



ISSN: 0975-833X

RESEARCH ARTICLE

IMPACT OF MEDITATION ON THE SELF ESTEEM OF COLLEGE GOING STUDENTS

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ARTICLE INFO

Article History:

Received 08<sup>th</sup> June, 2015  
Received in revised form  
23<sup>rd</sup> July, 2015  
Accepted 10<sup>th</sup> August, 2015  
Published online 30<sup>th</sup> September, 2015

Key words:

Meditation, Self- esteem,  
College going students.

ABSTRACT

Meditation is a mind body practice. The desired purpose of each meditation technique is to channel our awareness into a more positive by totally transforming one's state of mind. To meditate is to turn inwards, to concentrate on the inner self. Meditation allows all this activity to settle down, and often results in the mind becoming more peaceful, calm and focused. In essence, meditation allows the awareness to become rejuvenated. Hence the present study was taken up to study the impact of meditation on self esteem of college going students. The study was carried out in Lucknow on the college going students from various institutions using multistage random sampling technique. A total of 120 college going students were selected from various institutions. Rosenberg scale by was used (Rosenberg 1965) to the assess the self esteem. Research revealed that meditation has significant impact on self esteem of college going students. The multifaceted stress of college going students with responsibilities at various areas may be the reason for their weaker mental health. Proper appropriation and meditation may be the best remedies for the improvement among college going students.

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**Citation:** Sangya Rathore, and Kiran, U. V. 2015. "Impact of meditation on the self esteem of college going students", *International Journal of Current Research*, 7, (9), 20822-20825.

INTRODUCTION

Self-esteem is one of the most commonly studied research concepts in social psychology (Baumeister, 1993 Wells and Marwell, 1976 Wylie, 1979). Teachers, administrators and parents are commonly concerned about student's self-esteem. It's significance is often exaggerated to the extent that low self-esteem is viewed as the cause of all evil and high self-esteem as the cause of all good (Manning, Bear and Minke, 2006). Self-esteem is associated with depression, anxiety, motivation and general satisfaction with one's life (Harter, 1986 R Isenberg, 1986). Given these associations, children and adolescents who lack self-esteem may be more dependent on their parents and have lower academic and vocational goals. Moreover the belief is widespread that raising an individual's self-esteem (especially that of a child or adolescent) would be beneficial for both the individual and society as a whole. Self-esteem can be defined as an individual's attitude about him or herself, involving self- evaluation along a positive negative dimension (Baron and Byrne, 1991). Most generally self-esteem refers to an individual's overall positive evaluation to the self (Rosenberg, 1990 Rosenberg, Carmi and Carrie, 1995).

It is composed of two distinct dimensions, competence and worth. The competence dimension (efficacy based self-esteem) refers to the degree to which people see themselves as capable and efficacious. The worth dimensions (worth based self-esteems) refer to the degree to which individuals feel they are the persons to be valued. In the words of Nathaniel Branden, (1992) self-esteem is the disposition to experience oneself as competent to cope with the basic challenges of life and as worthy of happiness. Similarly, Reasoned (2005), has defined self-esteem as the experience of being capable of meeting life challenges and being worthy of happiness. Meditation is a very effective method of relaxation.

Thousands of years ago, Patanjali, an Indian sage and legends, described the process by which the capacity to meditate is actualized. It is called "self realization" since, in the state of meditation experienced an absolute awareness of one "self." The idea of meditation is to focus thoughts on one thing relaxing for a sustained period of time. It gives your body time to relax and recuperate and clear away toxins that may have built up through stress and mental or physical activity. Meditation slows breathing, reduces blood pressure, helps muscle relax, reduces anxiety etc. The term meditation is derived from the Latin word *meditatum*, meaning to ponder (Bailey, 1773). Meditation can be defined as "a family of practices that train attention in order to heighten awareness and bring mental processes under greater voluntary control"

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(Walsh, 1983). Since western civilization has been introduced to eastern meditative practice, meditation has become increasingly integrated with traditional psychotherapies for use in clinical settings (Kabat-Zinn *et al.*, 1986; Shapiro, 1982). Gyeong *et al.* (2013) had conducted a study on “The effect of school based meditation program on the self- esteem and school based and school adjustment in primary school students” to understand and verify the effect of schools- based meditation program on children in the lower grades of primary schools, as a personality education program. The research was based on empirical study using quasi- experimental study to understand and analyze the effect of the maumitalies meditation program by employing a non equipment control group pretest- posttest design in the study. Repeated measures ANOVA between two groups with three measurements were set as a standard in the study. The experimental group was composed of 26 students, and the randomly selected control group included 26 students, and was distant from the experimental group the program began with 26 students in the experimental group and 26 students in the control group. Meditation during classes and the control group (25) students who did not practice maum meditation was analyzed by specific demographic characteristics using the chi- square test.

