

## Effect of Meditation on Reaction to Aggression in Delinquents and Non-Delinquents: An Interventional Study

Dr. Sujata Chaudhary<sup>1\*</sup>, Prof. Sanjay Kumar<sup>2</sup>

### ABSTRACT

The purpose of the present study was, to find out the effect of meditation on reaction to aggression in delinquents and non-delinquents. Reactive aggression is a response against aggression. Generally, we see that aggression will produce aggressive or nonaggressive reactions. Adolescence is a time when maladaptive and dysfunctional anger frequently manifests. A youngster who has performed an act that would constitute a crime if committed by an adolescent is referred to as a delinquent or juvenile. Juvenile crime stems from a complex array of causes including learning patterns, social conditions, poor supervision, a lack of strong role models, limited opportunity, negative conditions associated with poverty, and an abusive background. States and nations have different definitions of juvenile age. Rajyog Meditation is a practice that combines mental and physical methods to help you focus or cleanse your thoughts. The sample of the study consisted of 80 subjects, 40 delinquents and 40 non-delinquents (20 males and 20 females each) age group 12-17 years. These subjects were selected through quota random sampling from schools and Bal Sudhar Grah (Only those delinquents who participated in the study were sentenced to jail) respectively, of Meerut district. The Reaction to Aggression Scale was used for measurement of aggression. The delinquents who scored high on the reaction to aggression scale, meditation was practised for three months. Two times ratings were taken on Reaction to Aggression Scale To see the effect of Rajyog Meditation on reaction to aggression of delinquents, each after 45 days. The difference between mean and SD scores of Reaction to Aggression of delinquent was significantly higher than non-delinquent subjects. Mean and SD scores of Reaction to Aggression of male subjects was found significantly higher than female subjects. ANOVA scores find significant at .01 level of significance showing a significant main effect of aggression on delinquency. A pre-post effect design was employed to find out the effect of Rajyog Meditation on reaction to aggressive in delinquents. The t-test values of pre-test and post-test-1 and post-test-2 have significant difference, 8% reduction in Mean scores of reaction to aggression after 45 days, and 16% reduction in Mean scores of reaction to aggression after 90 days. The results indicated that delinquents were more reactive for aggression than non-delinquents. The boys show more aggression than the girls. As an intervention programme, Rajyog Meditation find useful in reducing the level of aggression among delinquents.

<sup>1</sup>Assistant Professor and, Head of the Department of Psychology, HRIT University, Ghaziabad, UP, India

<sup>2</sup>Professor, Ch. Charan Singh University, Meerut, UP, India

\*Corresponding Author

Received: March 24, 2025; Revision Received: April 05, 2025; Accepted: April 09, 2025

**Keywords:** *Adolescents, Delinquents, Aggression, Reaction to Aggression, Aggression Scale, Reaction to Aggression Scale, Rajyog Meditation*

The children are the reflection of society. What they get from society returns to society. The growing juvenile crime is a burning problem all over the world. Juvenile delinquency is serious and extremely costly for personal happiness and social harmony. Delinquency appears to be increasing and gravity in Indian society at an alarming rate, as 10.2 people are juveniles among 1 lakh criminals whereas the rate in India is 1 among every 100 criminals records taken from the **Department of Criminology and Forensic Science, Karnataka Science College, Dharwad Karnataka, India 2013**. Studies reveal that about 20% to 25% of crime is done by minors and 70% of juveniles are 16 to 18 age group (**The New Indian Express 2019**) delinquency is an ignored issue by the government and society, and it can be worse in coming years for adolescents and society too. If prestige authorities' surveillance, look after the Juvenile needs (psychological and physical) could change and they can be fruitful for themselves and the nation.

So many studies done on delinquents conclude that the family, school, peer group, society, and socialisation process itself have a wide role in contributing. If took a glance at the causes of delinquency there are so many but observation reveals that Juvenile crime stems from a lack of strong role model, adult supervision and limited opportunities. In addition to negative conditions associated with poverty, abusive background and many other reasons are the main source of crime (**Gotterson and Hirschis,1990**). **Danielle Jorge et al. (2016)** suggests that in adolescence both the peer group and home influences are important in shaping different aspects of the youths' aggressive and delinquent behaviours. Based on the findings, we can say that a child is an empty vessel. Whenever they are exposed to aggression or become the victim of aggression, it explodes in the form of a reaction to aggression. Some of the research on aggression focus on why individuals respond to aggression. Given the instinctual nature of aggression, theorists suggest aggression reactions are likely (**Bies & Tripp, 1966, 1968, Dollard, Doob, Miller, Moser & Sears, 1939 Folger C Skarlicki, 1998**). Yet we also know that individuals do not always react aggressively (**Miller, 1948, Sears, 1941, Tepper, Duffy & Shaw 2001, Zellars, Tepper & Duffy 2002**). Adolescence is defined by the WHO<sup>3</sup> as the stage of human growth and development that falls between childhood and adulthood. The teenage years, which span from 10 to 19 years old, are a period of transitional growth and development. Teenagers experience fast changes in their physical, psychological, social, and cognitive development. Approximately 243 million of the 1.2 billion adolescents worldwide reside in India, making up one-fourth of the country's entire population (**UNICEF – India**)<sup>4</sup>. Considering the rise in violent crimes committed by teenagers, **Sidhu, Sangha, et al. (2019)**.

