SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

In these days of explosive population growth and advanced technology, considerable emphasis is being laid down on educating a citizen to maintain an optimum level of fitness for personal efficiency and national progress all over the world. The present age is an age of automation, sophistication and technological wonders which were once beyond man’s wildest dreams. According to various prominent psychological definitions, Mindfulness refers to a psychological quality that involves bringing one’s complete attention to the present experience on a moment-to-moment basis, or involves paying attention in a particular way: on purpose, in the present moment, and non judgmentally, or involves a kind of non elaborative, nonjudgmental, present-centered awareness in which each thought, feeling, or sensation that arises in the attention field is acknowledged and accepted as it is. Bishop, Lau, and colleagues (2004) offered a two-component model of mindfulness the first component of mindfulness involves the self-regulation of attention so that it is maintained on immediate experience, thereby allowing for increased recognition of mental events in the present moment.

The second component involves adopting a particular orientation toward one’s experiences in the present moment, an orientation that is characterized by curiosity, openness, and acceptance. Mindfulness is in many ways a simple practice, it benefits are numerous. Physically, mindfulness meditation has been shown to reduce cortical and blood pressure, and to improve the immune system. Cognitively, mindfulness has been shown to decrease rumination and boost attention. Emotionally, mindfulness reduces emotional reactivity and improves resilience. While many of these studies are preliminary, they nonetheless begin to paint a powerful picture of the overall health
benefits of mindfulness. However tenuous these preliminary studies are, they are augmented by current neuroscientific research that reveals how mindfulness meditation can significantly change the brain.

The purpose of this study was to investigate the efficacy of mindfulness meditation therapy on anxiety, depression and stress in facilitating academic achievement among +2 students in Trichy district.

To facilitate the study, 120 +2 students from Trichy District were selected as subjects at random. They were divided into two equal groups namely control group, and experimental group (Mindfulness meditation).

For experimental group the meditation exercises were given for thirty minutes for alternate days in a week for twelve weeks. The control group was not doing any meditation exercises. The pre-test and post-test was conducted and the scores from the selected variables such as anxiety, stress, depression and academic achievement were analysed by analysis of regression.

5.2 CONCLUSIONS

Within the limits of the present study, the following conclusions were drawn.

1. Anxiety, stress and depression level were significantly reduced and the academic achievement were significantly improved due to the influence of mindfulness meditation exercise on + 2 students.

2. Anxiety, stress and depression level were significantly reduced were significantly improved in the experimental group than the control group due to the influence of mindfulness meditation exercise on + 2 students.

3. The academic achievement was significantly improved in the experimental group than the control group due to reduce of Anxiety, stress and depression level.
through mindfulness meditation exercise among + 2 students. Further the post-test scores of the above said variables are greater than the pre-test.

5.3 RECOMMENDATIONS

On the basis of the findings and conclusions, the following recommendations were made.

1. The present study, the results showed that there was improvement in reducing the level of anxiety, stress and depression due to mindfulness meditation therapy. Hence it is recommended that the mindfulness meditation therapy could be included as one of the training strategy for students.

2. Further it was recommended that mindfulness meditation therapy could be used as one of the technique to improve the academic achievement, since it showed that significantly better improvement scores in experimental group than the control group.

3. It was also recommended that level of anxiety, stress and depression could be reduced can improve the academic achievement. Hence it is recommended that the training could be included to reduce the levels anxiety, stress and depression for students.
5.4 SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions are given on the basis of the study.

1. This study may also be conducted separately for boys of different age groups.

2. It is suggested that similar study can be conducted by altering the duration of the training.

3. This study can be conducted separately for rural and urban children having different nutrition habit and different socio economic status.

4. Similarly study could be conducted on other physiological variables and academic achievement components.