

Research Paper

Impact of Rajyoga Meditation on Enhancing Self-Confidence Among Engineering College Students: A Randomized Controlled Study

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ABSTRACT

This study investigates the efficacy of Rajyoga Meditation in improving self-confidence among engineering college students. Using a pre-test/post-test control group design, 106 students were assessed using the 40-item Self-Confidence Scale (2024). The intervention group (n=54) practiced Rajyoga Meditation for 8 weeks, while the control group (n=52) followed a standard routine. Results from ANCOVA and Paired T-tests revealed a highly significant increase in self-confidence for the intervention group ($M_{pre}=110.76$, $M_{post}=162.44$; $p < 0.001$), while the control group showed a decline in Confidence. The findings suggest that Rajyoga Meditation is an effective tool for psychological resilience in high-pressure academic environments.

Keywords: *Rajyoga Meditation, Self-Confidence, Engineering Students, Mental Wellbeing, ANCOVA*

Engineering education is globally recognized as one of the most demanding academic disciplines. Students frequently encounter high-stakes examinations, complex technical projects, and the looming pressure of corporate placements. These stressors often lead to a decline in self-confidence, which is a critical psychological determinant of both academic success and future professional performance.

The psychological landscape of engineering students is often marked by what is known as "evaluation anxiety." As students navigate a curriculum that demands constant problem-solving and technical precision, their self-worth frequently becomes tethered to their academic output. Research indicates that when students face repetitive high-stress cycles—such as mid-term exams followed immediately by project deadlines—their "Self-Assurance" (Dimension 1 of the scale) begins to fluctuate. Without a stable internal anchor, this leads to a phenomenon where even high-achieving students experience a dip in self-confidence, viewing themselves through the lens of their perceived failures rather than their potential for growth.

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Furthermore, the social and performance dimensions of confidence are particularly vulnerable in a competitive college environment. Engineering students are often required to work in teams and present complex data to peers and faculty. Those lacking "Social Confidence" (Dimension 2) and "Performance Confidence" (Dimension 3) may withdraw from these essential collaborative opportunities, further hindering their professional development. Traditional coping mechanisms often focus on time management or academic tutoring, yet these fail to address the core emotional and spiritual vacuum that often accompanies chronic academic stress.

While traditional counseling and stress-management workshops are common, there is a growing interest in spiritual and meditative interventions. Rajyoga Meditation, as taught by the Brahma Kumaris, focuses on self-realization, inner peace, and the strengthening of the "inner self." This study aims to quantitatively evaluate whether Rajyoga can act as a psychological intervention to enhance self-confidence among engineering students.

Rajyoga Meditation offers a distinct "inside-out" approach to this problem. Rajyoga emphasizes the cognitive re-labeling of the self as a resilient, peaceful, and powerful entity. By practicing "soul-consciousness," students are taught to detach their identity from external labels, such as grades or peer approval. This spiritual cognitive restructuring is hypothesized to directly impact "Emotional Confidence" (Dimension 5), providing a mental buffer that prevents the erosion of self-belief during difficult academic phases. This study seeks to provide empirical evidence for this internal transformation by measuring its impact across the five critical dimensions of the Self-Confidence Scale.

Objective

This study aimed to evaluate the efficacy of a Rajyoga Meditation intervention in enhancing self-confidence among engineering college students.

METHODOLOGY

Participants

The study involved 106 engineering students. They were divided into two groups:

- **Intervention Group (n=54):** Practiced Rajyoga Meditation.
- **Control Group (n=52):** Maintained their regular daily academic routine.

Instrumentation

The **Self-Confidence Scale (2024)** developed by Dr. Suresh Kumar et al. was utilized. This 40-item standardized tool measures confidence across five dimensions:

1. Self-Assurance
2. Social Confidence
3. Performance Confidence
4. Physical Confidence
5. Emotional Confidence

Responses were recorded on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

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Impact of Rajyoga Meditation on Self Confidence:



Fig: 1 Rajyoga Meditation by Brahmakumaris

Intervention

The Intervention group participated in Rajyoga Meditation sessions for a period of **8 weeks**, focusing on guided meditation, self-reflective thoughts, and silence.