**Aggression Meaning and Definition:** Aggression is a biologically a natural form of behaviour. **Bushman and Anderson (2001)** define aggression as “Hostile aggression is impulsive, angry behaviour that is motivated by a desire to hurt someone. Instrumental aggression is premeditated, calculated behaviour that is motivated by some other goal (e.g. obtain money, restore one’s image and restore justice) (p.273). Aggression is an act that frighten or injures another individual. **Anderson and Bushman (2002)** have provided an integrative explanatory framework for aggression. According to this framework, emotional cognitive and personal variables interact with environmental and situational factors to arise

<sup>3</sup> World Health Organization, 1948

<sup>4</sup> United Nation International Children’s Emergency Fund, 1946

## Psychological Stressors and Academic Performance

aggressive behaviour. Anger indicates physiological activation and characterizes the emotional component, while hostility includes feelings of opposition and injustice, and includes the cognitive components.

**Reaction to Aggression:** Aggression can be viewed as a maladaptive behaviour in the developmental processes, one that can lead to criminal and antisocial behaviour. Personal proficiency and social adaptability may be significantly impacted by behavioural and psychological issues. Adolescents who experience these kinds of situations may exhibit increased cognitive and deviant behaviour throughout time. According to **Kempes, Mattys, de Vries & van Egeland (2005)**, Aggression is seen as a stable characteristic that can be observed and defined across contexts.

Researchers have identified reactive and proactive forms of violent behaviour based on underlying functions or motives. Proactive aggressive behaviors are calculated, planned, and have some motive to harm others. It is considered as a premeditated means of obtaining some goal and being instrumental rather than impulsive (**Berkowitz 1993, Green 2001**).

Reactive aggression is a response against aggression. Generally, we see that aggression will produce aggressive or nonaggressive reactions. In addition to the form of the reaction, research also suggests that identifying the direction of the behaviour or, stated differently, to whom the reaction is delivered – is also important in predicting reaction to aggression (**Baron, 2005, Baron & Neumann 1998, Buss, 1961**) **Berkowitz (1983, 1989)** argues that emotions trigger cognitive processes that enable a fight or flight response a fight response triggers aggression whereas a flight response triggers non-aggressive reactions. Reactive aggression is assumed to be spontaneous, impulsive, hostile, thoughtless (i.e., unplanned), motivated by anger, and ultimately motivated by the desire to cause harm to the target and typically the result of needing to exact revenge or feeling scared or angry. It is thought to arise in response to some perceived provocation. The dimensions product four basic categories of behaviours:(1) aggression/behaviour directed toward the source, (2) aggression/behaviour not directed toward the source, (3) non-aggression/behaviour directed toward the source, (4) non-aggression/behaviour not directed toward the source (**Buss 1961, Neuman& Baron 1997, 1998**). **Dollard et.al (1939)** suggest that the direction of aggression of an aggressive response is relative to the expected punishment for their actions. They assert that individuals generally wish to retaliate or aggress against the source of their frustration when some circumstances do not allow for (vengeance (e.g. the individual fears the future unavailable). In these instances, individuals are forced to suppress aggression, which inhibits its natural course (**Freud 1933**). Suppressing aggression, usually only arouses negative emotions, and when combined with the need to expend aggression causes individuals to displace” aggression on an otherwise innocent target.

**Delinquency:** The word delinquency is derived from the Latin word “delinquere” meaning to leave or to abandon. Originally, the word referred to parents who neglected or abandoned their children. Nowadays, it is used for those children who indulge in harmful, wrongful, and illegal activities. According to ‘Britannica-6’, “juvenile delinquent is any young person whose conduct is characterized by antisocial behaviour that is beyond parental control and subject to legal action.” According to **Coleman (1988)**, “Juvenile delinquency is a legally prohibited behaviour committed by minors.

So juvenile delinquency is a legal term defined by the law for whom, found guilty of engaging in behaviour that is not considered against the law for adults is considered

## Psychological Stressors and Academic Performance

delinquency for children and adolescent, such as running away from home, truancy from school and the use of alcohol. These disorders are characterized by a persistent pattern of conduct that violates the rights of other as well as major age-appropriation norms as rules. **Kazdin (1987)** has noted, the term “conduct disorder” refers to instances where the child and adolescent displays a pattern of antisocial behaviour that is “clinically significant and beyond the bounds of normal functioning.”

