

# Effect of Meditation on Adjustment of Secondary School Students

**Dr. Baljit Kaur**

Assistant professor Khalsa College of Education, G.T. Road Amritsar

## ABSTRACT

In today's competitive world is growing world where the competition in almost every field which creates its own stress and disturbances, it is important to have good health for better performance. Meditation is a good way to reach a state of mental equanimity where responses to favorable or unfavorable external events are well under the individual's control and responses are moderate in intensity. Meditation help to improves mental and physical health and maintain happiness and adjustment with his self and his environment. The present study was undertaken with the purpose of studying effect of meditation on adjustment of secondary school students. The study was conducted on a sample of 200 secondary school students of Amritsar District. 100 as control group and 100 as experimental group was selected for the study in two schools. The result indicated that the meditation technique employed by the experimental group helped them to improve their adjustment in home, society, health and education. The significant effect of mediation was found on adjustment of secondary school students.

**Keywords:** Meditation, Adjustment, secondary school students

## Introduction

A healthy and balanced life is almost difficult without the control and discipline of the mind. Meditation is a conscious mental process that induces a set of integrated physiological changes termed the relaxation response. In meditation, a person learns to focus his attention and suspend the stream of thoughts that normally occupy the mind. This practice is believed to result in a state of greater physical relaxation, mental calmness and Psychological balance. The English word 'Meditation' comes from the Latin word 'meditatio' which originally indicated every type of physical or intellectual exercise, then later evolved into the more specific meaning "Contemplation". It means the action of looking thoughtfully at something for a long time. Contemplation means "to admire something and think about it". Meditation is a practice of concentrated focus upon a sound, object, visualization, the breath, movement, or attention itself in order to increase awareness of the present moment, reduce stress, promote relaxation, and enhance personal and spiritual growth Zucker B.Z.(2016). Meditation cultivates an emotional stability that allows the meditator to experience intense emotions fully while simultaneously maintaining perspective on them Michael J.& Baime,M.J.(1999). If children are not in sound mental health, they cannot concentrate to learn and retain the knowledge received in the classroom (Chauhan, 2007). So meditation aims at helping the students to discipline their emotions and to attain a sense of inner balance, harmony and relaxation which are important traits for the success of the students. Meditation is a good technique for relaxing the mind and attaining a state of consciousness that is totally different from the normal state. It is a conscious mental process that induces a set of integrated physiological changes termed the relaxation response. In

meditation, a person learns to focus his attention and suspend the stream of thoughts that normally occupy the mind. This practice leads to greater physical relaxation, mental calmness and Psychological balance adjustment in life. It is the lasting effect that comes from regular bouts of meditation (Cooper, 2013).

Adjustment is a state of harmony between needs, activities, responses and achievements of a person and the conditions of the organisms. Dar and Tali (2014) defined adjustment as a satisfactory adaptation to the demands of day-to-day life and may be defined as a process by means of which the individual seeks to maintain psychological equilibrium and himself towards self enhancement.

From above, it is concluded that individual's have comfortable mental health and well adjusted about their life situation, are able to live in society so their behavior is not conflict with either their associates or society, are considered well adjusted individual.

### **Review of Related Literature**

Suden (2009) studied effect of meditation and showed that male students to be better than female students related to high school adjustment. Colbert and Nidich(2013) investigated and found meditation reduce dropout rate in higher education. Irwin and Millar (2016) showed that regular meditation help to improve their relationships with students, colleagues, and family members as well as to facilitate teacher presence. But Solar (2016) reported that there is no statistically significant effect of mindfulness meditation on adolescents with high-incidence disabilities between the pretest and posttest scores. Many researchers have been found on academic stress, anxiety, frustration, conflicts but limited number of research studies showed the effect of meditation practices on adjustment of secondary school students.

