

Effect of Vipassana Meditation on Academic Stress among Adolescence

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ABSTRACT

The Present investigation is based on Research study undertaken to find out the 'The Effect of Vipassana Meditation on Academic Stress among adolescence'. An experiment was conducted on 50 adolescence age 15 to 18 of non-randomized control group. Pre test post test design. For data collection tools Bisht Battery of Scale of Academic stress were used. we performed on two sample 't' test for the pree and post test. After that found our result to be significant. Analysis by two sample 't' test revealed that Vipassana Meditation was an effective practice to reduce Academic Stress of adolescence.

Keywords: Vipassna: Meditation, Academic stress

Vipassana is a very old meditative technique, which was developed by Buddha, following his own breakthrough while sitting under the Bodhi tree. Vipassana means 'insight meditation.' It's purpose is to uncover the illusory nature of existence (defined by the 'three marks of existence': pain, impermanence and concentration (samatha) through, for instance, the practices of anapana (concentration on breathing through the nose) or abdominal breathing. After he has concentrated his mind, he can then proceed either to watching the mind and bodily sensations or to vipassana itself. Vipassana meditation as an effective technique of stress management. Stress management refers to the wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, or distress as advocated by Hans Selye (1936;56).

There are many different types of Meditation. The focus of this research is Vipassana Meditation and its efficacy in helping adolescents through their difficult years.

The Buddha thus taught a technique of meditation through which the practitioner discovered for himself the laws of nature that governed the universe.

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The practice of meditation begins with taking refuge in the triple gems (tri-ratna). The Buddha the Dhamma and the Sangha. At the outset this practice might seem like an empty ritual, but in fact it is not.

To take refuge in Dhamma, is to understand the laws of nature that govern the universe as it is these laws that one must abide by in order to reach ones' goals. To take refuge in Sangha is to seek inspiration and help from all the people who are on the road to the discovery of truth and liberation.

The practice of Sila, the ethical moral code of conduct is the next step on the path to self-realisation. This systematic cultivation of virtuous thought, word, and deed focuses the meditator's efforts for progress in meditation. "Unvirtuous thoughts", for example, sexual fantasies or anger, lead to distractedness during meditation. They are a waste of time and energy for the serious meditator. Psychological purification means paring away distracting thoughts (Goleman Daniel 1988).

Adolescence is an extremely difficult period when the individual goes through various physical and mental changes. Children and young adults go through a lot of stress (Fontana, David and Slack, Ingrid, 1997). The pressure of school, meeting expectations of parents and teachers and planning out a career for themselves puts them under considerable strain and tension. These conditions are more often imposed upon them by adults.

Indian psychologies of Buddhism and Yoga contain a wealth of information on psychological health, post conventional transpersonal development, exceptional abilities, and the method for cultivating them (Tart, 1992; Walsh, 2000). A large body of research suggests that meditation and yoga have effects ranging across psychology, physiology, and biochemistry and can enhance both psychological and physical health (Walsh, 2001).

It is essential for training the mind. According to psychologist William James, "The faculty of voluntarily bringing back a wandering attention over and over again is the very root of judgment, character and will. No one is compos suit if he have it not. An education which would improve this faculty would be education par excellence..." James, W (1962)

Academic Stress

Beilock & Carr, 2005 present study of academic performance of those individuals highest in working-memory (highs) is most likely to falter under both high-pressure testing situations and stereotype threat. Not surprisingly, highs outperform lows in non-pressure-filled situations. However, highs' performance falls to the level of lows' when under pressure. Lows' performance doesn't change from low to high-pressure situations.

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Rajan PS. 2003 described that stress is a fact of nature which is unavoidable in a normal human's life. Stress is conceptualized as having following components: frustration conflicts, pressure and anxiety. Frustration items are based on delays, lack of resources, losses and failure. Conflict item show three types of conflict approach avoidance, double avoidance conflict. Pressure items are on competitive achievement.

The students today are facing with new challenges in education calling for greater effort from students. In addition there are heavy demands made by the society on students to perform various roles, many of which are undefined, inconsistent and unachievable in the present socio-cultural, economic and bureaucratic contexts of our society, causing heavy stress on students mainly high school students

Smith (2007) conducted a study on predictors of academic related stress experienced by college students. In particular, the relationships among the coping strategies used by college students, social support, the parenting style used by college students' mothers and fathers, college students' experience of anxiety, and academic – related stress were examined. Results suggested that anxiety, problem – focused coping, and support from significant others may serve as potentially important predictors of the academic – related stress experienced by college students.

Dr. Ajay Kumar Attri. Neelam 2013, stated, there exist significant differences in academic anxiety and academic achievement of male and female secondary school students. Girls found to be more academically anxious and had better academic achievement than boys.

