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Effect of the Transcendental Meditation Program on Graduation, College Acceptance and Dropout Rates for Students Attending an Urban Public High School

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High school graduation rates nationally have declined in recent years, despite public and private efforts. The purpose of the current study was to determine whether practice of the Quiet Time/Transcendental Meditation® program at a medium-size urban school results in higher school graduation rates compared to students who do not receive training in this stress reduction program. An analysis, based on school records, was conducted with all 235 students enrolled during their senior year. Overall the percentage of graduating meditating students was 87.1% and the percentage of graduating non-meditating students was 66.7% ($p < 0.001$). A matched controlled subgroup indicated that for the low GPA students, 72.9% of the meditating students graduated compared to 47.9% of the non-meditating students ($p = 0.012$). Significant between-group differences were also found for dropout rates and college acceptance. These results indicate that practice of Transcendental Meditation may be a viable program for increasing graduation rates in urban schools. Implications for improving school graduation rates are provided.

Descriptors: [Metacognition](#), [Graduation](#), [Graduation Rate](#), [College Admission](#), [Dropout Rate](#), [Public Schools](#), [Urban Schools](#), [Stress Management](#), [High School Seniors](#), [Grade Point Average](#), [Comparative Analysis](#), [Program Effectiveness](#), [Intervention](#)

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