

A Study on the Effect of Cognitive Behavioral Training and Transcendental Meditation on Students' Personality Development

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ABSTRACT

Transcendental Meditation is a unique meditation technique which was introduced by Maharishi Mahesh Yogi, in the mid of 1950s. This technique, which is a specific form of Mantra Meditation, became very popular in the 1960s and 1970s as many celebrities started practicing it. The benefits of transcendental meditation are to relax, enhance behaviour and develop one's self. Whereas the Cognitive Behaviour Training deals with the understanding of one's thoughts and emotions which play an important role in influencing one's behaviour. It is well proven that CBT helps in training people with psychological issues and brings a dramatic change in the thought process. Hence, this study was carried out to study the impact of TM and CBT in the age group of 17-21 of different localities by purposive sampling method. 40 students were selected for the present study. Personality Development Index (PDI) by Kaliappan and Karthikeyan was used to study the personality of the sample group. After the intervention which involved carrying out CBT and TM practices, the students showed a significant difference in different personality dimensions.

Keywords: CBT (Cognitive Behaviour Training), TM (Transcendental Meditation)

In the present era, it is expected that the youth shall be more focussed towards their academic skills. Due to this, they develop inadequate social skills. Even the educational institutions which are bound to give knowledge on moral values are just doing it for the sake; hence the upcoming youth are forced to focus mainly on their academics from every side of the life. Merely developing the academic skills, will be of insufficient help to a student to attain his or her career and withstand the ups and downs of life. Hence, some professional colleges have introduced soft skill training programs along with their academics to improve their personality traits like assertiveness, communication skills, leadership qualities, interpersonal relationships, etc. But the efficiency of these training programs has not been validated adequately. Since many researchers have identified that Transcendental Meditation and Cognitive Behavioural Training techniques can be used to improve the personality traits of a person, the present researcher has used a combination of the techniques to improve the personality traits of the youth thereby validating the effectiveness of the same.

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Cognitive Behavioural Training (CBT) is a kind of training to improve the psychological health to handle which will enhance one's behaviour. It is very commonly used on people who have different types of psychological problems such as, phobias, depression, addictions, anxiety, etc. This is a proven method of training to improve the individual to deal effectively with thoughts and emotions. They learn to identify the thought patterns that are engaged to influence their behaviour. The objective of CBT is to identify and understand the connection between thoughts, associated emotions and consequent behaviour. Considering all these aspects of Cognitive Behaviour Training, it is the best-chosen technique to be applied to adolescents in order to regulate their emotion and behaviour, which are essential for maintaining a positive personality.

Transcendental Meditation is another technique used to avoid distracting thoughts and promote self-awareness among individual through meditational techniques. TM technique is mainly of sound or mantra. The benefits of the TM technique is relaxation, stress reduction and self - development. TM has been proved to improve mental health and is mostly practiced for its benefits. So the present researcher developed an intervention module comprising of Cognitive Behaviour Training and Transcendental Meditation to study their effect on students' personality development.

The objective of the study

- To study the effect of Transcendental Meditation and Cognitive Behavioural Training on different personality dimensions for students.

Hypothesis

- The intervention will significantly improve all the personality dimensions of the students.

Research Design

Ex post facto design

Sampling strategy

Purposive sampling method

Research approach

Totally 44 students were selected for the study. Informed consent was obtained from their parents/guardians and the purpose of the research was explained. The group of students was divided into two sub-groups and the PDI was administered individually. The students were encouraged to ask questions wherever necessary. This was taken as the baseline measure. From the next day, the researcher started intervention and the students were trained on Transcendental Meditational techniques. Subsequently, Cognitive Behavioural techniques were also introduced. The duration of each training session was 55 minutes, where the topics such as interpersonal relationship, assertiveness, self-confidence, etc. were introduced. The students were asked to practice and note down the techniques for one week. In this way, every week a topic was introduced and the students were trained on the same for 16 weeks.

Tools used for the study

Personality Development Index developed by Kaliappan and Karthikeyan (1993).

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Statistical Techniques

Initially to analyse the data in a meaningful way the descriptive tests such as Mean and Standard Deviation have been computed. Further, in order to test the formulated hypotheses paired-'t' test has been computed. The results have been discussed in light of the previous review of the literature and a logical conclusion was drawn.

Table 1 shows Mean, S.D, 't'-value and Level of Significance of Personality Dimensions of Personality Development Index

Dimension	Treatment	N	Mean	S.D	t-value	Level of Significance
Social Concern	Pre-Test	40	45.10	5.83	2.81	0.01
	Post-Test	40	48.78	6.93		
Emotional Adjustment	Pre-Test	40	44.65	5.59	2.53	0.05
	Post-Test	40	48.18	6.40		
Assertiveness	Pre-Test	40	33.23	3.71	4.60	0.01
	Post-Test	40	38.90	6.12		
Value Systems and Culture	Pre-Test	40	23.70	3.39	2.36	0.05
	Post-Test	40	25.35	2.85		
Leadership Skills	Pre-Test	40	21.00	3.46	2.69	0.05
	Post-Test	40	23.05	3.62		
Communication Skills	Pre-Test	40	21.88	3.06	1.46	Not significant
	Post-Test	40	23.08	4.04		
Self-Awareness	Pre-Test	40	21.13	2.93	0.34	Not significant
	Post-Test	40	21.38	4.22		
Self-Confidence	Pre-Test	40	20.88	4.13	1.57	Not significant
	Post-Test	40	22.35	3.44		
Interpersonal Relationship	Pre-Test	40	25.20	2.48	0.70	Not significant
	Post-Test	40	25.68	3.88		
Stress Coping Ability	Pre-Test	40	44.45	5.28	2.44	0.05
	Post-Test	40	47.10	6.17		

The computed t-values such as, Social Concern, Emotional Adjustment, Assertiveness, Value System and Culture, Leadership Skills, Stress Coping Ability reveals that the intervention of TM and CBT created significant effect on these dimensions, whereas, the t-values for Communication Skills, Self-Awareness, Self-Confidence, and Interpersonal Relationship reveals that TM and CBT has not created significant impact in these dimensions.

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LIMITATIONS

- The study is confined with the urban population, so it is very difficult to generalize this result with the rural population.
- Further, this study is limited only with the male population, hence should be extended for the female population also.

CONCLUSIONS

- It is possible to conclude that TM and CBT, proved significantly to develop certain aspects of personalities among the students' population.

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Conflict of Interest

The authors carefully declare this paper to bear not a conflict of interests

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