The government and NGOs have implemented numerous strategies and significant projects. The ecological method, halfway houses, behavioural therapy, psychotherapy, outward bound, and diversionary programs are a few of them. Another therapeutic option for delinquents is psychotherapy.

According to studies on adolescent brain development, the human brain does not fully mature until a person is in their early 20s (Developing and Maintaining a Professional Workforce, National Institute of Mental Health, The Teen Brain: Still Under Construction, 2023). This implies that during adolescence, investing in solutions founded on the principles of PYD (Positive Youth Development) is a sensible developmental choice.

Program activities need to be goal-oriented in order to guarantee healthy development and encourage positive results for young people. Almost all activities, whether they are physical or not, ought to have these objectives at their core. The objectives are:

1. Encouraging the discharge of pent-up emotions.
2. Giving physical energy a positive outlet.
3. Imparting knowledge on the foundations of leisure and other activities.
4. Youth self-assurance in wholesome endeavours.
5. Promoting collaboration, fair play, and adherence to the law.
6. Giving animosity a socially acceptable vent.
7. Helping the young person gain a deeper self-awareness.
8. Acquiring new interests and abilities that will last after release.
9. Giving the kids a daily schedule to keep them occupied.
10. Creating health-conscious behaviours and a fit body.
11. Overcoming opposition to adult demands and standards.
12. Allowing for the behaviour of young people to be observed, which supports social diagnosis.

We have included meditation as a reform activity, much like other programs. **What makes meditation beneficial?**

“Without meditation, where is peace’.

Without peace, where is happiness”.<sup>5</sup>

The word "meditation," like many others, has multiple meanings. This has led to a great deal of ambiguity surrounding the word. When someone hears the words "yoga" or "meditation," they frequently image a man sitting erect in the lotus position, his eyes closed, in a chamber filled with incense, on the side of a river, silently lost in contemplation or reciting a Sanskrit incantation.

Individual well-being has been promoted spiritually and philosophically through the practice of meditation. This personal health incensing feature has served as the foundation for the

---

<sup>5</sup> Bhagwat Geeta Chapter 11

majority of mediation research and literature published in scientific publications (**Epstein, 1990, Globus 1980**). According to **Atwood and Malatin (1991)**, meditation aids in the patient's understanding that there is no magic bullet. Being aware of the issue before attempting to resolve it fosters patience. It encourages a nonjudgmental mindset and assists the patient in accepting "what is" as opposed to futilely clinging to "what could have been" or "might have been." Being at ease with ambiguity, ignorance, and doubt is beneficial. Mediators gain awareness of and confidence in their innate understanding. Put otherwise, meditation functions similarly to a sedative. A pleasant outlook and a cool, collected mind are the results of meditation. Similarly, meditation can also manage delinquents' aggressive conduct. Scheler (1992) discovers increased resilience, calmness, and emotional regulation. Through meditation, one can gain insight that helps them plan for the future.

The Latin verb *mediatrix*, which means "to think, contemplate, devise, ponder, meditate," is the source of the English word meditation. The word "meditation" was coined to relate to Eastern spiritual activities; in Buddhism and Hinduism, it is called "dhyana," derived from the Sanskrit root "dhyai," which means "to contemplate or meditate."

According to **Cahn & Polich, 2006** "Meditation is used to describe practices that self-regulate the body and mind, thereby affecting mental events by engaging a specific attentional set..... regulation of attention is the central commonality across the many divergent methods." According to **Jevning et al. (1992)** "We define meditation..... as a stylized mental technique.....repetitively practiced for the purpose of attaining a subjective experience that is frequently described as very restful, silent, and of heightened alertness, often characterized as blissful."

Yoga manifests as four major paths: Karma Yoga, Bhakti Yoga, Rāja Yoga and Jñāna Yoga. These four paths are like the branches of a tree or tributaries of a river. They all have the same source and resting place, the active aspect of the brain is involved in Karma Yoga, in Bhakti Yoga the emotional aspect, the mystical aspect in Raj -Yog, intellectual aspect in Jnana Yoga.<sup>6</sup>

In this study, **Raj-Yog** meditation was taken. Raj-Yoga meditation is different from all others. Through contemplation, reflection, imagination, attention, concentration etc. are employed in its practice yet it is practiced apart from all the rest.

**Raj-Yoga Meditation is defined as awareness of the metaphysical self and absorption of one's mind in lawful and purposeful consciousness of God and concentration on Him and His divine attributes.**

Through the spiritual practice of Raj-Yoga Meditation, an aspirant can establish a conduit for legal and personal connection with God. It makes it possible for someone to have a close, profound conversation with God. It makes it possible for someone to see into the secret realm of reality and progressively delve deeper and deeper into mental realms. It allows this good experience to penetrate man's life and give it a new meaning and purpose by opening gateways that expose the self and God. It causes one's "Third Eye" to open.

