

IMPACT OF MEDITATION ON ACADEMIC ACHIEVEMENT OF THE ADOLESCENT (13-16) GROUPS OF GOVT & NON-GOVT SCHOOL

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Abstract

This research work was done to establish the impact of meditation on academic achievement of the adolescent groups (13-16) yrs of Govt and Non-Govt. schools of Ranchi District. 20 each student was picked randomly from Govt and Non-Govt school. The observation was done for the continuous 4 weeks to record the impact of meditation on academic achievement.

In 21st century, it is call for the time to include meditation in our daily life. Meditation energies energy in our body and mind facilitates to control the energy in negative direction and rejuvenates the mind and body with positivity. In adolescent stage,

It is a very crucial act to control over mind and body.

The results of the study reveal positive and effective significant relationship between motivation and academic achievement.

Keywords: *Meditation, Academic achievement, Students, Mind, Body, Energy, Education.*

Introduction

In ancient India, there was prevalence of Yoga and Meditation. In those days students were disciplined by their brain and body. Later on many diversified areas evolved around the surroundings of education system , which as a result developed a low concentration level and low academic achievement among the students. As adolescent stage is itself a very crucial stage, where number of hormones emerges in the human body and which regulates enormous diversified energy and desires. In the adolescence period, students are neither in the childhood stage, nor in the adulthood stage. They drive their action by their emotions and emotional needs. The only technique is left to overcome such situation among the adolescent students is Yoga and Meditation.

Meditation is an excellent technique with powerful effects to improve concentration and memory enhancement. It is a healthy practice for students to relieve their stress and to

control mind along with a body. It degrades the academic stress and improves academic achievement. There are always some intrinsic and extrinsic factor that induces motivation in the adolescent stage. The levels of motivation which directly affects the concentration status of the student and in result it show the goal attainment, that is their academic achievement. Meditation helps the students to achieve good academic achievement, and also helps them to be a good and disciplined human being.

In our Education System there is a large evidence of poor academic achievement and low concentration among the adolescent groups. Motivation is an essential integral part in the students learning and their improvement in academic achievement.

This research work establishes the relationship between motivation and academic achievement of the students, which make aware the students, their inert potentialities, and value of teaching and learning status. The academic achievement depends on the few factors which are present in our educational system that is poor academic performance and low motivation.

Objectives of the Study

1. To assess the effect of yoga and meditation to improve concentration.
2. To study the effect of yoga and meditation to improve memory enhancement.
3. To assess the effect of meditation to degrade academic stress.
4. To study the enhancement of academic achievement through meditation.
5. To measure the relationship between meditation and academic achievement of the student.

Hypotheses of the Study

The following hypotheses have been formulated:

1. Student of adolescent group from both government and non-government school will perform significantly after practicing meditation.
2. Academic achievement of both the gender (i.e Boys and Girls) of government and non-government students differs significantly.
3. Concentration level will be enhanced after practicing yoga and meditation.

Methods

20 each student were randomly picked from Govt & Non- Govt school of 14-16 years age group of 9th class. The meditation period is 15 minutes (each day) given for

prescribed four (4) weeks. The effect of motivation was observed on the academic achievement by the scores of mathematics subject in the 1st and 2nd terminal Examination, therefore the result was compared between two terminal scores. Two genders and two different schools (i.e govt & non-govt. school) in same demographic conditions

Sample

The Name of Schools

1. Government girls +2 high school, Bariatu, Ranchi.
2. A. T. S. Zila School, Ranchi.
3. R.T.C. +2 High School, Booty, Ranchi.
4. Central Academy, Bariatu, Ranchi.

Table 1: shows the randomly picked 20 students from both the gender from govt. & non-govt. school.

Sl.No	DURATION IN WEEK	PRESCRIBED TIME	GOVT BOYS	SCHOOL GIRLS	NON BOYS	- GOVT GIRLS
1.	1 ST	15 MIN	10	10	10	10
2.	2 ND	15 MIN	10	10	10	10
3.	3 RD	15 MIN	10	10	10	10
4.	4 TH	15 MIN	10	10	10	10

Tool used

1. Co-efficient of correlation.
2. Academic achievement was measured from the results of 9th class mathematics subject of 1st and 2nd term.

Result

The significant result was observed during the present research work done on the Government & Non-Government school students.

Table 2: shows the academic achievement of mathematics subject of the both genders from Government and Non-Government school (1st and 2nd Term).

S.No	Govt school				Non-Govt School			
	Boys		Girls		Boys		Girls	
	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd
1.	45	55	55	72	60	72	72	83
2.	70	78	60	83	55	65	65	72
3.	65	70	62	76	65	77	55	63
4.	55	65	65	79	70	85	45	57
5.	72	79	79	85	71	84	75	82
6.	75	80	75	87	45	65	68	75
7.	48	56	76	82	66	79	71	78
8.	40	60	45	65	72	83	70	80
9.	69	75	47	67	61	75	57	70
10.	57	65	58	63	68	72	69	82

In this research work the effect of meditation on the academic achievement was observed on the students of both genders of both Govt. as well as Non-Govt school.

Initially the mean was calculated. It was observed quite reflecting significant result. Academic achievement was measured from the results of the 1st and 2nd term. The boys from the Govt school, they achieved $\sum fx = 59.6$ in 1st term and $\sum fx = 68.3$ in the 2nd term, and the girls from the Govt school $\sum fx = 62.2$ in the 1st term and $\sum f = 75.9$ in the 2nd term. The boys from the Non-Govt school they have achieved $\sum fx = 63.3$ in the 1st term and $\sum fx = 76.7$ in the 2nd term and the girls from the Non-Govt school $\sum fx = 64.7$ in the 1st term and $\sum fx = 74.2$ in the 2nd term. The above mean shows that on comparing the academic achievement of 1st term and 2nd term, it reflects that meditation has a good effect on the academic achievement of the student. The scores of the 2nd term show the concentration level that was enhanced after the meditation practice, done after 1st term.

It is observed in the present study that the value of co-efficient of correlation between meditation and academic achievement. The co-efficient of correlation between boys of Govt and Non-Govt is $+0.57$ which is positive and moderate, and the girls of Govt and Non-Govt is $+0.54$. The co-efficient of correlation between boys and girls of Govt school is $+0.70$, which is high and positive correlation and boys and girls of Non-Govt school is $+0.77$.

Further difference between the boys and girls of Govt and Non-Govt school were observed in respect to effect of meditation on academic achievement is statistically significant. It was found that the effect of meditation on academic achievement of both the genders of Government and Non-Government students differs significantly but moderate from one another.

Conclusion

A research study shows a very significant result that how meditation effects on academic achievement. Meditation not only affects the personality level of the adolescent students, but it directly affect the growth and proper understanding the skill of particular prescribed subject. Students were randomly picked from each group of both Govt and Non-Govt school. Students of adolescent stage group have performed significantly and consistently better than the 1st week of meditation practice. The result has reported the difference between the score of 1st and 2nd term, when meditation was not in a practice in 1st term and when meditation was under practice for 4 weeks.

It shows that those students practicing such techniques before studying and before examination would perform at a significantly higher level.

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