Recognizing the nature and strength of these pressures allows us to appreciate that stress, conflict; anxiety and frustration are by no means the prerogative of adults. Unfortunately, little is done with formal education to help adolescents learn to understand themselves, to control their anxieties and their thought processes, and to discover tranquility, harmony and balance within themselves. Little is done to help them manage their own inner lives, to use their mental energies productively instead of dissipating it in worries and random thinking and to access the creative levels of their own minds. A lack of education in mind training at this stage has resulted in most adolescents developing bad mental habits. Often their minds are in turmoil of excitements, hopes, expectations, anxieties and fantasies. The rate of depression among adolescents is typically high. Their mood swings lead to agonizing periods of self-doubt. Virtually at no other time in life is there more a need for a mind training that, without denying or seeking to judge or repress a single feeling or emotion, can settle the individual into calm and relaxed state.

Mind training is particularly important because bad mental habits tend to persist in adulthood. The seeds of many psychological problems in adulthood are sown during childhood and adolescence, making the individual less productive and less creative. Therefore, a mind training programme introduced in early life,

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(Alexander, Rainforth, & Gelderloos, 1991; Murphy & Donovan, 1997; Walsh & Vaughan, 1993; West, 1987). These studies of transcendental meditation suggest that it can foster maturation as measured by scales of moral, ego, and cognitive development, intelligence, academic achievement, self-actualization, and states of consciousness is likely to help individuals become effective and fully functioning adults.

There has been a number of evidences of the benefits of Meditation for adults. Experimental studies have shown that Meditation affects academic stress and personality. Findings include evidence for enhanced creativity, perceptual sensitivity, empathy, self-actualization, a positive sense of self-control. (Shapiro, D. & Walsh, R, 1984; Kwee, M, 1990; Murphy, M., & Donovan, S., 1998).

Many studies results vipassana meditation is the complete purification of mind wherein an individual is freed from all suffering. Not all youngsters are expected to reach this goal by the practice of meditation. However, the practice has been observed to help one improve his concentration, manage his anger and anxiety, increase his emotional stability and develop a sense of identity. These are a few byproducts of meditation. The regular practice of meditation can help a person to reach the final goal of total well-being, freedom from all suffering---enlightenment. Unfortunately, in our present times, the by-products themselves (concentration, anxiety and stress) have become the major goals of meditation.

Aim of the Study

The aim of the present study is “Effect of Vipassana Meditation on Academic Stress and Self-Actualization among adolescence.”

Objectives of the study

1. To study the effect of Vipassana Meditation among Academic Frustration.
2. To study the effect of Vipassana Meditation among Academic conflict.
3. To study the effect of Vipassana Meditation among Academic pressure.
4. To study the effect of Vipassana Meditation among Academic anxiety level.

Hypothesis of the study

1. Vipassana Meditation would be significantly affected on Academic Frustration.
2. Vipassana Meditation would be significantly affected on Academic Conflict.
3. Vipassana Meditation would be significantly affected on Academic Pressure.
4. Vipassana Meditation would be significantly affected on Academic Anxiety Level.

METHODOLOGY

Selection of the Sample

In the present research, sample consisted of fifty Art's Junior college going students of both sex. Twenty five were boys selected and twenty five were girls. The sample age range was between 15 to 18 years. Randomly sample method was used for selection of the sample.

Tools of the study

Bisht Battery of Stress Scales: BBSS. This scale is developed by Dr. (Km) Abha Rani Bisht. The scale normative data were collected from a sample of 50 students 11th Classes. This battery has 13 sub scales. In the research Academic Stress and Self-Actualization Stress scale was used. The Academic Stress scales 80 items. The reliability coefficient value of this scale is split half method 0.88 and validity of the scale having content validity and item validity. And Self-Actualization Scale 46 items. The reliability coefficient value of this scale is split half method 0.89 and validity of the scale having content validity and item validity.

Variables of the Study

This study was conducted on Junior Art's college going students in 11th standard. In the present study, type of gender was,

A) Independent Variables: 1. Vipassna Meditation

B) Dependent variables: 1. Academic Stress, 2. Academic Frustration,
3. Academic Conflict, 4. Academic Pressure, 5. Academic Anxiety.

Research Design

The present study was used experimental design. It was based on the lines of non-randomized control group pre-test post test design.

Independent Variable(IV)	Dependent Variable(D.V)	
	Experimental Group	
Control Group (Boys and Girls =50)	Pre-(first day)	Post-(After ten day)
Experimental Group (Boys and Girls =50) Vipassana Meditation	Academic Stress	Academic Stress

Procedure

Students, who voluntarily offered they to practice Meditation, were divided (randomly) into two groups i.e. experimental and control groups, from 50 students (boys (25) and girls (25) of Milind Junior Art's College at Aurangabad. Before the start of the experiment, Bisht Batter of stress scales in Self-Actualization stress and Scale of Academic stress test was administered to collect pre-stress scores. The experimental group students were practiced Vipassana: Meditation for 10 days at the rate of one hour per sitting under the supervision, direction & guidance of the expert. In Milind Junior Art's College of selected 50 student(boys (25) and girls (25) Meditation

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was practiced through Vipassana only. At the end of the treatment the Stress Test was administered separately to the student of both experimental and control groups. Scoring of all the tools were done as directed in their respective manuals

RESULT

Table No 1: Shows the effects of Vipassna Meditation among Academic Frustration.

