



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2019; 4(1): 1556-1558

© 2019 Yoga

www.theyogicjournal.com

Received: 15-01-2019

Accepted: 16-02-2019

Dr. Kuntal Thakur

Assistant Professor, Khejuri
College, Purba Medinipur, West
Bengal, India

A study of meditation on anxiety among college male students

Dr. Kuntal Thakur

Abstract

The greatest help to spiritual life is meditation. Dhyana or meditation, is a part of astanga yoga. It is a higher state of mind. Individual may remove irritation through meditation practice. Meditation helps to individual to reach the goal. Meditation helps an individual overcome these emotions to facilitate a calm peaceful mind and healthy and stress free body. Meditation promotes relaxation, develops self-concept, self-confidence, positive attitude and socialability and reduces stress as well as anxiety.

Purpose: The purpose of the present study intended to find out the effects of meditation on anxiety among college girls.

Methodology: Sample: Total sixty college male students (N=80) of District Purba Medinipur, West Bengal State were selected at randomly as subjects for the present study. The age limit of the subjects was 19-23 years. All the subjects Studied on government aided colleges. They were divided into two equal groups such as Gr. ME (n=40) and MC (n=40). Gr. ME was experimental group and Gr. MC served as control group. Hamilton Anxiety Rating Scale (HAM-M) were employed to all the subjects of Gr. ME and Gr. MC and thereafter specific meditation as a treatment was given to Gr. ME for four days in a week and 60 minutes per day-session and continued three months and finally the subjects were retested on criterion measures. The data were analysed by paired t-test to find out the effects of the treatment.

Results and Discussion: Anxiety scores for college girls were analyzed by paired t-test and level of significance was set up at .05 level of confidence. The mean values of post-test of anxiety were improved then mean values of pre-test among experimental groups.

Conclusion: Significantly reduced of Anxiety were observed by administering three months treatment of meditation among Experimental groups of College Male Students.

Keywords: Anxiety, Meditation, Astanga Yoga

Introduction

The greatest help to spiritual life is meditation. Dhyana or meditation, is a part of astanga yoga. It is a higher state of mind. Individual may remove irritation through meditation practice. Meditation helps to individual to reach the goal. In meditation we divest ourselves of all material conditions and feel our divine nature. We do not depend upon any external help in meditation. Meditation is universal. It transcends all divides like religion, country and culture. It is a gift given to mankind to access the infinite sprite not limited by any identity. It is the only tool that can aid a person to return to innocence. In modern life style has high exposure to anger, hate, fear and other negative emotion. Meditation helps an individual overcome these emotions to facilitate a calm peaceful mind and healthy and stress free body. Meditation promotes relaxation, develops self-concept, self-confidence, positive attitude and socialability and reduces stress as well as anxiety.

Most of college students can manage varying amounts of pressure without feeling stressed and carrying anxiety. However too much or excessive pressure, often created by their own thinking patterns and life experiences, can overstretch their ability to cope and then stress is experienced and chronic stress may develop anxiety. Yadhav (2006) ^[10] investigated the impact of yoga practices on self-concept among fifty naturopathy and yogic science college students and fifty MBBS students both male and female. Result revealed that naturopathy and yogic science college students have better self-concept than MBBS students.

Correspondence

Dr. Kuntal Thakur

Assistant Professor, Khejuri
College, Purba Medinipur, West
Bengal, India

Deshpande, Nagendra and Raghuram (2009) [4] studied the practice of integrated yoga module consisted of asanas, pranayama, meditation, notional correction and devotional session on personality and self-esteem in normal adult, compared with the mild moderate physical exercise group.

Purpose

The purpose of the present study intended to find out the effects of meditation on anxiety among college male students.

Methodology

Sample: Total eighty college male students (N=80) of District Purba Medinipur, West Bengal State were selected at randomly as subjects for the present study. The age limit of the subjects was 19-23 years. All the subjects Studied on government aided college. They were divided into two equal groups such as Gr. ME (n=40) and MC (n=40). Gr. ME was experimental group and Gr. MC served as control group.

