

The Role of Meditation at Academic Achievement for Law students

Pradeep Kumar Bharadwaj,

(Koneru Lakshmaiah Education Foundation) K.L.University, Guntur, Andhra Pradesh.India

Nagabhushanam Tida,

(Koneru Lakshmaiah Education Foundation) K.L.University, Guntur ,Andhra Pradesh. India

Abstract:

Meditation plays key role in having peace of mind. It gives pleasure to achieve success. The key to national prosperity lies in the adoption of new scientific techniques, innovative instructional approaches for classroom application. So in the present investigation, the investigator intends to improve the memory level of the students for teaching Law subject in graduation class room through experimental study in order to enhance the level of academic achievement of students. Hence the problem for the present study is stated as follows. The role of meditation at academic achievement for Law students.

The research study reveals that the academic achievement in Law subject is dependent on learning through meditation practices. Hence the educational planners, administrators and curriculum designers should play a vital role in restructuring teacher education courses at all levels with the incorporation of meditation Practice component. This will certainly develop the achievement level of the students in Law in addition to strengthening of scientific temper in learning approach. This research study highlights the need for optimum utilization of meditational practice to gain maximum educational benefit to the society. Hence there is an urgent need to steer our National Efforts towards the implementation of meditational practice at all levels of education in general and in particular with Teacher Education.

Key words: The role of meditation, academic, achievement, Law students.

Introduction

The sun is not reflected in stone (or) wood; it reflects in transparent glass (or) clear water. Hence, our mind has to be pure to be a good reflector, so that self-knowledge- the real nature of our being - may be realized. According to the preamble of the National Policy on Education (1979) an ideal system of education should enable individuals to know and develop to the fullest their awareness of

social and human values, so that they can develop a strong character and live better lives and function as responsible members of society. It is by transforming the human being that social transformation can be brought about. And also, the Education For All (EFA) summit of Nine high populous countries held in New Delhi in December 1993, states that every person, child, youth and adult should be able to benefit from the educational opportunities designed to meet their need for basic learning tools and learning content and be enabled to develop their full capacities.

It is well nigh impossible to overestimate the role of a Teacher in a civilized society. The vital part which he plays is the yard stick that measures the achievements and aspirations of the nation to the service of which he dedicates himself. The worth and potentialities of a country get evaluated in and through the work of a Teacher.

Despite mutual needs, individuals have become more estranged from one another. Social responsibility and community spirit have weakened and long held faiths are being questioned with greater frequency.

Statement of the Research Problem:

The key to national prosperity lies in the adoption of new scientific techniques, innovative instructional approaches for classroom application. So in the present investigation, the investigator intends to improve the memory level of the students for teaching Law in Graduate class room through experimental study in order to enhance the level of academic achievement of students. Hence the problem for the present study is stated as follows; "The role of meditation at academic achievement for Law students"

Review of literature:

Education has always been concerned with prediction of academic achievement which is much influenced by psychological factors in different ways. Achievement in a child is caused, affected and promoted by various variables. The investigator after careful survey of variable wise analysis on academic achievement from fifth survey of educational research and other references, identified Meditation, Anxiety and Memory Recall as having influences on academic achievement and found to be relevant for the present study. Hence the investigator made an attempt to define and describe variables and their relation with academic achievement through the review of related studies. Since correlates of achievement is actually a cluster of variables which individually or in interaction with others have their influence on achievement, apart from individual effect of the above variables, interaction also have influence on achievement.

Das (2011) noted a strong negative relation between science achievement and Anxiety. A study was carried out by Sundaram (2019) to investigate the urban and rural difference in academic achievement related 17 variables-Self concept, Anxiety, Intelligence and Adjustment problem and Achievement motivation among college students. Findings indicated that there was significant difference between manifest Anxiety of rural and urban college students. "Srivastava (2021) studied the relation between speed and accuracy of Performance and Anxiety. The study provided evidence that the high Anxiety subjects exhibited better performance score than low Anxiety subjects. Sudha (2018) conducted a relational study of Anxiety of blind children with some of their academic and non academic factors. The findings indicated that Anxiety had apparently no effect on achievement of blind. Blind children were found to be as anxious as normal children. There was no significant difference between groups in their manifest Anxiety level.

