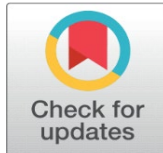
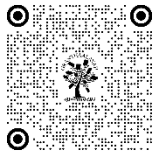


A SURVEY ON THE EFFECTS OF MEDITATION IN STUDENTS OF GRADE III

Ms. Prajkta Kashid¹✉, Dr. P. S. Bansode²

¹Research Scholar, Dept of Psychology Punyshlok Aahilyadevi Solapur University, Solapur

²Research Guide, Head Dept of Psychology Sangameshwar College, Punyshlok Aahilyadevi Solapur University, Solapur



Corresponding Author

Ms. Prajkta Kashid,
prajktakashid05@gmail.com

DOI

[10.29121/shodhkosh.v5.i6.2024.3285](https://doi.org/10.29121/shodhkosh.v5.i6.2024.3285)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyright: © 2024 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



ABSTRACT

This study attempts a survey on effects of meditation in students of grade III. For this purpose, 35 students were selected specifically of grade 3, from MIT Vishwashanti Gurukul School, Kothrud, Pune. We used 3 domains and 11 statements were formed. The domains were Self - Expression, Self - Regulation and Social behavior. The percentage of each domain were calculated. For the domain self – Expression, 80% students responded as “Yes”, 6% said “No”, and 14% students responded “Can’t say”. For the domain Self – Regulation, 81% students responded “Yes”, 7% said “No”, and 12% students responded “Can’t say”. For the domain self - Regulation 81% students responded “Yes”, 7% said “No”, and 12% students responded “Can’t say”.

Keywords: From this study, it can be concluded that practicing meditation is beneficial for students of grade III to express and regulate themselves in classroom post meditation. It improved relations among peers.

1. INTRODUCTION

Meditation is a practice that involves focusing or clearing your mind using a combination of mental and physical techniques. Which is useful to reduce anxiety and stress and feel relaxed. Meditation also helps us to understand how our mind works and how thoughts are connected to feelings and behavior. In meditation, a person learns to focus attention. This practice is believed to result in a state of greater calmness and physical relaxation and psychological balance.

Today’s world is very fast and stressful. Children are suffering because of high expectations, unhealthy sleeping and eating patterns, more screen time, technology, which may lead to psychological disorders like ADHD, Autism, learning disability, behavioral issues etc. In such circumstances it can be incredibly helpful for children to learn to slow down, breathe deeply, clear their minds and practice mindfulness. Kids who practice meditation and mindfulness see a lot of benefits including increased focus, self-control and better relationships. Along with that it also helps to reduce stress, creates an opportunity to unplug, improve sleep.

While working with students in school it is not always required all students Counsellor are dealing with are special. Majority students are having behavior issues. some of the issues are lazy to write, overall class discipline, student interpersonal relations etc. Verbal aggression is reflected by foul language. sometimes foul language is used to seek everyone's attention which leads to group miss behavior. It becomes casual among them to use inappropriate words. While handling this concern; the meditation activity started for all the students during mental health awareness week. The activity went well for a week and after a week since the mental health awareness week is over the activity stopped. Teachers started asking to resume the activity because it was helpful to have a peaceful star of the day the activity resumed the back, till completion of academic year. On the last day we have done a survey of grade 3 students on the domains self-expression self-regulation and social skills.

2. LITERATURE REVIEW

In April 2012 Katherine Weare Emeritus Professor, Universities of Exeter (Mood disorder center) and Southampton, UK published a study. Evidence for an Impact of mindfulness on Children and Young People. The nineteen studies described briefly here are not without their flaws and caveats, but do offer a solid set of promising results that, taken together, and with the strong support from the substantial work with adults and on social and emotional learning more generally, suggest that for schools to engage in mindfulness is likely to have beneficial results on the emotional wellbeing, mental health, ability to learn and even the physical health of their students. Such interventions are relatively cheap to introduce, have an impact fairly quickly, can fit into a wide range of contexts and above all are enjoyable and civilizing, for pupils and staff.

In September 2015, Hari Sharma published a study Meditation: Process and effects in NIH journal. Meditation has become popular in many Western nations, especially the USA. An increasing body of research shows various health benefits associated with meditation and these findings have sparked interest in the field of medicine. The practice of meditation originated in the ancient Vedic times of India and is described in the ancient Vedic texts. Meditation is one of the modalities used in Ayurveda (Science of Life), the comprehensive, natural health care system that originated in the ancient Vedic times of India. The term "meditation" is now loosely used to refer to a large number of diverse techniques. According to Vedic science, the true purpose of meditation is to connect oneself to one's deep inner Self. Techniques which achieve that goal serve the true purpose of meditation. Neurological and physiological correlates of meditation have been investigated previously. This article describes the process of meditation at a more fundamental level and aims to shed light on the deeper underlying mechanism of the beneficial effects associated with meditation. Research on the effects of meditation is summarized.

