

Impact of Yoga Therapy on Stress and Anxiety of College Students

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Abstract: *Yoga unites mental and actual practices that might help you in discovering a sense of harmony. Unwinding, Stress, and Nervousness the executives might profit from this. There are various powers, structures, and styles of yoga. Yoga can assist with bringing down the gamble factors for constant illnesses like hypertension and coronary illness. Likewise, yoga might aid the administration of change neuroticism, nervousness, gloom, stress, and other mental and actual ailments. Yoga can be especially helpful to discard their interests, need to live blissfully, stay aware of physical and profound health.*

Keywords: Yoga, Stress, Nervousness, Neuroticism, Hypertension

1. Introduction

In the present age, we are encountering amazingly brisk change owing exploratory movement. Because of this exploratory progress discuss a country yet every man has acquired the sentiment petitiveness, with the objective. Before considering over the topic of the proposal, it is resolvable to examine about the significance, definition and significance Yoga as saw by the scholars and everyday citizens. By Kosa (lexicon), yoga word is utilized as a part of the feeling of getting riches (arthasamprapti), society (samgati), contemplation (dhyana) contention (yukti), use (prayoga) and pharmaceutical (bhesaja) bit by bit and gradually the word kept itself in the significance of theory uncommonly of Patanjali 'Yoga darsana'. Be that as it may, too bad now a days living its profound holiness, this word has srunk Itself in the illness uprooting self. Present study of Yoga is related with the motor health. Yoga is needed in present time to manufacture a sound & itantly prepared subject, a powerful nation by making general health focus with the help of activities of Yoga.

2. Objectives

- To explore the impact of yoga therapy between experimental and controlgroup respondents on below mentioned dimensions of stress.
- To explore the impact of yoga therapy between experimental and controlgroup respondents on below mentioned dimensions of anxiety.
- To investigate the impact of yoga therapy between experimental and control group respondents on below mentioned dimensions of adjustment neuroticism.

3. Scope of Research

The present study has a great importance to parents, teachers, educationists, counsellor, therapists and all those who are concerned with the academic performance and well-being of adolescents. It provides direction problems of college emotional states. To teachers and taught both in

solving the going adolescents regarding academic. It develops interest among educationists, researchers and teachers to implement yogic practices at each level of education and scheduling of such training in the curriculum. The present study attracts to those who want to excel or improve their academic and well-being achievement by doing daily yogic practices. The present study is also significant for those who are suffering from academic stress and other mental health problems and cannot afford to spend huge money in curing such diseases.

The practical design of the study is set under the following broad heading:

- 1) Sample and design of the study
- 2) Tools
- 3) Procedure of the study
- 4) Statistical technique

A simple random group technique is adopted for this study, as it seems to be the most appropriate one for choosing the sample of subjects. Further, the selected subjects are assigned the following two groups:

- 3.1 Experimental Group.
- 3.2 Control Group.

3.1 Experimental Group

The exercises of Hatha Yoga are short listed to be administered on experimental group. The design of yogic practice treatment schedule is classified on a weekly basis to be practiced with music. The detail of schedule of practicing Hatha yoga with music used has been prepared with the help of qualified yoga expert and details of the same are to be presented in the appendix.

3.2 Control Group

No specific treatment is given to control group but they are to be made to do general exercises, such as Jogging, couple of short sprints and muscle stretching exercises and games

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which they have been already doing daily in their games period. With a view to measure the selected variables the following available tools to be administered to the subjects: Student Stress scale by Akhtar (2011) for measuring academic stress of the subjects.

- 1) For Academic Achievement Variables, Scores of 1st and 2nd House Test will be taken as the index of Academic Achievement of the subjects.
- 2) Achievement Motivation Scale (n-Ach) by Deo-Mohan (1990) for measuring the level of Achievement Motivation of the subjects.
- 3) PGI General Well Being Measure by Verma and Verma (1989) for measuring the level of wellbeing of the subjects.
- 4) Intelligence Test (NVGIT) by Imtisingba Ao (2005) For Measuring I.Q. of the subjects.