Need and Significance of the present Study:

Teacher's competence in teaching is derived from the capacity to reach out to differing children and to create a rich and multidimensional environment for them. Effective Teaching depends mainly on the method of teaching. Teaching is a process by which the teacher and students create an interactive environment, in such a way that the students become effective and productive learners. In the world of today where knowledge is being multiplied exponentially education will not be able to justify itself by remaining merely contented with the objective of imparting a certain quantum of knowledge, however large be the quantum of knowledge because the speed with which knowledge today gets absolute is very high compared to that in the fifties. It is essential that the emphasis of education should be on the development of abilities and dispositions of the mind rather than merely transferring of dead subject matter. Lopsided development of the brain has done far greater harm to society. "It is one of the evils of civilization", exclaims Swami Vivekananda. "An intellectual, heartless man never becomes an inspired man" Swami Vivekananda declared that the "Intellect has been cultured with the result that hundreds of sciences have been discovered, and their effect has been that the few have made slaves of the many. Artificial wants have been created; and every poor man, whether he has money (or) not, desires to have those wants satisfied, and when he cannot, he struggles and dies in the struggle. It is possible to solve the problem of misery through the training of the mind only and not through intellect. Good men - honest, broad - minded, well - integrated whole men with spiritual moorings- are the crying need of the day. They alone can change the society through their moral power. The crisis facing the world is not material poverty so much as the poverty of men - soulful men of vision taking their bold stand on spirit with faith in themselves? Modern man is alienated from nature, from society and from himself. He has been increasingly

mechanized, atomized and depersonalized. He is sick embittered and weak. Hence Swami Vivekananda tried to formulate an educational scheme based on spirituality which alone can give us strength, dignity and manliness.

Teaching of Law: It seeks to promote i) A basic knowledge of the nature of the scientific enterprise ii) An increase in the logical observational and experimental skills iii) An understanding related to the interrelations of Law and society.

v) An increased understanding of concepts and theory which describe the unity in the fields of Law. To realize the objectives of Law the learner must have a focused mind like search light. Man can achieve very little unless he has the free use of his mind and intelligence. But how many of us have the free use of these? When we would employ them we find them hopelessly scattered and rebellious to our will. The cause of this does not lie in any inherent lack of power, but in our inability to coordinate, and in our lack of definite one - pointed purpose. Balance is needed everywhere in life. Lack of balance means lack of strength and without strength no great work can be accomplished. If on the contrary, we practice moderation (or) equilibrium, even in our most ordinary daily task, ' We shall see how steady will be our gain in concentration. Persistent practice not only increases our power of concentration and meditation, but does much to improve our bodily health and make us happier in every way. Meditation is inseparable from concentration. When the mind has gained its full strength through singleness, it naturally becomes meditative. Law diversion (or) a change in the form of our mental activity, " Says . Frederick Robinson noted educator, may pave the way for a solution of some long - pondered problem". As students, many of us have had this experience. The great difference between those who achieve and those who fail consists not so much in the amount of time devoted to work by each, but in the degree to which he intelligently applies his powers, mental and physical to one purpose" Concentration does not depend upon how much time we spend, but on how well we hold ourselves together. As we are able to coordinate our body, our mind and all our scattered forces and succeed in making them as one, we realize in full measure our innate efficiency. Now-a-days, the teacher sees education as a process of interaction between the child and his classroom environment. Children learn by doing and learn how to learn in groups and also individually. They realise the existence of widely different backgrounds, differences that account for the student's abilities and interests. Hence teachers of today realize the need for presenting different learning experiences to suit individual differences among pupils. Since the curriculum is already enriched and updated to meet the technological and scientific advancement, it is impossible to give additional changes in curriculum (or) in other educational instructional materials. An immediate resolve is to make the students to be attentive in the