Hamilton Anxiety Rating Scale (HAM-M): The HAM-A was one of the first rating scales develop to measure the severity of anxiety symptoms, and is still widely used today in both clinical and research settings. The scale consists of 14 items, each defined by a series of symptoms, and measures both psychic anxiety (mental agitation and psychological distress) and somatic anxiety (physical complaints related to anxiety). Although the HAM-A remains widely used as an outcome measure in clinical trials, it has been criticized for its sometimes poor ability to discriminate between anxiolytic and antidepressant effects, and somatic anxiety versus somatic side effects. The HAM-A does not provide any standardized probe questions.

Scoring: Each item is scored on a scale of 0 (not present) to 4 (severe), with a total score range of 0-56, where < 17 indicates mild severity, 18-24 mild to moderate severity and

25-30 moderate to severe.

Treatment consists of following meditation

Prayer is the best to begin all session of meditation. It helps to concentrate our mind, so investigator used to start all the session of meditation with prayer. Then the subjects of Gr. ME practised slow breathing exercise for three minutes. After breathing exercise they practised following meditation treatment:

- **Phase-1:** 1st to 15th days meditated with the word of mantra (Guru Mantra) played by audio system and sited in sukhasana.
- **Phase-2:** 16th to 45th days meditated with a slow imaginary speech by the investigator and sited in ardha padmasana.
- **Phase-3:** 46th to 75th days meditated with imaginary speech along with slow audio music and sited in padmasana.
- **Phase-4:** 76th to 90th days meditated with full of silence sited in padmasana, they Concentrated deeply towards the point between their eyebrows. Keep their mind focused and energy internalized, Continued for at least seven to eight minutes, Finished with a prayer to the Divine, offering themselves into the light of God.

All type of meditation like mindfulness meditation, focus meditation, movement meditation, mantra meditation and spiritual meditation were included in treatment programme. Investigators took help from yoga experts for preparing the design of programme.

Results and Discussions

Anxiety scores for college male students were analyzed by paired t-test and level of significance was set up at .05 level of confidence.

Table 1: Group means increase Anxiety among Gr. ME and Gr. MC after three months treatment

Variable	Type of Test	Gr. ME (N = 40)			Gr. MC (N = 40)		
		Mean	S.D	T	Mean	S.D	T
Anxiety	Pre-test	19.11	2.14	4.58	19.14	2.35	0.31
	Post-test	10.42	1.23		19.09	2.23	

Significant at .05 level of confidence

Table-I, represents the mean values of pre and post test for anxiety of Gr. ME and Gr. MC. The mean values of pre-test and post-test of Gr. ME were 19.11 and 10.42 respectively in anxiety. On the other hand, mean values of pre-test and post-test of Gr. MC were 19.14 and 19.09 respectively in anxiety. The t-value of anxiety of Gr. ME was 4.58 and the t value of Gr. ME in relation to improvement of anxiety was significant

at .05 level of confidence after three months treatment. The t-value of anxiety of Gr. MC was 0.31. To be significant at .05 level of confidence the t-value should be greater than 2.04. The t-value of Gr. MC in anxiety was not improved significantly at .05 level of confidence after six months treatment.