### **STATEMENT OF THE PROBLEM**

The title of the present research problem is stated as follows:

**EFFECT OF MEDITATION ON ADJUSTMENT OF SECONDARY SCHOOL STUDENTS**

### **OPERATIONAL DEFINITION OF THE VARIABLES**

#### **Meditation**

Meditation is a practice of concentrated focus upon a sound, object, visualization, the breath, movement, or attention itself in order to increase awareness of the present moment, reduce stress, promote relaxation, and enhance personal and spiritual growth. In the present study, meditation treatment was given to the secondary school students. The meditation was practiced by experimental group but no treatment was given to control group. Sahaja yoga meditation technique was used by the investigator and students were encouraged to follow and practice these steps as suggested by the investigator.

#### **Adjustment**

Adjustment is the main component of human life. It is a satisfactory and harmonious relationship of an organism to its environment. Thus, the term adjustment may be defined as, "the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment". In the present study, Bell's Adjustment Inventory was used for pre test post test of adjustment scores to find out the difference between meditation group and non treatment group.

### **DELIMITATIONS OF THE STUDY**

The present study was delimited to the following areas:

1. The study was delimited to 200 school students from Amritsar city.
2. The study was delimited to two schools.
3. The study was delimited to IX class students.
4. The study was delimited to only one technique of meditation i.e. Sahajayoga.

### **OBJECTIVES OF THE STUDY**

The study was conducted to achieve the following objectives:

- To study the effect of meditation on Adjustment of secondary school students of experimental group and control group.
1. To study the effect of meditation on Home Adjustment of secondary school students of experimental group and control group.
  2. To study the effect of meditation on Health Adjustment of secondary school students of experimental group and control group.
  3. To study the effect of meditation on Social Adjustment of secondary school students of experimental group and control group.
  4. To study the effect of meditation on Educational Adjustment of secondary school students of experimental group and control group.

### **HYPOTHESES OF THE STUDY**

The following hypotheses was designed as follows:

- H<sub>1</sub> - There exists no significant difference in mean gain scores of Adjustment of secondary school students of experimental group and control group.
- H<sub>1</sub> (i) There exists no significant difference in mean gain scores of home Adjustment of secondary school students of experimental group and control group.
- H<sub>1</sub> (ii) There exists no significant difference in mean gain scores of health Adjustment of secondary school students of experimental group and control group.
- H<sub>1</sub> (iii) There exists no significant difference in mean gain scores of social Adjustment of secondary school students of experimental group and control group.
- H<sub>1</sub> (iv) There exists no significant difference in mean gain scores of educational Adjustment of secondary school students of experimental group and control group.

### **SAMPLE**

The sample of the study consisted 200 students of IX class. The random sampling technique was used in this study. After the selection of the 2 schools, two sections were randomly selected out of four sections. One section of each school allotted as experimental group and other as control group randomly. The sample of 100 students was selected as control group and 100 as experimental group. In each school, 50 students were selected as experimental group and 50 as control group. Hence, experimental and control group were formed randomly for the study.

### **DESIGN**

The present study was experimental in nature. Experimental study provides a logical and systematic method in which the researcher manipulates certain variables and observe how the condition or behavior

of subject is affected or changed (Koul, 2009). A Pre test and post test equivalent group design was employed. The present study covered one independent and one dependent variables.

### **TOOLS USED**

The following tools were used for collecting data:

1. Bell's Adjustment Inventory (Ojha, 2006) Revised.

### **PROCEDURE**

The experiment was conducted in four phases as following:

In the first phase, the investigator consulted to the principals for the selection of the school. Two schools were selected on the basis of the permission and co-operation of the principals. Then two sections out of four were randomly selected by lottery system from each school. For the purpose of the equivalency of the two groups, an achievement test was administered on the total sample. The means of pre test achievement scores of both the sections were almost similar. Hence, two intact sections were taken as experimental group and control group so that equivalent groups were formed. The two groups were as follows:

- (i) Experimental group- To whom treatment was given.
- (ii) Control group- To whom no treatment was given.

In the second phase, students of both the groups were administered Bell's adjustment inventory (BAI) to collect the pre-test scores of adjustment of the students. In the third phase, Then the meditation treatment was given to the students on the basis of sahaja yoga technique. The experimental group was practiced meditation for 30 minutes daily at the morning time. The practice was continued for three months. No treatment was given to the students of control group. They were attended their routine classes as per the schedule of the school.