---

<sup>6</sup> Bhagwat Geeta 2

## Psychological Stressors and Academic Performance

In other words, it enables one to become a new person-wiser, more loving, more concerned about more responsible towards the well-being of others. One now acts more meaningfully regarding oneself and others.<sup>7</sup>

This study was initiated to study the prevalence of reaction to aggression among delinquent and non-delinquent adolescents. In addition, the investigator is interested in seeing the effectiveness of meditation on the management of reaction to aggression and reducing reaction to aggression in delinquents. It was an experimental and intervention study. **Scheler (1992)** finds more relaxation, resilience, and a better ability to control feelings. Meditation develops insight in a person so that he/she future. The results also indicated that meditation was a significantly effective technique for reducing reaction to aggression among adolescents. Although, a large number of studies have been conducted on delinquents and non-delinquents with other variables but review of literature in this area revealed that there are very few studies conducted in India on delinquents as well as in the area of western U.P. state.

**AIM:** The present research aimed to examine the reaction to aggression in delinquent and non-delinquent adolescent subjects and explore the effect of meditation on reaction to aggression in delinquent adolescents, it is an interventional study.

### *Objectives:*

To study the reaction to aggression in delinquents and non-delinquents.

To study the reaction to aggression in male and female adolescents.

To study the effect of meditation on reaction to aggression in delinquent adolescents.

## **METHODOLOGY**

**Research Design:** For the 1<sup>st</sup> section of the study, a 2x2 factorial between-group experimental design was employed. The first variable of the study will be delinquency which was varied at two levels, i.e., delinquents and non-delinquents. The second variable of the study was gender which was varied at two levels, i.e., male and female. The effect of delinquency and gender was observed on reaction to aggression in teenagers.

For the 2<sup>nd</sup> section of the study, a pre-post effect design was employed to see the effectiveness of yogic meditation on the reaction to aggression of delinquent adolescents.

**PARTICIPANTS:** The first section of the study sample consisted of 80 (40 delinquents and 40 non-delinquents) subjects of age group 12-17 years, which further consisted of 20 males and 20 females, quota random sampling was used to collect the data to study the aggression in delinquents and non-delinquents. These subjects were selected through quota random sampling from schools and Bal Sudhar Grah (Only those delinquents were participated in the study were sentenced to jail) respectively, of Meerut district. The normal subjects belonged to the same criteria of age, gender, and education.

30 delinquent (15 male and 15 female) subjects, who scored high on the aggression scale, participated in 2<sup>nd</sup> section of the study.

---

<sup>7</sup> Swami Sivananda, on Raj Yoga

## Psychological Stressors and Academic Performance

### Tools

The following tools were used for data collection

- **Socio-Demographic Data Sheet:** This was constructed by the investigator and was used to take necessary information about the subject's name, age, gender, and history of conduct before offense (for delinquents) will be asked from subjects as well as from family members/teachers/jail officer.
- **Reaction to Aggression Scale:** Prof S.N. Rai and Meha Singh developed the scale. The scale contains 20 items for assessing the reaction to aggression. The reliability of the scale is .78. The validity of the scale is .75.
- **Rajyog Meditation:** Meditation is a mental discipline by which one attempts to get beyond the reflexive, "thinking" mind into a deeper state of relaxation or awareness. The present study uses the 'Raj yoga Meditation' method described by Prajapati Brahma Kumaries Vishwavidyala.

### Procedure

After getting permission from authorities, a rapport with each subject was established by talking about different aspects of their life and experiences. In the second meeting, they were asked to help the investigator and instructions were given to accomplish the process of assessment. In this way, all the data was collected individually from each subject and were thanked for their valuable cooperation and help.

In 2<sup>nd</sup> section of the study, higher scoring delinquents are selected for meditation. Meditation was practised by them 3 times in a week. After 45 days assessment was done and after 45 days again.

### Statistical Analysis

The Mean and ANOVA were used for the analysis of the data in 1<sup>st</sup> section of the study. In the 2<sup>nd</sup> section of the study, pre-test scores and post-test scores were used for analysis. Mean, SD, and correlated t-test were used for statistical analysis of obtained data to compare pre and post-test scores.

## RESULTS AND INTERPRETATION

*Table-1 Summary of Analysis of variance for Reaction to Aggression Score.*

Source	Type III Sum of Squares	df	Mean Squares	F. Value	P.Value
Delinquent	2989.01	1	2989.01	132.65	.00**
Gender	262.81	1	262.81	11.66	.00**
Delinquency X Gender	456.01	1	456.01	20.24	.00**

\*\*Significant at .01 level,

\*Significant at .05 level

Table-1 shows the summary of the analysis of the reaction to aggression scores variance revealing a significant main effect of delinquency on reaction to aggression. The obtained F value =132.65 from the table was found to be significant at .01 level of significance [F(1,79)80=132.65, p<.01]. This means that the two groups of delinquent Subjects, that are delinquents and non- delinquents differ significantly in their level of reaction to aggression.