classroom and to Improve their concentration level, so that the students get a feeling of satisfaction through learning in the class room, to create joyful teaching learning environment, to stimulate active information processing and for effective disseminating of instruction, the investigator has attempted this present study. The learners at higher secondary level are adolescents who are at the transition period with lot of confusions in deciding, the stream of education and academic discipline for higher levels of education. Development of scientific skills at higher education depends on higher secondary level of students. Hence the investigator selected learners at higher secondary level for present investigation. As the educator has to struggle a lot to manifest the perfection already in man, teaching is equated with spiritual struggle and so the job of the educator is considered to be a holy one. It is universally acknowledged that teaching is the noblest of all professions. Highly intellectual people never become inspired unless they have catholicity of mind. According to Albert Einstein the purpose of Education is to train the mind to think. It is feasible to solve the problem of misery through the rigorous training of the mind only and it may not be possible to find solutions through intellect alone.

Research Methodology

Properly planned and well conducted research programmed postulates sufficient, satisfactory and valid results. The accuracy of the results of the research wholly depends on the following three important factors. 1. Adoption of appropriate procedures 2. Developing and administering of valid tools for collecting of relevant data, and 3. Proper analysis of data through correct statistical techniques. Hence the methodology pertaining to the study of "the role of Meditation at academic Achievement" is described under the following two sections. This deals about the back ground of the Research Design. The second section deals on the procedures laid down for the execution of research.

1. To identify the effect of meditation on academic achievement
2. To identify the effect of meditation on anxiety
3. To identify the effect of meditation on memory recall.
4. To identify the effect of meditation on academic achievement by partialling out the effect of anxiety
5. To identify the effect of influence exerted by the intervening variables on academic achievement

6. To identify the effect of meditation on academic achievement by partial ling out the effect of memory recall

7. To identify the effect of meditation on academic achievement by partial ling out the effect of anxiety and memory recall.

Research Questions: The current research poses the following questions which gives a focus and definite direction to the research process.

1. What is meant by meditation?
2. If so how can it be evaluated?
3. Is meditation effective at the graduation level?
4. If so how far it is effective?
5. Does meditation reduce anxiety?
6. Does meditation improve memory recall and academic achievement?

Assumptions: 1. Meditation can be practiced by students at graduate level. 2. The practice of meditation reduces anxiety. 3. Memory recall ability and academic achievement of the students can be improved by practicing meditation. 4. The learning - relearning ability of the students is dependent on meditation. 5. The students could be oriented towards meditation practice.

Hypothesis: 1. there will be improvement in the memory recall ability of the graduate Law students due to meditation practice. 2. Anxiety of the graduate Law students would be reduced by the practice of meditation. 3. There will be improvement in the academic achievement of the graduate students due to meditation practice. 4. There will be significant difference between the pretest and progressive Test I mean scores of academic achievement due to the practice of meditation. 5. There will be significant difference between the pretest and progressive Test 11 mean scores of academic achievement due to the practice of meditation. 6. There will be significant difference between the progressive Test I and progressive Test II mean scores of academic achievement due to the practice of meditation. 7. There will be significant difference between the pretest and post test mean scores of academic achievement due to the practice of meditation. 8. There will be significant difference between the progressive Test I and post Test mean scores of academic achievement due to the practice of meditation. 9. There will be significant difference between the Progressive Test II and Post Test mean scores of academic achievement due to the practice of meditation. 10. There will be

significant difference among the students in their mean scores of academic achievement between the pretest, Progressive Tests and the post test due to the practice of meditation.

