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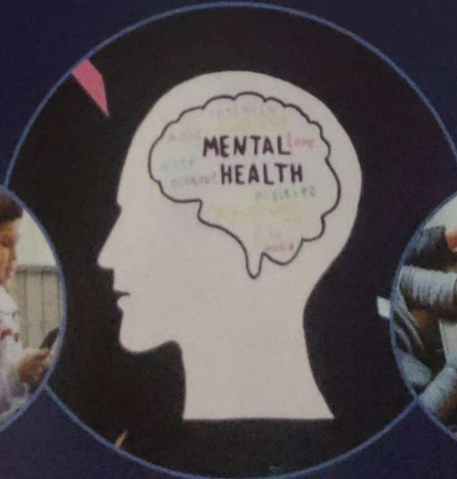


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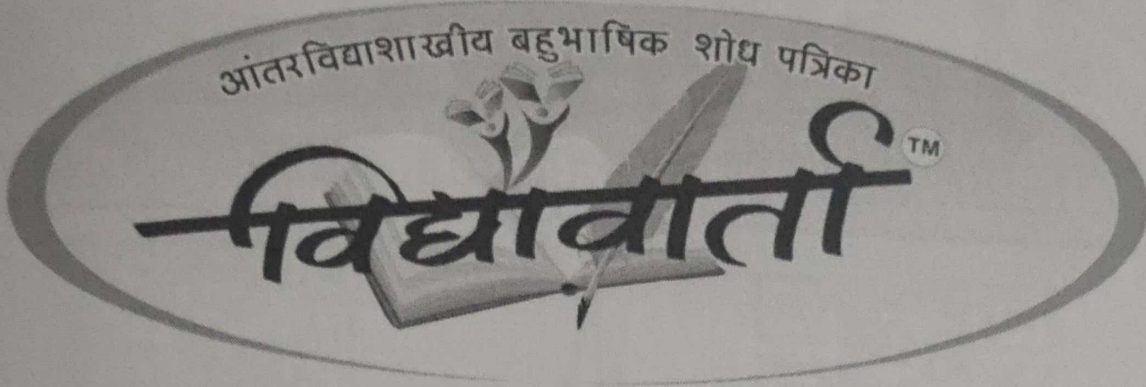
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❖ विद्यावार्ता या आंतरविद्याशाखीय बहुभाषिक त्रैमासिकात व्यक्त झालेल्या मतांशी मालक, प्रकाशक, मुद्रक, संपादक सहमत असतीलच असे नाही. न्यायक्षेत्र:बीड



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Impact of affirmation meditation on self-confidence and general well-being among adolescents

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ABSTRACT

The purpose of the study is to study impact of affirmation meditation on self-confidence and general well-being among adolescents. The samples of The 41 adolescents of 8th and 9th standards were selected by using purposive sampling method. Pre and post-test single group design was used to find out impact of affirmation meditation. Self-confidence scale prepared by Dr. Pandey and General Well-being scale developed by Dr. Kalia and Ms. Deswal was used to data collection for pre and post-test. For statistical analysis paired sample t test was used. The result indicates that the positive impact of affirmation meditation on self-confidence and general well-being among adolescents.

Keywords: Adolescents, Self-confidence, General Wellbeing, Affirmation Meditation

Introduction:

Affirmation meditation, rooted in mindfulness practices, centres around the repetition of positive statements aimed at fostering a posi-