The fourth phase was evaluation phase in which students of both the groups were again administered Bell's adjustment inventory (BAI) to see the effect of meditation. The answer sheets were again tested with the help of scoring key. After the completion of the test students of both the groups were thanked for their full cooperation.

### **STATISTICAL TECHNIQUES USED**

The following statistical techniques were employed to analyze the data obtained from the experiment in order to test the hypotheses:

1. Descriptive statistical techniques such as mean, standard deviation, Skewness and kurtosis were used to determine the nature of the distribution of the scores.
2. t-test was used to find the significant difference between the means related to different groups and different variables.
3. Graphical techniques were used for descriptive analysis and visual perception of the data.

### **ANALYSIS OF GAIN SCORES OF ADJUSTMENT**

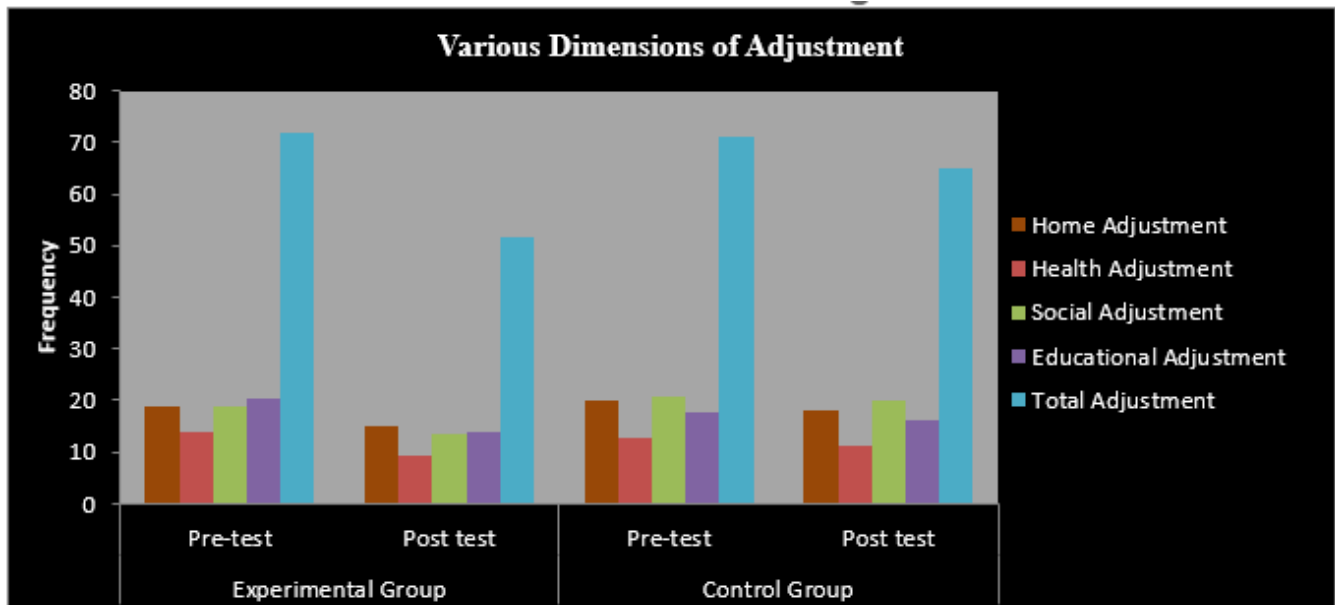
The mean scores of groups across variables with total scores of various dimensions of adjustment of experimental and control group .