1. In the present study, students who are undergoing Law graduate standard first year of the higher secondary course in Law have been selected as the sample. 2. This investigation is confined only to students of Law discipline in the academic stream. 3. All the students studying in the Law group were selected for investigation. 4. The investigation has been carried out only in Acharya Nagarjuna University, Guntur District 5. The achievement score in Law is considered as academic achievement

Experimental Design: The research design gives wholistic structure of the research procedure. It provides planning on selection of subjects, data gathering devices, data analysis techniques in relation to objectives of research. Experimental Research provides a systematic and logical method for answering the research questions. The experimental methods can be effectively applied within the classroom, where significant factors (or) variables can be controlled to some degree. It is the best way to establish cause and affect relationship between variables. This method is considered to be best because it provides for a high degree of control over extraneous variables and the manipulation of variables. Experimental research enables the researcher to go beyond description, and prediction, beyond identification of relationships to partial determination of what causes them. The immediate purpose of experimentation is to predict events in the experimental setting. The ultimate purpose is to generalize the variable relationships so that they may be applied outside the classroom to a wider population of interest. Based on the above advantages of experimental research, the investigator has adopted an experimental design for the present investigation. The investigator has employed the combination of One Group PreTest - Post Test Design and Time series Design. The design is depicted as follows. Here the investigator administered a Pre Test to measure Academic Achievement (O). Then provides the experimental treatment X and measures the Academic Achievement at periodic intervals after the intervention (O).

Differences between the subjects in the groups may result in outcomes. The random assignment of subjects to experimental and control group ensures, according to the laws of probability that the groups compared do not significantly differ from one another in their composition. The subjects should be equal in all respects. In this study all the students were assigned to the same group. So this threat was nullified.

Testing: The effect of one test upon the scores of a subsequent test is called testing threat. In experimental studies it is common to test subjects at the beginning and end of the study. If

considerable improvement is found in the post-test score the researcher may conclude that this improvement is due to the experimentation, an alternative explanation is that it may be due to the use of pretest. In this investigation pre-test, progressive tests and posttest were conducted. Hence this threat was eliminated.

Instrumentation: Differences in results due to changes in the measuring instrument between the pretest and post test may constitute a threat to the internal validity. The same pattern of achievement tests were conducted during the whole session of this study. The investigator constructed, validated and conducted all the tests. Hence this threat was nullified.

Mortality: The loses of subjects that may occur sometimes during the study is called mortality threat. During this study such subject loss did not occur.

(vii) **Maturation:** A number of factors associated with the passage of time not envisaged in the investigation might cause clashes in subject's scores. This is known as "maturation threat". The total duration time of the study was 2 months. So this threat was eliminated.

Selection Maturation Interaction: The effect of maturation not being consistent across the groups because of some selection factor constitutes this threat. The subjects selected were similar in all respects { eg age, level of study) Hence this threat was eliminated.

External Validity : External validity refers to difficulties in generalizing the findings of experimental research.

Threats to External Validity (i) **Interesting Effect of Testing:** Pre testing interacts with the experimental treatment and causes some effect such that the results will not generalize to an unprotected population. All the students were subjected to this type of programme. If at all any interaction effect occur it would be common to all students.

(ii) **Interaction Effects of Selection Biases and the experimental;** This refers to the effect of some selection factor of intact groups interacting with the experimental treatment, that would not be the case if the groups had been randomly formed. All the available subjects were selected. So this threat was eliminated.

(iii) **Multiple Treatment Interference** When the same subjects receive two (or) more treatments, there may be a carry-over effect between treatments such that the results cannot be generalized to single treatment. Only one treatment was given to all the students throughout the study. Hence this threat was eliminated. The good experimental design is determined on the basis of attaining

maximum internal validity and external validity. The selection of a particular experimental design is based on the purpose of the experiment, the type of variables involved in this study and the conditions(or) limiting factors under which it is conducted. The design deals with how the subjects are selected, the way variables are to be manipulated and controlled, the method of data collection and the type of statistical analysis to be employed in interpreting data relationships.

