Subjective wellbeing is emerging as a major diagnostic and outcome variable in psychology. It refers to how people evaluate their satisfaction, depression and anxiety, moods and emotions. A significant improvement in the quality of life can be brought about by knowing how different persons feel with regard to their day-to-day concerns like health and family.

Nursing students are in the stage of late adolescence or young adulthood in the developmental phase. It has major problems of adjustment in their social relationship at home, neighbourhood and school/college. These students face significant changes in their living circumstances. The basic needs of these students are to be fulfilled to achieve their wellbeing. Meditation improves the subjective wellbeing and provides relief from stress.

The present study was conducted to determine the effectiveness of meditation on subjective wellbeing among 2nd year General Nursing and Midwifery students.

Methodology
The study was based on the data collected from experimental and control groups (30 students in each group, aged 19-21 years) of the School of Nursing, Asia Heart Foundation, RN Tagore International Institute of Cardiac Sciences and School of Nursing, Calcutta Medical Research Institute, Kolkata respectively.

The data were collected using socio-demographic data sheet, modified subjective inventory, checklist for meditation technique and opinionnaire on meditation.

The necessary approval by the ethics committee of the two nursing schools and consent from the individual students of both experimental and control group was taken before conducting the study. Concentrative meditation was practiced among the students in experimental group for half an hour daily for 21 days. They were advised to practice the same on their own on the two off days and a good compliance of the same was reported on subsequent days. They were also given the freedom to drop out from the programme if they wished too but no such problems were being faced during data collection procedure. The students were encouraged to listen to the commentary on meditation for 25 minutes.

Steps of Meditation
The steps of meditation are:
1. Choose a place where the students can relax without distraction or interruptions.
2. Sit up in padmasan position comfortably keeping the back straight.
3. Breathe in and breathe out 10 times with eyes closed.
4. Listen to the meditation commentary for 25 minutes to enhance concentration.
5. Again breathe in and breathe out 10 times.
6. Open the eyes and relax.

Subjective wellbeing was assessed by using the Subjective Wellbeing inventory developed by Sell & Nagpal (1962) with necessary modification. The subjective well-being scores at day 1 among the two groups were compared using independent ‘t’ test. The subjective scores on the day 1 and day 23 were compared in experimental group by paired ‘t’ test. The subjective wellbeing scores of the two groups on day 23 were also compared by using independent ‘t’ test.

Result
The subjective wellbeing scores at the beginning (day 1) and end (day 23) of the meditation course for the experimental group and control group are shown in Table 1. From the table it is clear that there is no significant association among experimental and control group in premeditation phase but in post-meditation phase, there is significant association between the two groups. So, it can be said that concentrative meditation brings changes in subjective wellbeing score in post-meditation phase in experimental group.

Similarly, Sharma (2008) also observed that practice of yoga significantly improved the mental health and quality of life in treatment of various psychiatric disorders and a short life
Table 1: Effect of meditation in two phases in two groups (n = 30)

<table>
<thead>
<tr>
<th>Phase</th>
<th>Group</th>
<th>SWB score</th>
<th>Mean difference</th>
<th>'t' value</th>
<th>Significant / Not significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-meditation</td>
<td>Experimental Group</td>
<td>72.53</td>
<td>1.93</td>
<td>0.612</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Control Group</td>
<td>74.46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-meditation</td>
<td>Experimental Group</td>
<td>85.76</td>
<td>15.73</td>
<td>7.4599</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Control Group</td>
<td>70.03</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

't' value - 2.00 at p< 0.05

Table 2 shows pre-test post-test phase subjective wellbeing scores among experimental and control group. The Table shows that there is significant association between pre-test and post-test phase among experimental group but there is no significant association between pre-test and post-test phase among control group. So, it is clear that concentrative meditation brings changes of subjective well-being score in experimental group.

Febicia et al (2010) observed that after a four-week crash course in mindfulness meditation there was an increase in the wellbeing in adolescent boys.

The effectiveness of checklist on the meditation technique is shown in Table 3. From the table it is clear that checklist in meditation technique brings significant changes in post-test phase than in pre-test phase.

The study reveals that there is no significant association between subjective wellbeing with selected demographic variables like age, family history of psychiatric, psychological and physical problems. Students also expressed the usefulness of

Table 2: Comparison of pre-test post-test values in two different groups (n = 30)

<table>
<thead>
<tr>
<th>Group</th>
<th>Phase</th>
<th>SWB score</th>
<th>Mean difference</th>
<th>'t' value</th>
<th>Significant / Not significant</th>
</tr>
</thead>
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<tr>
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<td></td>
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</tr>
<tr>
<td>Control Group</td>
<td>Pre-test</td>
<td>74.46</td>
<td>4.43</td>
<td>1.434</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>70.03</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

't' value - 2.04, p< 0.05

Table 3: Effect of checklist in pre-test post-test phases (n = 30)

<table>
<thead>
<tr>
<th>Phase</th>
<th>Mean</th>
<th>Mean difference</th>
<th>'t' value</th>
<th>Significant / Not significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test phase</td>
<td>10.1</td>
<td>1.7</td>
<td>3.34</td>
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<tr>
<td>Post-test phase</td>
<td>11.8</td>
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</table>

't' value - 2.04, p< 0.05
concentrative meditation in day-to-day life.

Recommendations
1. A similar study can be conducted by practising / teaching meditation for longer period.
2. A comparative study can be done to compare the effectiveness of meditation and other relaxation techniques.
3. Large number of samples should be included in the study.
4. Another variable like reading habit can also be included in this study.

Conclusion
Preliminary findings suggest that the practice of meditation leads to remarkable improvement in the subjective wellbeing of students and can therefore make an appreciable contribution to lead a happy and healthy life in students as well as in the general population.

References

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<th>Casual Rates (Rs.)</th>
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