Psychological Stressors and Academic Performance

**Table-2 showing Mean and SD reaction to aggression scores of delinquents and non-delinquents**

Source	N	Mean	SD
Delinquent	40	44.20	6.65
Non-Delinquent	40	31.98	4.26

The obtained mean reaction to aggression score of delinquent subjects (Mean=44.20, SD=6.65) was found to be significantly higher than the non-delinquent subjects (Mean=31.98, SD=4.26). This shows that the two groups of delinquents and non-delinquents differ significantly in reaction to aggression. Which was also obtained in F-value.

Summary of analysis of variance reveals a significant effect of gender (male and female adolescents) on reaction to aggression. The obtained F value=11.66 was found to be significantly effective at .01 level of significance, F [(1,79)80]=11.66, p<.01]. This means that two groups of subjects that were male and female adolescents differ significantly in their level of reaction to aggression. For more clarity of data Mean and SD scores was calculated for reaction to aggression scores, Table-3 showing Mean and SD reaction to aggression scores of male and female adolescents.

**Table – 3 Showing Mean and SD of reaction to aggression scores of Male and Female Adolescents.**

Gender	N	Mean	SD
Male	40	40.00	9.71
Female	40	36.28	6.17

It is clear from the table 3 that Mean & SD score of Male and female adolescents shows that reaction to aggression was significantly different between two gender groups. The obtained mean reaction to aggression score of male adolescents (Mean=40, SD=9.71) was significantly higher than the Mean reaction to aggression score of female adolescents (Mean=36.28, SD=6.17). This means that male subjects have higher reaction to aggression than female adolescent subject.

**Table- 4 Showing the mean and S.D. of Reaction to Aggression Scores of Pre & Post Treatment and t-test & percentage.**

Pre-treatment Data		Past-Treatment Data-1 (After 45 Days)		Post-Treatment Data-2 (After 90 days)			
		Mean & SD	t-test value	Percentage Reduction	Mean & SD	t-test value	Percentage Reduction
Mean	44.73	40.90	12.78**	8%	37.47	12.36**	16%
SD	6.43	7.03			7.20		

\*\*significant at .01 level

Table-4 showing the results of paired t-test reveal a significant effect of Rajyoga Meditation on reaction to aggression after 45 days and 90 days. The obtained t-value showing significant effect of Rajyoga Meditation on R to A. of delinquents. The Mean reaction to aggression scores between pre-treatment (Mean 44.73\*\*, SD=6.43) and post treatment-1 (Mean=40.98\*\*, S.D.=7.03) as well as post treatment-2 (Mean=37.47, SD=7.20) was showing significant difference between pre-treatment and post treatment-1 and post treatment-2.

It was clear from the table- 4 that 8% of reduction in Mean reaction to aggression score was obtained after 45 days and 16% of reduction in Mean reaction to Aggression scores was obtained after 90 days. This means that Rajyoga Meditation was significantly effective in reduction in reaction to aggression of delinquent subjects.

### DISCUSSION

In the present study, results indicated that delinquents are more reactive to aggression than the non-delinquents. Delinquents scored high on the reaction to aggression scale. The difference finds significant. How individuals react to aggression varies from person to person. The reaction to aggression is usually of three kinds. One can react in response to aggression, verbally (speak loudly, use abusive language etc.) physically (hit, beat, use arms etc.) or withdraw (escape from the situation). Contemporary aggression research has demonstrated that this very general and ambitious generalization oversimplifies an individual's reaction (**Berkowitz, 1981, 1989, Geen, 1990, Miller, 1941, 1948**). Similarly, aggression, and reaction to aggression are also influenced by many factors. Family is the first school of a child. They learn socialization from their families. Families can teach children aggressive, antisocial, and violent behaviour (**Wright & Wright 1994**). Consistently, factors within the family that contribute to promoting understanding regarding criminogenic, factors risk with youth. Including communication styles parents' management approaches, monitoring of youth's whereabouts, consistency in behavioural expectations and violence within the home (**Seydlitz and Senkings, 1998**). If the family members react aggressively the child adopts it.

When anybody suffers or is struck by aggression, his/her initial reaction is to retaliate. Retaliation is a way in which one has perceived aggression, same time anyone wants to hurt even more (**Ogura et al. 1984**) & (**Dengrink et al. 1978**) Adolescents are affected by their social circle too. During adolescence age, the risk of vulnerabilities becomes higher. This means that not only can juveniles witness violence within the family but on the outside as well (**Hagan & Foster 2001**) according to **Harris, (1994)** they have ever engaged in more aggressive behaviours than females. A delinquent is more reactive to aggression because his group also behave like this. Those who have dominating traits are highly reactive to aggression. The testosterone hormone is also responsible for aggression. Those who are highly aggressive, are also highly reactive to aggression **Van Goozen, Frijda & Depoll, 1994**) find that the testosterone hormone increases anger and aggression. A frustrated adolescent is highly sensitive to aggression, it makes them more physically and verbally reactive to aggression. **According to Dollard et al. (1939)** Frustration always treads to some form of aggression and aggression always stems from frustration.