Data Collection:

The achievement scores obtained by the students in the Law graduation standard Annual Examination are taken as the pretest mark. The students were taught to practice meditation. They were administered initially the following psychological tools to find their anxiety.

2. PGI Memory level The scores for the above variables selected were collected before and after the completion of the experiment and computed for analysis. During the course of the experiment after completing two units each in Law subject, progressive tests were conducted. The marks scored in 2 progressive tests were also computed for analysis. Finally post - test was conducted after the completion of 6 units in fundamental law and the scores obtained were computed for analysis. The reliability of the progressive tests and the post test were established. They were found to be significant.

Scheme Data Analysis: In the present study, the relevant data obtained from test scores on the pretest, progressive test and post test secured by 22 students have been analysed as follows. 1. Descriptive analysis: It provides information about the nature of a particular group of individuals. Mean and standard Deviation were calculated to determine the central tendencies and dispersion of variables to describe the properties of sample. Differential Analysis: It provides inferences involving determination of statistical significance of difference among the students with reference to selected variables. It involves nonparametric tests and 't' test for small samples. 3. Correlational Analysis: It aims in finding out the relationship between two variables. The product moment coefficient of correlation was used. 4. Partial and Multiple correlation Analysis This kind of analysis was used to analyse the interrelations among many correlated variables. Partial correlation and multiple correlation were calculated for the present study.

Data Analysis

Statistics is the primary method of analysis used in educational research. All educational research variables are quantifiable and thus are subject to quantitative analysis. The present investigation was carried out to find the Effectiveness of Meditation on Anxiety, Memory Recall and Academic

Achievement. The students were administered initially the following psychological tools to measure their Anxiety and Memory Recall at academics. The data for the above variables were collected and computed for analysis. The students were taught to practice meditation for three months. During the course of instruction, after completing two units each, progressive tests was conducted. The marks scored on two progressive tests were also computed for analysis to measure the consistency of achievement. Finally post test was conducted after completion of teaching six units in Basic law and scores obtained were computed. The data collected by the investigator from the sample was analysed statistically with regard to the following objectives. 1) To identify the effect of Meditation on Academic Achievement 2) To identify the effect of Meditation on Anxiety 3) To identify the effect of Meditation on Memory Recall. 4) To identify the effect of Meditation on Academic Achievement by partialling out the effect of Anxiety. 5) To identify the effect of influence exerted by the intervening variables on Academic Achievement. 6) To identify the effect of Meditation on Academic Achievement by partialling out the effect of Memory Recall. 7) To identify the effect of meditation on Academic Achievement by partialling out the effect of Anxiety and Memory Recall. First, Pretest on Academic Achievement, Anxiety and Memory Recall were conducted. The treatment was given for 2 months. During the treatment period two progressive tests on Academic Achievement were conducted. After the completion of the experiment Post Test on Academic Achievement, Anxiety and Memory Recall were conducted. The mean and standard deviation of Pre, Progressive & Post test scores on Academic Achievement were computed. Similarly the mean and standard deviation of Anxiety and Memory Recall of pre and post test scores were computed. The 'r' and 't' values were calculated. To corroborate the results Wilcoxon's Matched Pairs Signed Rank Test was also used. To study the effect of influence exerted by the intervening variables on Academic Achievement, partial and multiple correlation techniques were also used.

Descriptive Analysis: The Achievement scores secured by the students in Annual Examination in Law graduates were taken for pre test. Mean and Standard deviation were computed and tabulated. The Achievement scores secured by the students on successive progressive tests conducted during the study were computed for analysis. The Mean and Standard deviation of the achievement scores in Law on post test after treatment was found out and tabulated.