The mean of pre- data about self esteem and school adjustment of the experimental group and control group was analyzed using the t- test, and the control group was analyzed using the t- test, and the mean comparison of post- data was analyzed using co- variance analysis, The result showed that the experimental group with application of maum meditation program had significant improvements in self esteem and school adjustments, composed to the control group without the application the study concluded that the interaction of maum meditation program had positive effects on self- esteem and school adjustment of children in the early stage of primary school. Joshi *et al.* (2009) had conducted a study on “self- esteem and academic achievement of adolescent” and investigated among rural and urban achievement of a sample consisting of 400 students 200 urban and 200 rural from Varanasi district. The boys and girls aged 12 to 14 were measured using self esteem questionnaire and academic achievement was measured by academic social records. The results of this study indicated that the boys would score significantly higher on self esteem as compared to girls significant gender differences were found in academic achievement among girls and were significantly higher on achievement among compared to boys. The findings indicated that there were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents.

### Objectives

To assess the self esteem among college going students due to meditation practices

### Hypothesis

Meditation do not have significant impact on self- esteem across various age groups.

## MATERIALS AND METHODS

**Research design:** Research design is a master plan specifying the methods and procedures guiding researcher to collect to collect and analyze. In the present study, experimental research design was used to obtain and analyze the data. Experimental studies are those where the researcher test the hypothesis of causal relationship between variables.

**Locale of the study:** The urban areas of Lucknow were selected for the study as it was convenient for researcher to conduct research. The sample was selected from the identified meditation centers and colleges.

**Sampling procedure:** For selection of the respondents, purposive random sampling technique was adopted. Simple random sample of size N drawn from a population of size N in such a way that every possible sample of size n has the same chance of being selected.

**Sample size:** A total of 120 samples were selected from Lucknow district the total sample was divided into two groups, experimental and control group. A sample of 60 students were selected from meditation centers who are continuously practicing meditation since last 3 months, who comprised the experimental group and a sample of 60 students were randomly selected from colleges, who do not practice meditation comprised the control group.

**Tools and Techniques:** For assessing the self- esteem, Rosenberg self- esteem questionnaire was used Rosenberg self- esteem questionnaire (Rosenberg 1965) the scale consists of 10 items are where in half are positively worded and half of those were negatively worded. The positive and negative items were presented in random order to reduce the effect of respondent set. The items were scored on a four point scale from strongly agree to strongly disagree. All items were only related to the self acceptance aspect of self esteem and not with any other. Rosenberg (1965) reported 0.92 reproducibility coefficient for his scale. The Rosenberg self- esteem questionnaire has adopted for Indian population (Prashant and arora 1988) taking into consideration the basic technical requirements. All items were translated into Hindi. Back translation was done by bilinguals and was found to be similar to the original set of items. The Hindi version was then administered on an Indian sample (100). The coefficient of reproducibility was checked for the Indian version and was found to be 0.89. high score on the scale indicates high self- esteem. Coefficient of test retest validity was checked by correlating the test with Beck depression inventory and it was found to be 0.45

**Statistical Analysis:** The statistical analysis of the data was carried out in order to test the hypotheses formulated at initial stage of present study. Various univariate statistical techniques such as mean, standard deviation and t’ tests were used to analyze the obtained data.

