

A Research Paper on Implementing Meditation in Schools

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ABSTRACT: *According to a survey conducted in Australia, 14 percent of children and teenagers have a big mental health problem, which is 12 percent relative to global prevalence estimates. It has been proposed that children be taught mindfulness meditation methods to improve their mental health. The guidelines are, however, largely focused on efficacy of adult clinical trials and inadequately based on research of children and teenagers in a classroom environment. This meditation pilot project involved educating teachers at two primary schools in the outer suburbs of Melbourne, Australia, to provide students in grades 5 and 6 with a ten-week mindfulness programme and optional everyday mindfulness activities (ages 10 to 12). Students completed the Talents and Challenges Questionnaire (SDQ) and an updated version of the Children's Depression Inventory prior to and during the programme (CDI). The total average score and the number of children in the diagnostic categories, 25.6 percent scoring in the borderline or diagnostic category for the pre-program SDQ and 16.3 percent post-program is substantially decreased on all scales. It was 25.8 percent pre- and 21.6 percent post- for the CDI. The research is constrained by its use without a reference category with a pre-post nature. Qualitative instructor outcomes, however, aid in discerning key subjects, and this pilot research indicates the potential for more formal systematic mindfulness training.*

KEYWORDS: *Meditation, School education, Research, Meditation, Yoga, Health benefits, Awareness.*

INTRODUCTION

If you're anxious, tense and worried about the sheer amount of work generated by school, consider trying meditation before, during or after school. Meditation for even a few minutes can give students and teachers a sense of calmness and peace of mind that benefits their physical and emotional health.

The concept of mindfulness, which makes one aware of their moment-to-moment experiences, focuses on most forms of meditation; noticing and accepting their thoughts, feelings and emotions. In school, this type of meditation can be used to make students and teachers aware of how their everyday experiences of school life affect their state of mind and, hopefully, to calm their reactions and thoughts throughout. While both forms of meditation have their roots in Indian religions, countless scientific studies are now showing their advantages. Research by academics at Stanford University; found that people practicing meditation on mindfulness valued calmness in their daily lives more than those who did not [1].

In addition, respectable research findings are now available showing that meditation will lead to people living longer and happier lives with less risk of heart disease and even less risks of catching

colds. Meditation, however, should be used to resolve a variety of school issues, including low academic attainment and exhaustion of staff. During the school day, several classrooms, including my own, create a 'quiet time' span of 10 to 15 minutes where students sit silently to meditate, focus on what happened that day or just relax [2].

1.1 Benefits of meditation for kids

- 1.1.1 *Increase in concentration:* Attention is one thing that parents are most worried with children. In adults with and without ADD/ADHD, tests have demonstrated the impact of meditation on memory, and there is some indication that it can help children concentrate, too. One research in 2004 showed that children with ADHD who studied meditation with their parents twice a week in a clinic environment and tended to exercise at home had greater focus at school, among other advantages. Mindfulness-based cognitive therapy for children (MBCT-C) has since been found to help enhance concentration and behavioral issues and alleviate anxiety in children who have begun to develop elevated levels of anxiety.
- 1.1.2 *Hike in grades:* Anecdotal data, including even scientific evidence, shows that school meditation may help to boost what school administrators want to see – grades and attendance. One school district in California prolonged its school day by half an hour in some of its "high-risk" schools to incorporate meditation into the day. And with good results: schools reported higher attendance and ratings, less suspensions, and overall happier and less violent students. For example, one study showed that mindfulness benefited children during high-stakes training by reducing their anxiety and improving their working memory. Any others proposed mindfulness meditation or mindfulness [3].
- 1.1.3 *Having good mental health:* For children who are not coping with full abuse, meditation has been thought to improve the general emotional health of children, as has been seen in adults, although this study is more in its infancy. As shown in the analysis above on MBCT-C, the (small number of) children beginning with high anxiety experienced a decline in anxiety symptoms at the end of 12 weeks of therapy. Another research showed that a post-school regimen of yoga and meditation made children feel happy and more comfortable. Yoga itself has been found to help alleviate children's anxiety, stress and exhaustion relative to physical education alone [4].
- 1.1.4 *Selfawareness:* Mindfulness is intimately related to self-awareness (it's almost the concept of self-awareness), and this inevitably applies to self-regulation. That is, as you strive to be more mindful of your reasoning mechanisms and feelings in the current moment, you will be more responsible for your thoughts and behaviors. Children, who are only trying to handle their own internal things, would benefit immensely from some instruction about

how to do this, rather than trying to fumble through it on their own (and most adults will actually claim they wish they had any form of experience in it as children).

- 1.1.5 *Socially and emotionally development*: "Kids who practice yoga, meditation and mindfulness build skills of attention, self awareness, self management leading to more responsible decision making and prosaically behavior," says Yoga 4 Classrooms founder Lisa Flynn. "It's no surprise that studies show that these kids are, in general, happier, more resilient children. They have a solid sense of self and are more connected to, and respectful of, others and the world around them[5].

LITERATURE REVIEW

Alice G. Walton in her article shares that, Mindfulness is intimately related to self-awareness (it's almost the concept of self-awareness), and this inevitably applies to self-regulation. That is, as you strive to be more mindful of your reasoning mechanisms and feelings in the current moment, you will be more responsible for your thoughts and behaviors. Children, who are only trying to handle their own internal things, would benefit immensely from some instruction about how to do this, rather than trying to fumble through it on their own (and most adults will actually claim they wish they had any form of experience in it as children) [6].

Betsy L. Wisner et al in their research paper discusses about the fact that schools are looking for new approaches to address the unique intellectual, social-emotional and behavioral demands of youth, many of whom face significant personal and family struggles. Meditation is a creative technique that is currently being implemented into school environments. Forms of meditation offered in school settings include mindfulness meditation, calming response, and transcendental meditation. These practices, such as cognitive behavioral approaches provided to social educators and other education practitioners, help students enhance academic and psychosocial abilities and strengthen self-regulation and coping skills [7].

RESULT AND CONCLUSION

We all admire the person who leads the class without learning too much. More often than not, we also strive to work out the plan path with what others are doing to ensure higher grades. Although unlike them, we are failing to deliver results or even failing to meet the schedule. The one part that we're losing here is the gap between the desire to absorb what we're reading or what we're taught in the classroom. The most critical aspect of the effects of meditation is that it increases your concentration. Students who practice meditation are more focused on the activity they do than those who do not meditate. Effects of enhanced IQs have been seen by a substantial disparity in prior experience.

Teachers may have spent more time encouraging those students to score high on the questionnaire, provided that they have been motivated to refer students to whom they believe they are at risk, even if they have not reported any such behavior or have found a spike in referrals (each school has a psychologist who conducts assessments and clinical interventions). Differences in the degree of enthusiasm of teachers and whether this led to differences in results have not been quantified, and it will be useful in prospective studies to determine whether this affects outcomes for pupils. The lack of a control group also increases the risk that improvements will represent mean deterioration, student maturation, and potential seasonal impacts, provided that the pre-test was performed in the winter and the post-test in the spring or summer, although this last aspect is unlikely to affect the findings. Further risks to legitimacy may involve students needing further support or other services being implemented, with the increased focus on behavioral wellbeing, but none of these variables has been stated by the teachers.

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