The difference between the Pre Test mean and Post Test mean on anxiety is due to 65% variation of the dependent variable. This difference in mean score on anxiety shows that meditation practice is effective in reducing anxiety of the students at higher secondary level. Similar studies for meditation in reducing anxiety were reported by various researchers like Lee H.S, Chung H.T, Ryu.H., et. al (2000); Oliver, Alise Marie (1997) ; Crossley, Danny Edward, SR (1997) ; Anderson,

Vidya Laura (1996) ; Moy, Marianne (1996) ; Bernsen, Kenesaw Landis, JR. (1995) & ; Fulton, Margaret Ann, (1990)" The difference between the Pre Test mean and Post Test mean on memory recall is due to 29% variation of the dependent variable. This difference in mean score on memory recall shows that meditation practice is effective in enhancing the memory recall ability of the students at higher secondary level. Similar studies for meditation on enhancing memory recall ability were reported by various researchers like King, Michael Sand Ford (1997); Allen, William cully (1997) and Kristofik, Paula Kay (1997). The difference between the PreTest mean and Post Test mean on academic achievement is due to 41 % variation in the dependent variable. The difference in mean score on academic achievement shows that meditation practice is effective in enhancing academic achievement of the students at higher secondary level. Thus the research findings reveal that meditation enhances the level of academic achievement of the students.

Conclusion and findings

Anxiety. Anxiety is a condition of disturbed mood and behavior; characterized by feelings of fear, apprehension, nervousness, inadequacy, tension and tread, usually associated with a real (or) imagined threat to one's security. Signs and symptoms include increased heart rate and muscles lose tone, restlessness, perspiration and agitation. c) Memory Recall: Memory Recall is an ability to reproduce impressions once perceived intentionally. d) Academic Achievement: The term academic achievement means performance in a Test. e) Meditation: Meditation is a technique (or) practice. Contemplation and concentration to devotion and chanting. It can certainly be looked upon as a healing process, both emotionally and mentally, and to a certain extent physically too.

(I) Operational definitions: a) Effect : The term 'effect' in this study refers to the increase in scores in percentage obtained by the learners in an achievement test designed by the researcher from the Pre test, to the Progressive test and Post test. b) Meditation: Mediation is a conscious mental process that induces a set of integrated physiologic changes termed the relaxation response. c) Anxiety: Anxiety is considered as a block to an activity. It is an uncomfortable feeling of nervousness (or) worry about something that is happening (or) might happen in the future. d) Memory Recall: The term memory recall in this study refers to the ability of the learners to reproduce the already learned information. e) Academic Achievement : The term academic achievement in this study refers to the improved performance shown by the learners in an achievement test designed by the investigator in Law graduation (i.e) in the portions taken for the experiment.

Law is the main course which sets as its object, the ability to predict the behaviour of natural phenomena with the help of a system of laws derived from observation and experience.

- 1) The mean score of the Progressive Test I is greater than the Pre Test mean score on academic achievement. The effect size is medium (0.6)
- 2) The mean score of the progressive Test II is greater than the Pre Test mean score on academic achievement. The effect size is large
- 3) The mean score of the progressive Test II is greater than the progressive Test I mean score on academic achievement. The effect size is medium (0.6)
- 4) The mean score of the Post Test is greater than the Pre Test mean score on academic achievement. The effect size is large (1.33).
- 5) The mean score of the Post Test is greater than the progressive Test I mean score on academic achievement. The effect size is large (0.83).
- 6) The mean score of the Post Test is greater than the Progressive Test II mean score. The effect size is small (0.34).
- 7) The mean score of the post Test is greater than the Pre Test mean score on memory recall. The effect size is large (1.34).
- 8) The mean score of Post Test is greater than the Pre Test mean score on anxiety. The effect size is large (2.68).
- 9) The calculated 't' value between Pre Test and Progressive Test I on academic achievement 2.0 is greater than the theoretical value of 1.96 at 0.05 levels. The difference is due to 6.3% 204 variations in the dependent variable because of the influence of meditation.
- 10) The calculated 't' value between PreTest and Progressive Test II on academic achievement 3.82 is greater than the theoretical value of 1.96 at 0.05 level. The difference is due to 24 % variation in the dependent variable because of the influence of mediation.
- 11) The calculated 't' value between progressive Test I and Progressive Test II on academic achievement 1.89 is lesser than the theoretical value of 1.96 at 0.05 level. The difference is due to 6% variation in the dependent variable because of the influence of meditation.
- 12) The calculated 't' value between Pre Test and Post Test on academic achievement 4.35 is greater than the theoretical value of 1.96 at 0.05 level. The difference is due to 29% variation in the dependent variable because of the influence of meditation.
- 13) The calculated 't' value between Progressive Test I and Post Test on academic achievement 2.71 is greater than the theoretical value of 1.96 at 0.05 level. The difference is due to 13% variation in the dependent variable because of the influence of meditation.
- 14) The calculated 't' value between Progressive Test II and Post 205 Test on academic achievement 2.06 is greater than the theoretical value of 1.96 at 0.05 level. The difference is due to 7% variation in the dependent variable because of the influence of meditation.
- 15) The calculated 't' value between Pre Test and Post Test on memory recall 4.34 is greater than the theoretical value of 1.96 at 0.05 level. The difference is due to 29% variation in the dependent variable because of the influence of meditation
- 16) The calculated 't' value between Pre Test and Post Test on anxiety