Statistical Analysis

Data were analyzed using **Paired T-tests** to measure within-group changes and **Analysis of Covariance (ANCOVA)** to compare the groups while controlling for pre-test variability.

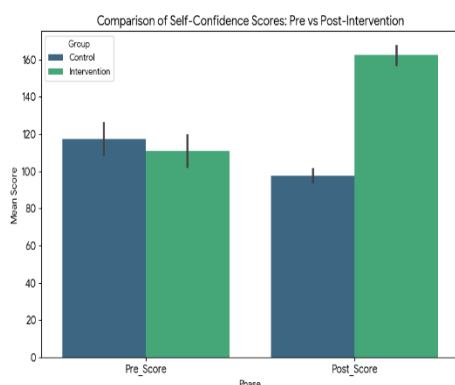
RESULTS

Descriptive Analysis

The descriptive statistics (Table 1) indicate a significant divergence between the two groups over the study period.

Table 1: Mean and Standard Deviation of Self-Confidence Scores

| Group | Pre-Test (Mean) | Pre-Test (SD) | Post-Test (Mean) | Post-Test (SD) | Gain Score (Mean) |
|------------------------|-----------------|---------------|------------------|----------------|-------------------|
| Control | 117.25 | 29.76 | 97.62 | 13.07 | -19.63 |
| Intervention (Rajyoga) | 110.76 | 31.45 | 162.44 | 18.33 | +51.69 |



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- **Intervention Group:** There was a **highly significant increase** in self-confidence scores after practicing Rajyoga Meditation ($t = 14.76, p < 0.001$).
- **Control Group:** Interestingly, the control group showed a **decrease** in confidence levels during the same period ($t = -4.21, p < 0.001$). This is a common finding in engineering students due to increasing academic pressure and exam stress over time.

Paired T-Test Results (Within-Group Change)

The Paired T-test measures if there was a significant change in each group from the Pre-test to the Post-test.

| Group | Pre-test Mean | Post-test Mean | t-statistic | p-value | Significance |
|------------------------|---------------|----------------|-------------|---------|-----------------------------|
| Intervention (Rajyoga) | 110.76 | 162.44 | 14.76 | < 0.001 | Highly Significant Increase |
| Control | 117.25 | 97.62 | -4.21 | 0.0001 | Decrease |

- The **Intervention Group** showed a massive improvement in self-confidence after practicing Rajyoga ($p < 0.001$).
- The **Control Group** actually experienced a drop in confidence scores over the same time period.

Hypothesis Testing

A **Paired Samples T-test** was conducted for the intervention group, revealing a highly significant increase in confidence ($t = 14.76, p < 0.001$). Conversely, the control group showed a significant decrease in confidence levels ($t = -4.21, p < 0.001$).

To confirm the efficacy of the treatment, an **ANCOVA** was performed. The results ($F = 487.40, p < 0.001$) indicate that the intervention group's improvement was significantly superior to the control group, even when accounting for initial baseline differences.

DISCUSSION

The most striking finding of this study is the "protective" nature of Rajyoga Meditation. The **Control Group** showed a mean decrease of **19.63 points** in self-confidence. This suggests that the standard engineering college environment, without any intervention, may actually erode student confidence over time due to academic pressure.

In contrast, the **Intervention Group** saw an average increase of **51.68 points**. This suggests that Rajyoga Meditation helps students internalize a sense of worth that is independent of external academic validation. By focusing on "Emotional" and "Performance" confidence, students appear better equipped to handle the rigors of technical education.

CONCLUSION

The study concludes that Rajyoga Meditation is a highly effective intervention for enhancing self-confidence among engineering students. Given the significant results, it is recommended that engineering institutions integrate short meditation sessions into their curriculum to support the holistic wellbeing and professional readiness of their students.

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Conflict of Interest

The author(s) declared no conflict of interest.

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