In the present study, Results show that delinquent girls are more reactive to aggression than non-delinquent girls. Both adolescents (male and female) are reactive up to the same extent when they are provoked. Causes are similar to aggression. **Eron (1992)**, in relating such findings to the differential prediction of aggression between genders suggests that over and above genetic, constitutional or biological predispositions may underlie observed differences between females and males in aggression behaviour. What actions, mainly, do people find provoking? Some studies investigated this issue (**Torestad, 1990**). Physical and Verbal aggression by another person were identified by both males and females as. The most anger-provoking behaviours they could encounter. In contradiction to the results, **Harris (1993)** found that females are more aggressive than males when they are provoked or hurt.

## Psychological Stressors and Academic Performance

In this way, it can be said that there is a valid causal relationship between gender and delinquency.

The aim of this section of the study was to investigate the effect of meditation on aggression and the reaction to aggression of delinquent subjects. The obtained results indicated that Meditation is significantly effective in the reduction of aggression and reaction to aggression of delinquents. After practising meditation it was observed, that aggression and reaction to aggression decreased. When meditation was extended from 45 to 90 days then the significant increase in reduction of aggression and reaction to aggression was found in delinquents. The obtained results are discussed in the current chapter in light of previous empirical results.

Various researchers view that meditation practices make the individual a better person in their own way of life. Meditation makes a person happier by allowing the practitioner to observe their own thinking and enable them to take a more tolerant view of all events. Anyone can meditate and even a short period of meditation helps. In simple terms, study of the inner self and realisation of our soul is called meditation. It helps in maintaining self-observation attitude. According to **Gave (1989)**. Meditation expressed in behavioural terms includes the following components 1- relaxation, 2- concentration, 3- altered state of awareness 4- suspension of logical thought processes and 5- maintenance of self-observing attitude.

Meditation practices purify the mind and body effectively. Generally, delinquents are stimulated by minor things some time it may be caused of hormonal reactions, such as an increase in testosterone hormone level and reduction serotonin hormone. A high level of testosterone hormone triggers aggression whereas a low level of serotonin makes a person pessimist. They started to think that they could not improve their situation. It is observed that there a positive change in delinquents after Rajyoga Meditation sessions. Findings suggest that meditation affects Brain activity and endocrine glands. Meditation is claimed to produce an integrated response with peripheral circulatory and metabolic changes subserving central nervous activity **Jevning et al. (1992)** called it an 'awake full hypometabolic' integrated response: **Travis & Orme-John (1987)** found that 5 hydroxyindole-3 acetic acid urinary metabolite of serotonin increased after 30 minutes of meditation. Aggressive situations disturb the mind of a person and they react more aggressively. Meditation serrated brain activity. **Telles et. al. (1994)** finds a shift in hemispherical dominance with greater activation of the centres in the right hemisphere (to which non-verbal, initiative, spatial, holistic, and non-sequential qualities are attributed. Thus, the Rajyoga Meditation effectively works on reduction of aggression and reaction to aggression. **Krishna (1993)** reports the presence of neuroticism, anxiety, extraversion and morality gaits among adolescents who are high on delinquent behaviour. **Ahmad (1988)** has also reported that meditators show overall better adjustment and personality organization than non-meditators.

Meditation not only physiologically but psychologically has a positive impact on a person's mind. Meditation levels insight in a person. It was observed that after meditation they develop more focus creativity or self-awareness or simply a more relaxed and peaceful frame of mind. It quits the busy mind. During meditation, their mind was calm and focused on the present. **Scheler (1992)** found Meditation more relaxation, resilience, and better ability to control feelings.

## Psychological Stressors and Academic Performance

Meditation removes a person's negative feelings and leads to them to positive thinking, develops in them self-control, tolerance, ability to understand the situation. **Atwood and Maltin (1991)** described how meditation helps the patient to understand that there are no quick solutions. It helps the delinquents to understand the situation and find the solution. They become less aggressive because of the development of their inner sight and awareness. Their positive attitude developed happiness in them and self-confidence. Meditators reported greater happiness and joy, positive thinking, increased self-confidence, effectiveness, and better problem-solving skills, **Shapiro (1992)**. This developed hope in delinquents of a better life and they effort for it. **Dua and Swinder (1992)** found, that beneficial effects include enhanced acceptance compassion and tolerance of self and others.

The behavioural approach also had a positive impact on delinquents. To know about the positive effect of meditation it gives them good feedback. It leads them towards more positive behaviour and helps in the reduction of aggression and reaction to aggression. therefore, Meditation leads to relaxation both physical and mental and improves sleep and physical and mental health. **AIIMS Psychiatry department<sup>8</sup>(1994)** held a course of meditation in central jail and find its results were very encouraging. Therefore, a significant effect of meditation was obtained on aggression and reaction to aggression of delinquents.