Variable	Vipassna Meditation					
	N	Mean	S.D.	't' value	D.F	level of Significant
Academic Frustration of Pre-Test	50	82.2	10.1	10.77	98	<0.001
Academic Frustration of Post-Test	50	53.1	16.2			

According to above table the mean score of Academic Frustration of Pre-test group is 82.2 and standard deviation is 10.1, as well as means score of Academic Frustration of post test group is 53.1 and standard deviation is 16.2 and degree of freedom is 98. Obtained t value is 10.77 which is significant. Hence, there is significant difference between Academic Frustration pre and Academic Frustration post test.

Table No 2: Shows the effects of Vipassna Meditation among Academic conflict.

Variable	Vipassna Meditation					
	N	Mean	S.D.	't' value	D.F	level of Significant
Academic conflict of Pre-Test	50	79.4	10.6	11.56	98	<0.001
Academic conflict of Post-Test	50	46.9	16.8			

According to above table the mean score of Academic conflict of Pre-test group is 79.4 and standard deviation is 10.6, as well as means score of Academic conflict of post test group is 46.9 and standard deviation is 16.8 and degree of freedom is 98. Obtained t value is 11.56 which is significant. Hence, there is significant difference between Academic conflict pre and Academic conflict post test.

Table No 3: Shows the effects of Vipassna Meditation among Academic Pressure.

Variable	Vipassna Meditation					
	N	Mean	S.D.	't' value	D.F	level of Significant
Academic Pressure of Pre-Test	50	79.4	11.1	11.48	98	<0.001
Academic Pressure of Post-Test	50	51.4	13.1			

According to above table the mean score of Academic Pressure of Pre-test group is 79.4 and standard deviation is 11.1, as well as means score of Academic Pressure of post test group is 51.4

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and standard deviation is 13.1 and degree of freedom is 98. Obtained t value is 11.48 which is significant. Hence, there is significant difference between Academic Pressure pre and Academic Pressure post test.

Table No 4: Shows the effects of Vipassna Meditation among Academic Anxiety.

Variable	Vipassna Meditation					
	N	Mean	S.D.	't' value	D.F	level of Significant
Academic Anxiety of Pre-Test	50	80.5	11.1	14.62	98	<0.001
Academic Anxiety of Post-Test	50	43.3	14.1			

According to above table the mean score of Academic Anxiety of Pre-test group is 80.5 and standard deviation is 11.1, as well as means score of Academic Anxiety of post test group is 43.3 and standard deviation is 14.1 and degree of freedom is 98. Obtained t value is 14.62 which is significant. Hence, there is significant difference between Academic Anxiety pre and Academic Anxiety post test.

SUMMARY

The present study tried to measure and examines the Effect of Vipassna Meditation on Academic Stress among adolescence. While the number of research and studies has been done in the literature, the structure and framework of current studies is designed to explore a study of Vipassna Meditation on Academic Stress among adolescence. The various definition, concept and theoretical perspective of Vipassna Meditation on Academic Stress has been discussed and elaborated in detail. The concept and perspective of Vipassna Meditation on Academic Stress among adolescence are explained in way that best fit with the current study.

CONCLUSIONS

- 1. First hypothesis.** (t-Value = 10.77, P-Value <0.001) Conclusion: Since p-value is far less than 0.005, concluded that there is significant effect of Vipassna Meditation on academic Frustration. It is also indicate that before the Vipassna Meditation mean score is above than 70 and it is high Academic Frustration, the then after Vipassna Meditation mean score is below than 69 and it is Average Academic Frustration.
- 2. Second hypothesis.** (t-Value = 11.56, P-Value <0.001) Conclusion: Since p-value is far less than 0.005, concluded that there is significant effect of Vipassna Meditation on academic Conflict. It is also indicate that before the Vipassna Meditation mean score is above than 70 and it is high Academic Conflict, the then after Vipassna Meditation mean score is below than 69 and it is Average Academic Conflict.
- 3. Third hypothesis.** (t-Value = 11.48, P-Value <0.001) Conclusion: Since p-value is far less than 0.005, concluded that there is significant effect of Vipassna Meditation on academic Pressure. It is also indicate that before the Vipassna Meditation mean score is

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above than 70 and it is high Academic Pressure, the then after Vipassna Meditation mean score is below than 69 and it is Average Academic Pressure.

4. **Fourth hypothesis.** (t-Value = 14.62, P-Value <0.001) Conclusion: Since p-value is far less than 0.005, concluded that there is significant effect of Vipassna Meditation on academic Anxiety. It is also indicate that before the Vipassna Meditation mean score is above than 70 and it is high Academic Anxiety, the then after Vipassna Meditation mean score is below than 69 and it is Average Academic Anxiety.

LIMITATIONS OF THE STUDY

1. The sample selection criteria were rigid.
2. In the present study, only Fifty (50) samples have been considered. It is very difficult to generalize current findings based on small sample size.
3. The sample is restricted to Aurangabad District
4. The study was restricted to Junior College student (15 to 18) only.

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