tive mind-set and self-affirmation. This research endeavours to delve into the potential impact of affirmation meditation on self-confidence and general well-being among adolescents. As adolescence is a critical period for identity formation and emotional development, understanding the efficacy of such interventions holds great promise for enhancing the mental resilience of this demographic. Self-confidence, a crucial personality trait, is rooted in the complex interplay of thoughts, feelings, fears, and aspirations within the self. The self, considered a composite entity, encapsulates an individual's perspectives on their past, present, and future, as well as their attitudes towards self-worth. At its core, self-confidence is characterized by a positive orientation towards one's self-concept, representing an attribute of the perceived self. This trait manifests through an individual's perceived ability to successfully navigate various situations and maintain a positive self-evaluation. In essence, self-confidence can be understood as a profound faith in one's own abilities, encapsulating the confidence to confront challenges and strive towards personal growth. General well-being, as a construct, denotes the harmonious functioning of both the physical and psychological facets of one's personality, providing satisfaction to the individual and contributing to societal benefit. The encompassing definition of General Well-Being involves individuals' cognitive and affective assessments of their lives (Karatzias et al., 2006). Various terms have been interchangeably used with the concept of general well-being, including health (Emmons and King, 1988) and quality of life. The imperative for schools to adopt evidence-based programs fostering psychological well-being and positive outcomes among students has been underscored in various studies (Greenberg et al., 2017; Durlak et al., 2011). These programs, identified as effective, demonstrate a positive influence on students' academic achievement, social and emotional competencies, and over-

all well-being. The rationale for this study is grounded in the growing body of evidence suggesting the positive effects of mindfulness-based practices on mental health outcomes. However, there remains a notable gap in the literature concerning the specific impact of affirmation meditation on the unique challenges faced by adolescents. This study seeks to address this gap by exploring how the regular practice of affirmation meditation may contribute to increased self-confidence and overall well-being in this population.

The objectives of this research include assessing changes in self-confidence levels and general well-being, and exploring any mediating factors that may influence the effectiveness of this intervention among adolescents. Through a comprehensive and empirical investigation, this study aims to contribute valuable insights to the fields of psychology, education, and mental health, offering a foundation for the development of targeted interventions to support adolescents in their journey toward positive mental health.

Review of literature:

Singh.T, (2008) investigated the impact of Shaktipat meditation on self-confidence in 152 B. Ed. students. Results showed that Shaktipat meditation improved self-confidence, with gender significantly affecting self-confidence, while religion did not.

Faridi Merajuddin, Malik Naser Abdul Hussein, Wani Iftikhar Ahmad, (2022) studied the impact of a four-week rehabilitation program on the self-confidence of handball players in Iraq. The results showed a significant difference in pre and post-test scores. The rehabilitation program included breathing exercises and improved self-confidence.

Banerjee Sumedha, (2018) examined the relationship between yoga and meditation practices, self-concept development, self-esteem, self-efficacy, and positive mental health in students. Results showed that yoga and medita-

tion practices significantly contribute to self-concept and self-esteem, as well as self-confidence, which improves overall quality of life.

Wendt.S, happs.J, Abrams.A, Grant.J, Valosek.L. (2015) conducted study in India involving 91 young adults, including Sahaja Yoga meditators and non-meditators, found significant differences in self-esteem, resilience, and mental well-being between the two groups. The findings suggest that individuals can manage stress through meditation, promoting 'thoughtless awareness' and peace of mind.

Kaur, M., Sood, M., & Singh, G. P. (2022) introduced the Quiet Time program, which allows students to practice Transcendental Meditation or read silently, has been found to improve students' mental health. The study compared the outcomes of 141 ninth-grade students to a group of 53 students who did not participate in Quiet Time. Results showed that Quiet Time students scored lower on anxiety and higher on resilience at follow-up. Additionally, students who spent more time meditating had higher resilience scores and more instruction time. Additionally, students reported increased sleep, happiness, and self-confidence after participating in Quiet Time.

Objectives of the study:

- 1) To study impact of affirmation mediation on self-confidence among adolescents
- 2) To study impact of affirmation meditation on adolescents general wellbeing.

Hypotheses:

- 1) The level of self-confidence among adolescents will be increases self-confidence after affirmation meditation program.
- 2) There will be positive impact of affirmation meditation program on adolescent's general wellbeing.

Statement of the problem:

To study the impact of affirmation meditation on self-confidence and general well-being among adolescents.

