groups with regard to stress.

To find out the significant difference in the pretest mean scores of class VIII students between the experimental and the control groups with regard to stress, the investigator used independent sample 't'-test. The details of the statistics are presented in the table.1

Table 1: Data and Results of the Test of Significance of difference between means of the pre-test scores of class VIII students between the control and experimental groups with regard to stress

| Group | Mean | SD | N | t-value | Sig. |
|--------------|--------|-------|----|---------|------|
| Control | 114.58 | 13.97 | 40 | 1.67 | NS |
| Experimental | 109.20 | 14.84 | 40 | | |

From the table 1, it is found that the mean scores of pre-test obtained for Control and Experimental group are 114.58 and 109.20 respectively. The standard deviations obtained are 13.97 and 14.84 respectively. The calculated 't' value is 1.67. The tabled value of 't' at 0.05 level of significance is 1.96. Since the calculated 't' value is less than the tabled value, it can be inferred that there is no significant difference in the pre-test mean scores of Class VIII students between the control group and the experimental group with regard to stress. The analysis of the above data shows that there is no significant difference in the pre-test mean scores of class VIII students in the experimental and the control groups with regard to stress. Hence it can be concluded that the control group and experimental group do not differ significantly in their stress.

Comparison of the post-test mean scores of class VIII students between the control and experimental group with regard to stress

To find out the significant difference in the post-test mean scores of class VIII students between the control and the experimental group with regard to stress, the investigator used the independent sample 't'-test. The details of the statistics are presented in the table 2

Table 2: Data and Results of the Test of Significance of difference between means of the post test scores of class VIII students between control and experimental group with regard to stress.

| Group | Mean | SD | N | t-value | Sig |
|--------------|--------|-------|----|---------|------|
| Control | 110.28 | 14.61 | 40 | 5.73 | 0.01 |
| Experimental | 92.35 | 13.32 | 40 | | |

From the table 2, it is found that the mean scores of Control and Experimental group with regard to stress obtained for class VIII students are 110.28 and 92.35 respectively. The standard deviations obtained are 14.61 and 13.32 respectively. The calculated 't' value is 5.73. The tabled value of 't' at 0.01 level of significance is 2.58. Since the calculated 't' value is greater than the tabled value, it can be inferred that there exists significant difference in the post-



test mean scores of class VIII students between the control and experimental groups with regard to stress. The analysis of the above data shows that there exists a significant difference in the post-test mean scores of class VIII students between the control and experimental groups in relation to stress. The control groups' mean scores are greater than Experimental groups' mean scores. So, the post -test score of Experimental group is lower than that of Control group in their stress.

Comparison of the pre-test and the post-test means scores of class VIII students in the experimental group with regard to stress.

To find out the difference between pre-test and the post-test mean scores of class VIII students in the experimental group in relation to stress, the investigator used the paired sample 't'-test. The details of the statistics are presented in the table.3.

Table 3: Summary of Mean, SD & Paired t value of pre-test and post test scores of students in the experimental group

| Group | Mean | SD | N | Paired t | Sig. |
|-------|--------|-------|----|----------|------|
| Pre | 109.20 | 14.84 | 40 | 10.08 | 0.01 |
| Post | 92.35 | 13.32 | 40 | | |

From the table 3, it is found that the mean scores of pre-test and post-test obtained for Experimental group are 109.20 and 92.35 respectively. The standard deviations obtained are 14.84 and 13.32 respectively. The calculated 't' value is 10.08. The tabled value of 't' at 0.01 level of significance is 2.58. Since the calculated 't' value is greater than the tabled value, it can be inferred that there exists a significant difference between pre-test and post-test mean scores of experimental group of class VIII students with regard to stress. The analysis of the above data shows that there exists significant difference between pre-test and post-test mean scores of class VIII students in the experimental group in relation to stress. The post-test mean score of experimental group is lower than that of the pre-test means scores. Hence it can be concluded that Mindfulness Based Cognitive Behavioural Training is effective in reducing the stress levels of class VIII students.

6. FINDINGS :

The findings of the study are the following;

- There is no significant difference in the pre-test mean scores of class VIII students between the experimental and the control group with regard to stress ($t = 1.67$)
- There exists a significant difference in the post-test mean scores of class VIII students between the experimental and control group with regard to stress at 0.01 level ($t=5.34$)
- There exists a significant difference between pre-test and post-test mean scores in the experimental group of class VIII students with regard to stress at 0.01 level ($t = 10.08$)

7. CONCLUSION:

The findings of the study highlight the effectiveness of the MBCBT in reducing the stress levels among class VIII students. The absence of a significant difference in pre-test scores between the experimental and control group confirms that both groups have similar stress levels. However, the significant post-test difference indicates that the experimental group showed greater improvement in stress reduction compared to the control group. Additionally, the notable difference between pre-test and post-test scores within the experimental group further validates the positive impact of the MBCBT. These results suggest that the applied treatment was successful in reducing stress, making it a potentially valuable strategy for managing stress in educational settings. Future studies could explore its long-term effects and applicability across different age groups. Mindfulness Based Cognitive Behavioural Training was found to be an effective Training programme for stress management. Parents and teachers should give the training in MBCBT so that they can help their children for stress management.

8. RECOMMENDATIONS:

The findings of the study indicated that the mindfulness based cognitive behaviour training is an effective strategy for reducing stress of class VIII students. Therefore, the following implications are made based on the finding of the study.

- Awareness on importance of MBCBT in the reduction of stress among students could be given to school teachers.



- Teachers could be given hands on experience on MBCBT for reducing stress among their students.
- School authorities and policy makers and the governments may take initiatives to implement MBCBT techniques as part of school counselling programme.
- Well trained professionals on MBCBT could be appointed in every school on part time or full-time basis

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