## RESULTS

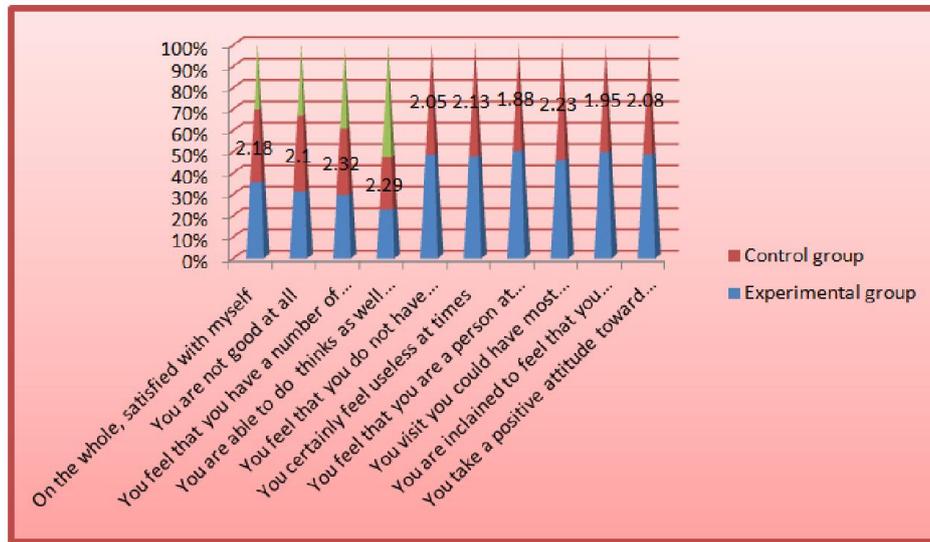
Statically no significant difference was observed comparison for any of the statement on the whole, satisfied with myself,

you are not good at all, you feel that you have a number of good qualities (p<0.05) it was observed that for statement on the whole, satisfied with myself mean values of experimental group were significantly higher as compared to control group whereas for other statement you are not good at all mean value of control group was significantly higher as compared to that of experimental group (p=0.023).

to third grade children of primary school (Lee,2009); it showed that self esteem was significantly improved while depression, stress and apprehension were significantly improved while depression, stress and apprehension were significantly diminished in college students after completion of maum meditation university students camp (Kim, 2009); and as a

**Table 1. Comparison of self- esteem among college going students**

S. No.	Statement	Experimental group	Control group	't'	'p'
1)	On the whole, satisfied with myself	2.30±.06	2.18±.43	4.67*	.033
2)	You are not good at all	1.83±.82	2.10±.77	1.43*	.023
3)	You feel that you have a number of good qualities	2.23±.72	2.32±.79	.901*	.034
4)	You are able to do thinks as well as most other people	2.15±.88	2.29±.81	1.67	.280
5)	You feel that you do not have much to be proud of	1.90±.93	2.05±.94	1.37	.244
6)	You certainly feel useless at times	1.92±.80	2.13±.84	.047	.829
7)	You feel that you are a person at worth at least on an equal place with other	1.87±.74	1.88±.84	.339	.561
8)	You visit you could have most respect of myself	1.87±.74	2.23±.83	2.012	.159
9)	You are inclined to feel that you are a failure	1.90±.75	1.95±.79	.108	.743
10)	You take a positive attitude toward myself	1.95±.76	2.08±.67	1.775	.185



**Fig. 1. Comparison of self- esteem among college going students**

**Table 2. Chi square of self- esteem among college going students**

Level of self- esteem	Experimental group(N=60)	Control group (N=60)
High	41(65.1)	22(33.9)
Moderate	38(63.3)	19(33.31)
Low	0	0

Statically no significant difference between two group was observed with respect to self- esteem (p=0.001). In both experimental and control group maximum no of respondents high level of self- esteem and sixty three percent respondents moderate self- esteem in experimental group. None of the respondents in either of one group reported of low self- esteem.

**DISCUSSION**

Other previous cases of researches with application of the maum meditation program that this study has attempted, it showed positive effects in improving self- esteem and self- efficacy as a result of applying the maum meditation program

result of applying maum meditation youth camp to 476 primary, junior high and high school students, the students had their self- esteem improved compared to before experiencing the camp. This effect was particularly large on primary school students (kim, 2012). more ever, both qualitative and quantitative analysis of 10 students of a class out of 462 junior high and high school students who participated in maum meditation youth camp using participation in maum meditation youth camp using participation observation, in depth interviews and questionnaires it is acknowledgement that the maum meditation program was effective in improving their self- esteem (Lee, 2011)

## Conclusion

The status of self esteem of college going students has performed the impact of meditation and significant difference between experimental and control group are due to the dual stress among college going students. International studies may be carried out especially for college going students. Which may include meditational technique to avoid stress in their life, healthy life style, and positive outlook? And enhance the mental health of college going students. The findings of their research are very useful to identify self esteem among college going students.

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