Variables:

Independent variable: Affirmation meditation program

Dependent variables: 1) Self confidence
2) General wellbeing

Operational Definition:

1) Affirmation meditation: Affirmation meditation means being aware about what are you thinking and feel about yourself. In this program 3 phases were taken 1] sample selection and pre-test 2] affirmation mediation program for next 7 days 3]post-test it help to shift to positive, motivation and action, reduce stress, persevere through difficult time, and increase self-confidence and well-being.

2) Self-confidence: It is composite score obtained by the adolescent on self-confidence scale prepared by Dr. D. D. Pandey.

3) General wellbeing: It is composite score obtained by the adolescents on the general well-being scale prepared by Dr. Ashok Kalia and Ms. Anita Deswal on 4 sub scale 1] physical well-being 2] emotional well-being 3] social well-being 4] school well-being.

Research Design: Pre and post-test single group design was used to find out impact of affirmation meditation.

A) Pre-test: Measurement of self-confidence and general well-being of adolescents.

B) Affirmation meditation program (Intervention)

C) Post-test: Measurement of self-confidence and general well-being of adolescents.

Sample:

In this research, sample had been taken from Swayamprerana academy Baramati having age group 14 to 17. The sample consists of 41 adolescents which were selected by using purposive method of sampling. The adolescents group had given affirmation meditation programme for one hour in the morning for seven days. The informed consent was obtained from the subjects before starting the intervention.

Tools of study:

1) Self-confidence inventory (1971): Self-con-

fidence inventory (PSCI) was constructed and standardize by Dr. D. D. Pandey (1971). This inventory consists of 60 true – false types’ items. Only two response are provided for each item either yes or no. The scale has test retest reliability and split reliability which is 0.88 and 0.89 respectively. The concurrent validity is found satisfactory.

2) **General well-being (1971):** General Well-Being Scale (GWBS) was used, which was constructed and standardised by Kalia and Deswal . The scale consisted of 55 items represented in four subscales: physical well-being, emotional well-being, social well-being, and school well-being. It is a self-reported five point scale included positive and negative items ranging from ‘strongly disagree’, ‘disagree’, ‘undecided’, ‘agree’, and ‘strongly agree.’ Reliability by using split half and spearman brown methods seen to be quite high for the general well-being and face validity found satisfactory.

Statistical Analysis: Researcher had used mean, S.D. and Paired sample ‘t’, test for the analysis of data.

Result and Discussion:

There was 41 adolescents participated in the study. The suitable statistical method was used to analyze the data by using IBM statistics SPSS 20. The mean, S.D. is used as a part of descriptive statistics. For finding the effect of affirmation meditation programme on self-confidence and general well-being the paired sample t test analysis was used as inferential statistics.

Hypothesis 1: The level of self-confidence among adolescents will be increases self-confidence after affirmation meditation program.

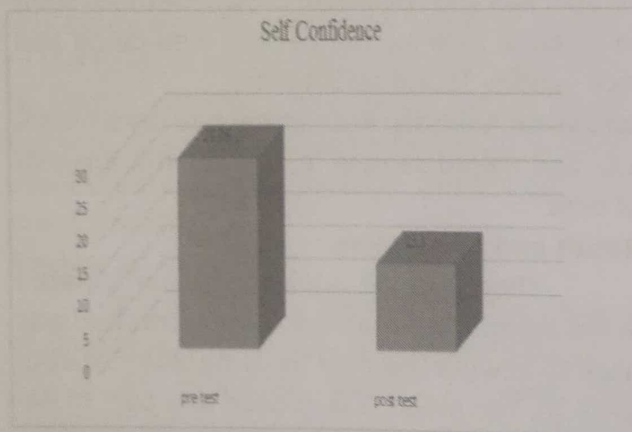
Table 1 Mean, S. D. and t value on self-confidence among adolescents group.