8.94 is greater than the theoretical value of 1.96 at 0.05 level. The difference is due to 64.2% variation in the dependent variable because of the influence of meditation. 17) The calculated 'Z' value 2.6 between Pre Test and Progressive Test I on academic achievement is greater than the theoretical value of 1.96 at 0.025 level. Hence there is significant difference between the Pre Test and Progressive Test I Performance of the students on academic achievement. 18) The calculated 'Z' value 3.56 between Pre Test and Progressive Test II on academic achievement is greater than the theoretical value of 1.96 at 0.025 level. Hence there is significant difference between the Pre Test and Progressive Test II performance of the students on academic achievement. 19) The calculated 'Z' value 3.95 between Progressive Test I and Progressive Test II on academic achievement is greater than the theoretical value of 1.96 at 0.025 level. Hence there is significant difference between the Progressive Test I and Progressive Test II performance of the students on academic achievement. 20) The calculated 'Z' value 4.01 between Pre Test and Post Test on academic achievement is greater than the theoretical value of 1.96 at 0.025 level. Hence there is significant difference between the Pre Test and Post Test performance of the students on academic achievement. 21) The calculated Z value 3.56 between Progressive Test I and Post Test on academic achievement is greater than the theoretical value of 1.96 at 0.025 level. Hence there is significant difference between the Progressive Test I and Post Test performance of the students on academic achievement. 22) The calculated Z value 2.22 between Progressive Test II and Post Test on academic achievement is greater than the theoretical value of 1.96 at 0.025 levels. Hence there is significant difference between the Progressive Test II and Post Test performance of the students on academic achievement. 23) The calculated Z value 4.03 between Pre Test and Post Test on memory recall is greater than the theoretical value of 1.96 at 0.025 level. Hence there is significant difference between the Pre Test and Post Test performance of the students on memory recall. 24) The calculated Z value 4.11 between Pre Test and Post Test on anxiety is greater than the theoretical value of 1.96 at 0.025 level. Hence there is significant difference between the Pre; Test and Post Test performance of the students on anxiety. 25) There is a continuous gradual steady increase in the mean scores of the students on academic achievement as they go through the Progressive Tests. 26) By the application of change point Test, it is found that of the 22 students except for 2 students, all the other students obtained Z values greater than the theoretical value of 1.96 at 0.025 level. Hence it is observed that there is an improvement in the scores secured by the students in the sequential assessment of meditation. 27) There is significant correlation between meditation practices and academic achievement of the students ($r = 0.60$) 28) There is significant correlation between meditation practices and