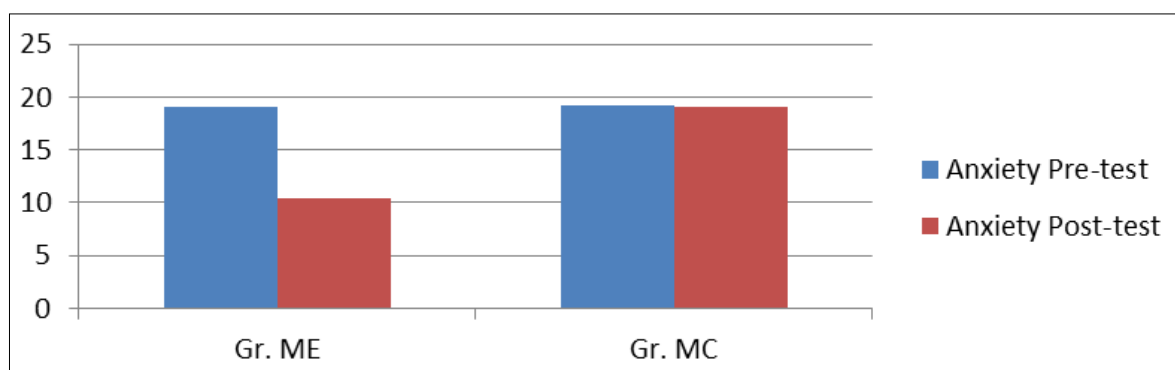


Fig 1: A comparison of means of pre and post test data on Anxiety among Gr.ME and Gr. MC.

Meditation or Dhana, a part of astanga yoga, play great role to reduce anxiety which has been reported by Godse *et al* (2015), Stefan *et al.* (2010), Deshpande, Nagendra and Raghuram (2009) and Yadhav (2006) [6, 9, 4, 10]. In this study, Meditation reduced anxiety significantly after three months treatment. Meditation have a greater impact on the mind and the senses than other exercises with the result that meditation help to develop one's physical and mental powers to make the mind clam and control the emotion. Yoga involves and includes eight paths (i.e. astanga yoga-yama, niyama, asana, pranayama, pratyahara, dharana, dhyana and Samadhi.). The astanga yoga based on idealistic approach, a real road to attain god consciousness, self-consciousness and self-concept. Meditation helps an individual overcome these emotions to facilitate a calm peaceful mind and healthy and stress free body. Meditation promotes relaxation, develops self-concept, self-confidence, positive attitude and reduces stress as well as anxiety.

Conclusion

Under the conditions of the present study the results seem to be concluding that the following:

1. Significantly reduced of anxiety was observed by administering three months treatment of meditation among Experimental groups of College Male Students.
2. Control group of College Male Students were not changed anxiety significantly after three months period.

Reference

1. Anderson JL, Freshman BA. A Comparison of the Effect of Physical Education Classes in Boxing and Gymnastics on Self-Concept of College Comparison of Level Aspirations. Research Quarterly; c1982.
2. Bridges KA, Madlem MS. A study on self-esteem of eight grade students. Californian Journal of Health Promotion. 2007;5(2):13-17.
3. Brownfain JJ. Stability of self-conception as a Dimension of Personality. Journal of Abnormal and Social Psychology. 1952;47:597-606.
4. Deshpande S, Nagendra HR, Raghuram N. A randomized control trial of the effect of yoga on gunas (personality) and self-esteem in normal healthy volunteers. International Journal of Yoga. 2009;2(1):13-21.
5. Ekeland E, Heian F, Hagen KB, Abbott JM, Nordheim L. Exercise to Improve Self-esteem in Children and Young People. Cochrane Database of Systemetic Review. 2004, 1. Retrieved from <http://mrw.interscience.wiley.com>
6. Godse *et al.* Effects of suryanamaskar on relaxation among college students with high stress in Pune, India, International Journal of Yoga, Jan-Jun. 2015;8(1):15-21.
7. Morison N, Ibrahim H. Self-actualisation and Self-concept Among Athletes, Research Quarterly. 1981;(68):47-49.
8. Spielberger CD. Manual for the State-Trait Anger Expression Inventory (STAX1). Odessa. FL: Psychological Assessment Resources; c1988.
9. Stefan *et al.* The Effects of Mindfulness-Based Therapy on Anxiety and Depression: A Meta-Analytic Review, Journal of Consult Clin. Psychology, April. 2015;78(2):169-183.
10. Yadhav SG. Impact of yogic practice on self-concept. , Abstract of Kolkata Conference; c2006. Retrieved from www.vyasa.org/conference/programme.outline.asp
11. Stress questionnaire provided by Solutions4stress. For more information, visit www.solutions4stress.co.uk.