To measure the variables of Academic Stress, Academic Achievement, Achievement Motivation and Well Being are presented briefly.

4. Academic Stress

Objective: To measure the Academic Stress of the subjects.

Test Used: Student Stress Scale by Akhtar (2011).

Description: This test has been developed to check for the major kind of stresses prevalent in the adolescent's student life from 13 to 18 years' age in the contemporary world. At first a number of questions were prepared which are kept as diverse as possible so that it covers up all kinds of situations deals with. The prepared questionnaire provided with a five-point scaling system i.e. the questionnaire came along with five options which indicated the intensity of the occurrence dealt with-in question. These options are scored from one to five stating from Never so that a large sum shown the higher occurrence of a stressor. The scale has been developed for school students. The objective of the stress scale is to find out the amount of and the kind of stress encountered by school students, the scale consists of 51 items describing undesirable experiences and events likely to occur in the lives of school students. There are 41 positive and 10 negative items.

Reliability: Two types of reliability are important for evaluating scale. First internal consistency reflects the assessment of the same. Internal consistency or coefficient alphas from a sample of six hundred students who completed the questionnaire. The coefficient alpha was established 0.78 and is significant at 0.01 level of significance. The second test-retest reliability reflects stability over time. The test-retest reliability of the scale over an interval of four weeks was 0.71.

Validity: The scale has construct validity of 0.72. Validity was established by using test developed in India to measure life stress scale for students by Agarwal and Naidu.

Scoring: There are 51 items in the student stress scale and each has been provided with 5 options, which are Always, Often, Sometimes, Rarely and Never. These five options have been scored in order to get a mathematical result from the test. The five-point rating scale has been followed and

hence starting from Never to Always score is given from 1-5. So that the strength of the indicator i.e. its high occurrence is shown by a large sum and vice-versa. There are some negative items which have been scored from Never up to Always which is given 5-1. The maximum score on Student Stress scale would be 255 and minimum 51. Therefore, the range of student Stress Scale is 51-255. A very high score above the 75th percentile is found to be very high level of stress. Such conditions may lead to total emotional and physical exhaustion which may further cause burnout. Moderate levels of stress above 50th percentile need immediate attention. Low score below, 25th percentile is found to be low level of stress which may cause for some concern. The person concern must have close look and there are things he need to be aware of.

5. Achievement Motivation

Objective: To measure the achievement motivation of the subjects.

Test Used: Achievement Motivation Scale (n-Ach) Deo and Mohan (1990)

Description: Authors of the scale prepared preliminary draft of the scale with 115 items based on broad academic factors, factors of general interest and social factors. This draft with separate verbal instructions was a 5 points self-rating questionnaire having both positive and negative items. The items in the scale were based on the 19 sub-factors such as academic motivation, need for achievement, academic challenge, achievement anxiety, importance of grades/marks, meaningfulness of task, relevance to school/college to future goals, attitude towards education, work method and general and social interests etc. For item analysis and item discrimination values, 27% upper and 27% lower achievers were taken. Out of 115 items, those which yielded negative and zero values were rejected. Rests of the 50 items were selected. These items were based on the sub factors such as academic motivation, need for achievement, academic challenge, achievement anxiety, importance of grades marks, meaningful of task, relevance of school/college to future goals, attitude towards education, work methods, attitude towards teachers, interpersonal relations, individual concern, general interests, dramatics and sports. In the final scale 13 items are negative and 37 are positive items. This questionnaire is of the self-rating type and can be administered in a group with 5 points to rate viz. always, frequently, sometimes, rarely and never. It has no time limit. The scoring device was simple type having a numerical weightage from 4 to 0 for positive in the above order rating scale and the reverse of it for the negative items.