In December 2018, The Effect of Meditation on Concentration Level and Cognitive Performance in Global Journal of Health Science. Many research studies have found that long-duration meditation sessions – ones that last at least 40 minutes a day – can contribute to individuals' concentration and cognitive performance. However, the effects of comparatively brief meditation sessions have not been widely studied. In this study, we tested whether a short meditation session affects cognitive performance and concentration when compared to a control group. Participants with no prior meditation experience underwent a short meditation session lasting 10 minutes, and then completed a section of either the reading or math portion of the SAT. We find no evidence that the short meditation session improves test performance, but subjective feedback from the participants suggests that meditation has a positive impact on their concentration level. The implications of this study and possibilities for future research on the topic will be discussed further.

In December 2018 Heather L. Rusch, Michael Rosario, Lisa M. Levison, Anlys Olivera, Whitney S. Livingston, Tianxia Wu, and Jessica M. Gill The effect of mindfulness meditation on sleep quality: a systematic review and meta-analysis of randomized controlled trials in NIH journal. There is a growing interest in the effectiveness of mindfulness meditation for sleep disturbed populations. Our study sought to evaluate the effect of mindfulness meditation interventions on sleep quality. To assess for relative efficacy, comparator groups were restricted to specific active controls (such as evidenced-based sleep treatments) and nonspecific active controls (such as time/attention-matched interventions to control for placebo effects), which were analyzed separately. From 3303 total records, 18 trials with 1654 participants were included. We determined the strength of evidence using four domains (risk of bias, directness of outcome measures, consistency of results, and precision of results). At post-treatment and follow-up, there was low strength of evidence that

mindfulness meditation interventions had no effect on sleep quality compared with specific active controls (ES 0.03 [95% CI -0.43-0.49]) and (ES -0.14 [95% CI -0.62-0.34]) respectively. Additionally, there was moderate strength of evidence that mindfulness meditation interventions significantly improved sleep quality compared with nonspecific active controls at post-intervention (ES 0.33 [95% CI 0.17-0.48]) and at follow-up (ES 0.54 [95% CI 0.24-0.84]). These preliminary findings suggest that mindfulness meditation may be effective in treating some aspects of sleep disturbance. Further research is warranted.

3. METHODOLOGY

Design of the study: Survey

a. Operational definitions:

- Meditation: To sit quiet at a place for 5 mins with eyes closed, breathing slow and steady. Soothing piano music or sound of water is played for students to listen and maintain calm.
- Self-Regulation: Ability to control behaviors during required time, when teachers are teaching, till complete writing or given activity.
- Self-Expression: To express or display their own feelings.
- Social: To be able to adjust with peers.

Objectives

- ❖ To check effect of meditation on self-Regulation.
- ❖ To verify effect of meditation on self-expression.
- ❖ To find the effect of meditation on social behaviors.

Sampling

Purposive sample is collected. 11 statements formed on desired domains. The domains are Self- regulation, Self – expression and social. 35 students of grade 3 responded to the statements. Students were requested to respond to the statements Yes, No or Can't Say.

Statements for Survey

a. Self – Expression:

- I feel calm / relax
- I can express myself better
- I am feeling confident
- I am able to understand other's views
- My day starts with positive approach
- I feel happy after meditation

b. Self – Regulations:

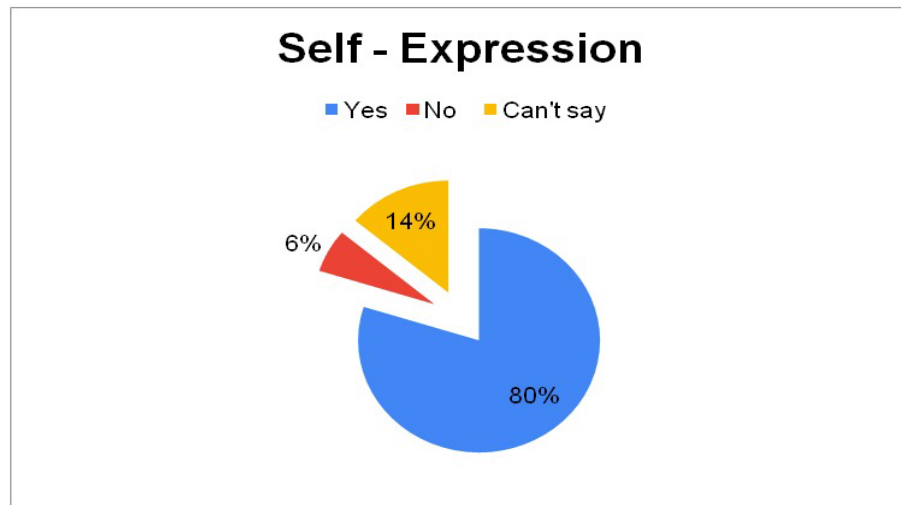
- I can focus better
- I can follow instructions better
- I can sit a little longer at my place.
- I can control my anger

c. Social:

- I can mingle with peers easily

Results:

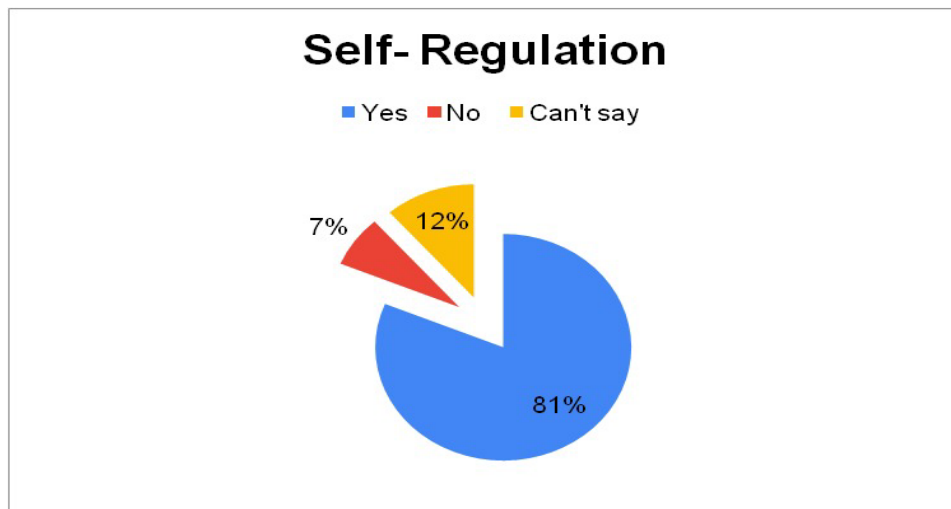
a. Self-Expression



For the domain self - Expression 80% students responded "Yes". Which means 80% students think they can express themselves after meditation. 6% said "No", which means there is no effect of mediation on self - expression. 14% students responded "can't say", which means they are not sure about effect of meditation on self - expression.

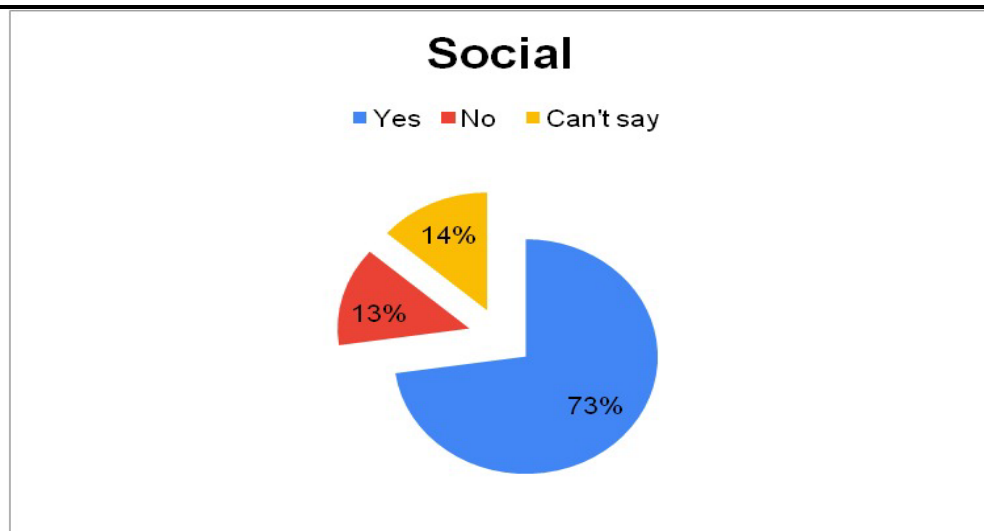
b. Self - Regulation:

c.



For the domain self - Regulation 81% students responded "Yes". Which means 81% students think they can - regulate themselves after meditation. 7% said "No", which means there is no effect of mediation on self - regulation. 12% students responded "can't say", which means they are not sure about effect of meditation on self - regulation.

d. Social:



For the domain self - Regulation 81% students responded "Yes". Which means 81% students think they can - regulate themselves after meditation. 7% said "No", which means there is no effect of mediation on self - regulation. 12% students responded "can't say", which means they are not sure about effect of meditation on self - regulation.

4. LIMITATIONS OF THE STUDY

- The survey sample is restricted to students from a single school, limiting the generalizability of the findings to other populations or age groups.
- The survey might only capture short-term effects of meditation, neglecting potential long-term benefits or drawbacks that require extended observation periods.

Conflicts of Interest

The authors declare that they have no conflicts of interest.

Acknowledgments

This research work is self-funded.

REFERENCES

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4895748/>
<https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf>
https://www.researchgate.net/publication/329909772_The_Effect_of_Meditation_on_Concentration_Level_and_Cognitive_Performance
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6557693/>
Beauchemin J., Hutchins T. L., Patterson F. (2008). Mindfulness meditation may lessen anxiety, promote social skills, and improve academic performance among adolescents with learning disabilities. J. Evid. Based Complementary Altern.
Tests, Measurements and Research Methods In Behavioral Sciences by A K Singh
By A K Singh PhD Former professor and Head of Department of Psychology Patana University, India