	Pre-test	Post-test	df	t
Mean	29.06	13.10	40	-35.50**
S. D.	7.59	3.88		
N	41	41		

** p<0.01
* p<0.05

Results of the paired-samples t-test show that mean anxiety differs on pre-test score (M = 29.06, SD = 7.59) and post test score (M = 13.10, SD = 3.88) at the .01 level of significance (t = -35.50, df = 40). The paired t-test was conducted to determine if there is a statistically significant difference in self-confidence scores before and after the test, with the understanding that lower scores represent higher self-confidence. It is conclude that there is a statistically significant difference between the pre and post-test self-confidence scores. Therefore, hypothesis accepted.

Graph 1 Comparison between pre-test and post-test on self-confidence mean score of adolescents



Hypothesis 2: There will be positive impact of affirmation meditation program on adolescent's general wellbeing.

Table 2 Mean, S. D. and t value on general wellbeing of adolescents.

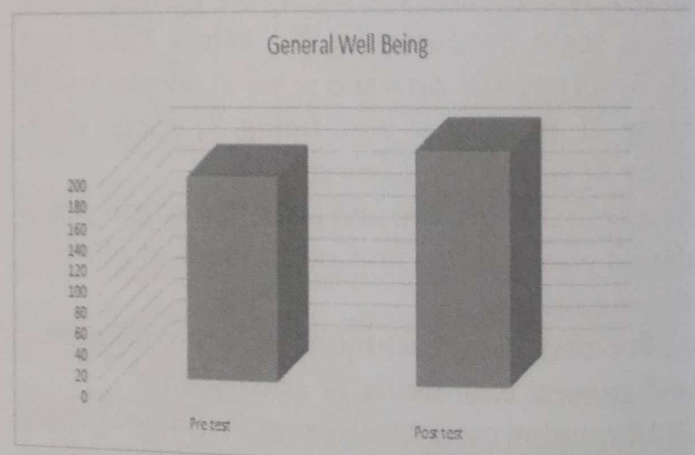
	Pre-test	Post-test	Df	t
Mean	188.68	213.87	40	35.67**
S. D.	19.54	27.51		
N	41	41		

** p<0.01
* p<0.05

To analyse the results of the yoga training first descriptive statistics were calculated

for the pre-test and post-test score for general well-being. The pre-test mean score and standard deviation was 188.68, and 19.54 respectively. The post-test mean and standard deviation was 213.87, and 27.51. Next a paired-samples t-test was conducted to determine if there was a significant difference between the pre-test and post-test mean scores on general well-being. There was a significant difference between the general well-being pre-test mean and post-test mean t (40) =35.67, p<0.001, in favour of post-test. Therefore it is conclude that there is a statistically significant difference between the two groups. In this case, hypothesis accepted

Graph 2 Comparison between pre-test and post-test on general well-being mean score of adolescents



Several past studies provide support for the outcomes observed in the current study, highlighting a positive correlation between the variables under investigation. Positive affirmations, meditation, and mood charting interventions have been associated with favourable effects on self-esteem, academic self-efficacy, personal well-being, and symptoms of anxiety and depression. Bandura's (1993) study published in the Journal of Educational Psychology revealed a positive correlation between academic self-efficacy and academic achievement among high school students. In the realm of well-being, Wood et al. (2009) investigated positive affirmations in the Journal of Happiness Stud-

ies, finding that their use was linked to increased personal well-being among adults. Additionally, research by Hofmann et al. (2010) in the *Journal of Clinical Psychology* highlighted the effectiveness of mindfulness meditation in reducing symptoms of anxiety and depression. These collective findings emphasize the potential impact of various interventions on diverse psychological and well-being outcomes.

Conclusion:

Comparison between pre-post and post-test data showed statistically significant differences for all two domains self-confidence and general well-being of adolescents. It indicates increased levels of self-confidence and general well-being after the affirmation meditation program. Findings are substantial and relevant on the line of hypotheses. These results are mentioned here in brief.

- 1) The level of self-confidence among adolescents is increases self-confidence after affirmation meditation program.
- 2) There is positive impact of affirmation meditation program on adolescent's general wellbeing.

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