memory recall of the students ($r = 0.51$) 29) There is significant correlation between meditation practices and anxiety of the students ($r = 0.42$) 30) There is significant correlation between memory recall and academic achievement of the students ($r = 0.54$) 208 31) There is positive correlation between anxiety and academical achievement of the students ($r = 0.26$) 32) There Is positive correlation between anxiety and memory recall of the students ($r = 0.14$) 33) There is significant correlation between meditation and academic achievement by partial ling away the effect of anxiety ($r_{14.2} = 0.56$) 34) There is significant correlation between meditation and memory recall by partial ling away the effect of anxiety ($r_{13.2} = 0.5$) 35) There is significant correlation between memory recall and academic achievement by partial ling away the effect of anxiety ($r_{13.2} = 0.52$) 36) There is significant correlation between meditation and academic achievement (0.41) by partial ling away the effect of anxiety and memory recall. 37) The Influence exerted by intervening variables on meditation in enhancing academic achievement Is significant (0.70).

The difference between the Pre Test mean and Post Test mean on anxiety is due to 64% variation of the dependent variable. This difference in mean score on anxiety shows that meditation practice is effective in reducing anxiety of the students at higher secondary level. Similar studies for meditation in reducing anxiety were reported by various researchers like Lee H.S, Chung H.T, Ryu.H., et. al (2000); Oliver, Alise Marie (1997) ; Crossley, Danny Edward, SR (1997) ; Anderson, Vidya Laura (1996) ; Moy, Marianne (1996) ; Bernsen, Kenesaw Landis, JR. (1995) & Fulton, Margaret Ann, (1990) The difference between the Pre Test mean and Post Test mean on memory recall is due to 29% variation of the dependent variable. This difference in mean score on memory recall shows that meditation practice is effective in enhancing the memory recall ability of the students at higher secondary level. Similar studies for meditation on enhancing memory recall ability were reported by various researchers like King, Michael Sand Ford (1997); Allen, William cully (1997) and Kristofik, Paula Kay (1997). The difference between the PreTest mean and Post Test mean on academic achievement is due to 41 % variation in the dependent variable. The difference in mean score on academic achievement shows that meditation practice is effective in enhancing academic achievement of the students at higher secondary level. Thus the research finding reveal that meditation enhances the level of academic achievement of the students.

The research study reveals that the academic achievement in Law course academic achievement is dependent on learning through meditation practices. Hence the educational planners, administrators and curriculum designers should play a vital role in restructuring teacher education courses at all levels with the incorporation of meditation Practice component. This will certainly develop the

achievement level of the students in science in addition to strengthening of scientific temper in learning approach. This research study highlights the need for optimum utilization of meditational practice to gain maximum educational benefit to the society. Hence there is an urgent need to steer our National Efforts towards the implementation of meditational practice at all levels of education in general and in particular with Teacher Education.

Bibliography:

1. American College Health Association (2006). The national college health assessment. *Journal of the American College Health*, 54(4), 201-211.
2. Atkinson, W. (2004). Stress: Risk management's most serious challenge? *Risk Management*, 51, 20-24.
3. Crede, M., & Kuncel, N.R. (2008). Study habits, skills, and attitudes: The third pillar supporting collegiate academic performance. *Perspectives on Psychological Science*, 3, 425-453.
4. Frank Alexander, (1996), *In the hours of Meditation Calcutta : Advaita Ashrama*.
5. Kulbir Singh Sidhu, (1995), *Methodology of Research in Education*, New Delhi: Sterling Publishers.
6. Kumar, (1999) *Research Methodology*, Agra: Lakshmi Narain Agarwal.
7. Maharishi Mahesh Yogi (1996) *Perfect Health for every one Disease - Free Society*, New Delhi: Age of Enlightenment Publication
8. Swamy, (2000), *Meditation* Chennai: Shri Hindu Publications.
9. Walach, H., Buchheld, N., Buttermuller, V., Kleinknecht, N., Schmidt, S. (2006). Measuring mindfulness - The Freiburg Mindfulness Inventory. *Personality and Individual Differences*, 40, 1543-1555.