### CONCLUSION

In light of the above discussion, it is clear that reaction to aggression plays a vital role in delinquency. They find a lack of self-control, rational thinking, abusive background, below the poverty line, broken families, peer groups etc. All these are the base of behaviour of adolescents how they react towards source of aggression. The personality traits are also responsible for reaction for aggression in teens. Girls show verbal aggression than boys. It was discovered that verbal aggression towards source of aggression was positively correlated with girls compared to guys. This also explains why there are far fewer delinquent girls than delinquent boys.

Delinquents (male and female) who got high scores on reaction to aggression scale, practiced Rajyog Meditation for 90 days. After practicing meditation they were relaxed, thoughtful, positive outlook towards life. Similarly, meditation was found to be significantly effective in reducing the aggressive reaction of delinquent subjects.

### REFERENCES

- AIIMS Psychiatry Department Delhi* (1994) "Vipassana and Mental Health in Tihar Jail"
- Anderson & Bushman, B.J. (2002). Human Aggression Annual Review of Psychology.
- Arnold H Buss (1963). "Physical aggression in relation to different frustration". *The Journal of Abnormal and Social Psychology*, 67 (1), 1
- Atwood, J.D. & Maltin L. (1991). Putting eastern philosophy into Western Psychotherapies. *American Journal of Psychotherapy*. XLV 368-382
- B Rael Cahn & John Polich (2006) Mar, Meditation states and traits: EEG, ERP, and neuroimaging studies, 132(2), pp. 180-211
- B Torestad (1990) "What is anger provoking? A psyophysical study of perceived causes of anger", *Journal of Aggressive Behaviour*, Wiley Online Library.
- Baron, R (1977). Human Aggression. New York: Plenum Press.
- Baron, R.A. (2005). "Workplace Aggression and Violence: Insights from Basic Research". New York: Jossey-Bass.

---

<sup>8</sup> All India Institute of Medical Science

## Psychological Stressors and Academic Performance

- Baron, R.A. Newman, J.H., & Geddes, D. (1999). "Social and Personal Determinants of Workplace Aggression: Evidence for the Impact of Perceived Injustice and The Type A Behaviour Pattern. *Aggressive Behaviour*, 25: 281-296.
- Berkowitz, L. (1989) "Frustration-Aggression Hypothesis", Examination and Reformulation." *Psychological Bulletin*, 106: 59-73.
- Berkowitz, L. (1993). Pain and aggression: some findings and implications. *Journal of Motivation and Emotion* (17),277-293.
- Bies, R.J. & Tripp, T.M. (1996). Beyond Distrust: Getting Even and The Need for Revenge.
- Bies, R.J. & Tripp, T.M. (1998). "Revenge in Organization: The Good the Bad, and the Ugly. In R.W. Griffin, A. O'Leary Kelly & J.M. Collins (Eds.) *Dysfunctional Behaviour in Organization: Non -Violent dysfunctional Behaviour*: 49-69. Stamford, CT: Jai Press.
- Bushman, B.J. & Anderson, C.A. (2001). Is it time to pull the plug on the hostile versus instrumental aggression dichotomy? *Psychological Review*, Vol.108, pp.273-279.
- Buss, A.H. (1961) "The Psychology of Aggression" New York: Wiley.
- Craven, J.L. (1989). "Meditation and Psychotherapy." *Canadian Journal of Psychiatry*, 22(2), 231-247.
- Danielle C Kuhl, Jorge M Chavez, Raymond R Swisher, Andrew Wilczak (2016). "Social class, family formation, and delinquency in early adulthood" *Journal of Sociological Perspective* 59 (2), 345-367.
- Dillbeck, M.C. & Orme-Johnson, D.W. (1987). "Psychological Differences Between Transcendental Meditation and Rest. *American Psychology*, 42, 879-881.
- Dollard, J. Doob, L.W, Miller, N.E., Mowrer, O.H., & Sears, R.R. (1939). *Frustration and Aggression*, New Haven, CT: Yale University, Press.
- Dollard, J. Doob, L.W, Miller, N.E., Mowrer, O.H., & Sears, R.R. (1939). *Frustration and Aggression*. New Haven, CT: Yale University, Press.
- Dollard, John; Doob, Leonard W; Miller, Neal E; Mowrer, Orval Hobart; Sears, Robert R (1939). *Frustration and Aggression*. New Haven, CT, US: Yale University Press.
- Dua, J.K. & Swinden, M.L. (1992). "Effectiveness of Negative Thoughts-Reduction, Meditation and Placebo Training Treatment in Reducing Anger, *Scandinavian Journal of Psychology*, 33(2), 135-146.
- Epstein M. (1990) Psychodynamics of Meditation: Pitfalls of the Spiritual Path, *Journal of Transpersonal Psychology*, 22(1), pp.17-34
- Folger, R. & Skaricki, D.P. (1998). A Popcorn Metaphor for Employee Aggression, In R.W. Freud, S. (1933). "New Introductory Lecturers on Psychoanalysis" New York: Norton.
- Geen, R.G. (1990). "Human Aggression" Pacific Grove, CA: Brooks.
- Green, R.G. (2001). *Human Aggression*. New York: Taylor & Francis.
- Harris, M.B. (1994). "Gender of Subject and Target as Mediators of Aggression" *Journal of Applied Social Psychology*, 23, 199-211.
- J Hagan, H Foster (2001) "Youth violence and the end of adolescence", *American Sociological Review*. Journals.sagepub.com
- James, C. Coleman (1988). "Delinquent Behaviour, 'Abnormal Psychology and Modern Life'" *New Revised Edition Scott. Foresman and Company*, pp.391-397.
- Jevning R, Wallace, R.K., Beidebach,M (1992). "The physiology of meditation: Awakeful hypometabolic integrated response". *Neuroscience & Biobehavioral Review*. 16 (3): 415-424
- John Hagan, Holly Foster (2001). "Youth violence and the end of adolescence" *The Journal of American Sociological Review*, 66 (6), 874-899.
- Karnataka Science College, *Dharwad Karnataka, India (Department of Criminology and Forensic Science* (2013), Vol-5, Issue-3,
- Kempes, M., Matthys, W., de Vries, H., & van Engeland H. (2005). Reactive and proactive aggression in children – a review of theory, findings and the relevance for child and adolescent psychiatry. *European Child and Adolescent Psychiatry*,14(1)11-19