**Table 1 : Mean and SD of the pre test post test scores of Adjustment and various dimensions of Adjustment**

Various Dimension of Adjustment	Experimental Group(N=100)				Control Group(N=100)			
	Pre-Test		Post-test		Pre-Test		Post-test	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Home Adjustment	18.71	3.28	14.91	3.73	19.83	3.24	18.26	3.28
Health Adjustment	13.71	3.90	9.47	3.47	12.9	4.43	11.3	4.39
Social Adjustment	18.82	3.18	13.41	3.77	20.7	3.17	20.08	3.29
Educational Adjustment	20.48	4.77	13.75	4.86	17.78	4.84	16.26	4.67
Total Adjustment	71.72	10.48	51.54	10.74	71.21	10.45	65.0	10.06

*Note: As mentioned in manual, it is negative inventory. The higher mean scores showed less adjustment and low scores showed high adjustment*

The mean scores of the experimental and control group of pre and post-test level on various dimensions of adjustment have been depicted through bar diagram in fig1.



**Bar diagram showing comparison between means of various dimension of adjustment of pre and post-test scores of experimental and control group**

*Note: As mentioned in manual, it is negative inventory. The higher mean scores showed less adjustment and low scores showed high adjustment*

It shows that the pre and post-test scores of the experimental and control group on various dimensions of adjustment. The mean post test scores of the dimensions of adjustment of experimental group shows high as compare to control group. This shows that meditation treatment given to subjects in experimental group was effective in improving their home adjustment, health adjustment, social adjustment, educational adjustment and total adjustment.

In order to probe deeper, the value of the t-ratios was employed for the data. The value of t-ratio of the experimental and control group of adjustment have been given in table 2.

**Table 2 : t-ratio for gain scores of adjustment of experimental and control group**

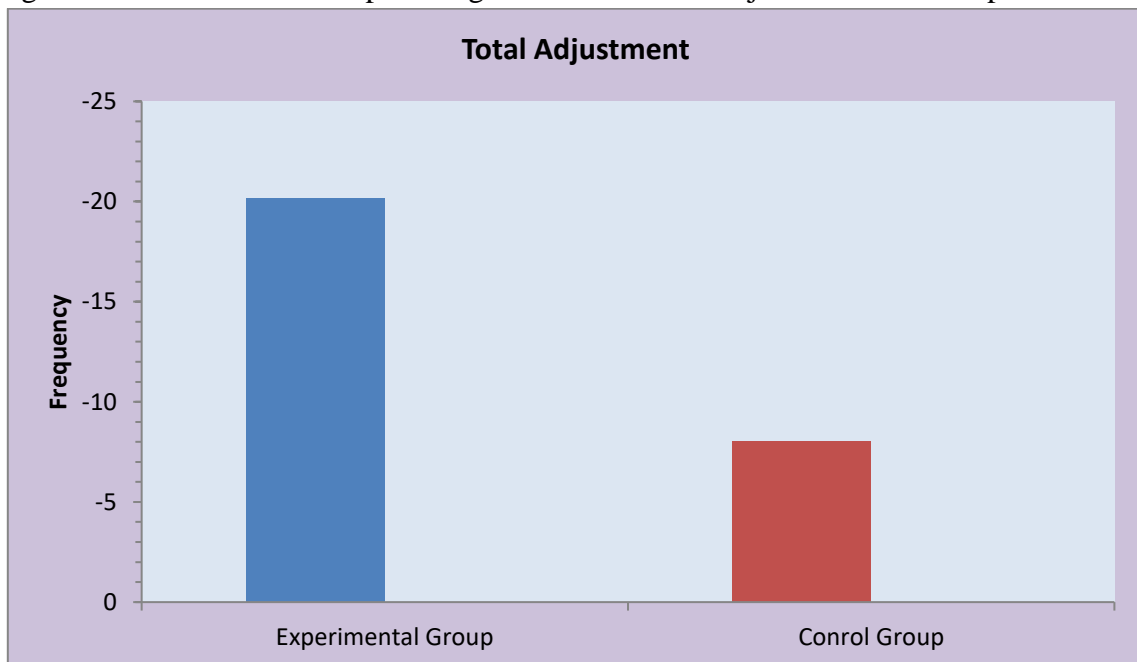
Variable	Experimental Group			Control Group			SE <sub>D</sub>	t-value
	N	Mean	SD	N	Mean	SD		
Home Adjustment	100	-3.8	2.7	100	-2.03	2.28	0.35	3.0**
Health Adjustment	100	-4.24	3.55	100	-1.86	1.8	0.39	6.10**
Social Adjustment	100	-5.41	2.89	100	-2.21	2.27	0.36	8.89**
Educational Adjustment	100	-6.73	4.57	100	-1.92	2.1	0.5	9.62**
Total Adjustment	100	-20.18	8.69	100	-8.02	4.46	0.97	12.53**

*Note*-As mentioned in manual, it is negative inventory. The higher mean scores showed less adjustment and low scores showed high adjustment in different dimensions of adjustment also.