## Psychological Stressors and Academic Performance

- Kevin N Wright, Karen E Wright (1994). "A policy maker's guide to controlling delinquency and crime through family intervention". *The Journal of Justice Quarterly*, 11 (2), 189-206.
- KL Zellars, BJ Tepper, MK Duffy (2002). "Abusive supervision and subordinates' organizational citizenship behavior" *The Journal of applied psychology*, psynet.apa.org
- L Rowell Huesmann, Jessica Moise- Titus, Cheryl-Lynn Podolski, Leonard D Eron (2003). "Longitudinal relations between children's exposure to TV violence and their aggressive and violent behaviour in young adulthood": 1977- 1992. *Journal of Developmental psychology* 39 (2), 201
- Michael R. Gottfredson and T. Hirschi (1990). "*A General Theory of Crime*" Stanford University Press.
- Miller N. E. (1948). Theory and Experiment Relating Psychoanalytic Displacement to Stimulus Response Generation *Journal of a Normal and Social Psychology*.
- Miller, N.E. (1941). "The Frustration-Aggression in Hypothesis" *Psychological Review*, 48: 337-342.
- Miller, N.E. (1948). "Theory and Experiment Relating Psychoanalytic Displacement to Stimulus-reponse Generalization" *Journal of Abnormal and Social Psychology*, 43: 155-198.
- National Institute of Health NIH Publication, "*The Teen Brain: Things to Know*" No. 23 MH-8078 Revised 2023
- Robert R Sears, Carl Iver Hovland, Neal E Miller (1940). "Minor Studies of Aggression: I. Measurement of aggressive behaviour" *The Journal of Psychology* 9 (2), 275-295.
- Scheler, M.F. (1992). "Effects of Optimism on Psychological and Physical Wellbeing: Theoretical and Empirical Update". *Cognitive Therapy and Research*, 16, 201-228.
- Scheler, M.F. (1992). Effect of Optimism on Psychological and Physical Wellbeing Theoretical and Empirical update, *Cognitive Therapy and Research*, 17, pp.201-228.
- Shapiro, D.H. (1992). "Adverse Effects of Meditation: A Preliminary Investigation of Long-Term Meditations" *International Journal of Psychosomatics*, 39, 62-67.
- Sidhu TK, Kaur P, Sangha NK, Bansal AS (2019) "*Aggression among adolescents - A cross-sectional study*", *Adesh Univ J Med Sci Res*, vol-1, issue-1, pp. 6-22.
- Stephanie HM Van Goozen Nico H Frijda, Nanne Van De Poll (1994) "Anger and aggression in women: Influence of sports choice and testosterone administration" *Journal of Aggressive Behaviour* 20 (3), 213-222
- Telles, S., Nagarathna, R., & H. R., & Desiraju, T. (1994). Alterations in auditory middle latency evoked potentials during meditation on a meaningful symbol- "OM". *International Journal of Neuroscience*, 74, 87- 94.S
- The New Indian Express 2019
- Van Goozen, S., Prijda, N., and de Poll, N.V. (1994). "Anger and Aggression in Women: Influence of Sports Choice and Testosterone Administration" *Aggressive Behaviour*, 20, 213-222.

### **Acknowledgment**

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Chaudhary, S. & Kumar, S. (2025). Psychological Stressors and Academic Performance. *International Journal of Indian Psychology*, 13(2), 001-013. DIP:18.01.001.20251302, DOI:10.25215/1302.001