\*\* Significant at 0.01 level

(Critical Value 1.97 at 0.05 and 2.60 at 0.01 level, df 198)

A bar diagram has been drawn to depict the gain scores of total adjustment has been presented in fig 3.



**Fig. 2 : Bar diagram showing comparison of gain scores of adjustment of experimental and control groups**

From table 2 shows that the mean score of total adjustment and various dimensions of adjustment of experimental group which is higher than the corresponding mean scores of the control group. The t-value

testing the significance of mean gain difference of total adjustment of experiment and control group is 12.53, which in comparison to the table value was found significant at 0.01 level of confidence. Thus, the null hypothesis  $H_1$ : There exist no significant difference in mean gain scores of adjustment of secondary school students of experimental group and control group, is rejected. There exist no significant difference in mean gain scores of various dimensions of adjustment of secondary school students of experimental group and control group, is rejected. The present study revealed that there is significant difference of meditation on total adjustment. The findings also showed that there is significant difference of meditation on various dimensions of adjustment.

## FINDINGS OF THE STUDY

The findings of the study are:

The meditation group was found significantly higher in total adjustment of secondary school students than that of non meditating group. The further analysis revealed that:

- The meditation group was found significantly higher in home adjustment of secondary school students than that of non meditating group.
- The meditation group was found significantly higher in health adjustment of secondary school students than that of non meditating group.
- The meditation group was found significantly higher in social adjustment of secondary school students than that of non meditating group.
- The meditation group was found significantly higher in educational adjustment of secondary school students than that of non meditating group.

The results indicated that meditation treatment given to the subjects in experimental group was effective in improving their adjustment in home, health, society and education.

## REFERENCES

1. Baime, M. J. (1999). Meditation and mindfulness. In W. B. Jonas, & J.S. Levin (Eds.), *Essentials of complementary and alternative medicine*. New York: Lippencott, Williams and Wilkins.
2. Chauhan, S. S. (2007). *Advanced educational psychology* (6<sup>th</sup> ed.). New Delhi: Vikas Publishing House .
3. Copper, H., Robinson, J. C. & Pattall, E. A. (2006). Does homework improve academic achievement? A synthesis of research. *1987-2003. Review of Educational Research Spring*, 76(1), 1-62.
4. Dar, I. A., & Tali, L. A. (2014). Adjustment problems among Kashmiri adolescents. *International Journal of English Language, Literature and Humanities*, 1(5), 99-107.
5. Drever, J. (1952). *A dictionary of psychology*. Middlesex: penguin Books.
6. Ebel, R.L. (1966). *Measuring Educational Achievement*. New Delhi : Prentice Hall.
7. Irwin, M. & Millar, J. P. (2016). Presence of mind: A qualitative study of meditating teachers. *Journal of Transformative Education*, 14 (2), 86-97.
8. Mangal, S. K. (2010). *Advanced educational psychology* (2<sup>nd</sup> ed). New Delhi: PHI Learning.
9. Solar, E. L. (2016). *The effects of mindfulness meditation on adolescents with high-incidence disabilities*. Unpublished Ph.D. Thesis, United States: George Mason University. Retrieved June 19, 2016 from <http://worldwidescience.org/topicpages/h/high+incidence+disabilities.html>.
10. Suden, P. (2009). A study of senior secondary school students in relation to adjustment. *New Horizons*, 2(1), 16-19.



11. Webster, M. (1951). *Webster's New Collegiate Dictionary*. London: G-Bell & Sons.
12. Webster, M. (1992). *New Webster's dictionary and thesaurus*. Bartholomew: World Inc.