Pre-test:

The pre-test is taken by both the experimental and control group. The groups are subjected to measurement of selected variables of study i.e. academic stress, academic achievement, achievement motivation and feeling of well-being. Psychological tests are administered for academic stress (Student Stress scale by Akhtar 2011), for academic achievement variable (score of 1st house test is taken as the index of academic achievement of the subject). For achievement motivation variable (Achievement Motivation Scalen-Ach by Deo-Mohan 1990), For general well-being

variable (PGI General well-being measure by Verma and Verma 1989). Scores for all the variables are collected for further analysis for each subject.

Post-test:

The post-test is also taken for the experimental as well as the control group. The group is again subjected for measurement of selected variable of the study i.e. academic stress, academic achievement, achievement motivation and well-being. Psychological tests is administered for academic stress (Student Stress scale by Akhtar, 2011), for academic achievement variable (score of 2nd house test is taken as the index of academic achievement of the subject). For achievement motivation variable (Achievement Motivation Scale n-Ach by Deo-Mohan 1990), For general well-being variable (PGI General well-being Measure by Verma and Verma 1989). Scores for all the variables is collected for further analysis. It was desirable to examine the nature of distribution of data. The nature of distribution has been described statistics. The calculated value of mean, median, standard deviation, skewness, kurtosis, mean gain, standard deviation of mean gain scores of experimental and control group have been presented in Tables 1.1 to 1.5

Table 1.1: Frequency Distribution of Pre-test Scores of Academic Stress of College Going Adolescents of Experimental and Control Groups

Class Interval	Mid Point	Experimental Group		Control Group	
		Frequency	Smoothed Frequency	Frequency	Smoothed Frequency
131 – 140	135.5	2	2.66	2	3
141 – 150	145.5	6	7	7	12.33
151 – 160	155.5	13	15.33	28	19.33
161 – 170	165.5	27	24	23	24.66
171 – 180	175.5	32	26.33	23	20
181 – 190	185.5	20	17.33	14	13.33
191 – 200	195.5	0	6.66	3	5.66

Table 1.2: Mean, Median, S.D., Skewness and Kurtosis of Pre-test Scores of Academic Stress of College Going Adolescents of Experimental and Control Groups

	Experimental Group (N=100)	Control Group (N=100)
Mean	169.99	166.53
Median	171	166
S.D.	12.05	13.68
Skewness	-0.63	0.054
Kurtosis	0.123	-0.827

Table 1.3: Frequency Distribution of Post-test Scores of Academic Stress of College Going Adolescents of Experimental and Control Groups

Class Interval	Mid Point	Experimental Group		Control Group	
		Frequency	Smoothed Frequency	Frequency	Smoothed Frequency
111 – 120	115.5	18	17.33		0
121 – 130	125.5	34	29.33		2
131 – 140	135.5	36	27	6	10.66
141 – 150	145.5	11	16	26	23.33
151 – 160	155.5	1	4	38	28.66
161 – 170	165.5		0.33	22	22.33
171 – 180	175.5		0	7	10
181 – 190	185.5		0	1	2.66

Table 1.4: Mean, Median, S.D., Skewness and Kurtosis of Post-test Scores of Academic Stress of College Going Adolescents of Experimental and Control Groups

	Experimental Group (N=100)	Control Group (N=100)
Mean	130.21	155.82
Median	130	155
S.D.	8.74	10.01
Skewness	0.007	0.423
Kurtosis	-0.694	0.471

Table 1.5: Mean Gain Score of Academic Stress of School Going Adolescents of Experimental and Control Groups

Group	Gain	
	Mean	S.D
Experimental	-39.78	13.75
Control	-13.31	12.86

It is evident from the tables 1.1 to 1.5 that the calculated values for the academic stress of school going adolescents are as follows: mean 169.99 and 166.53; median 171.00 and 166.00 for Pre-test; mean 130.21 and 155.82, median 130.00 and -155.00 for Post-test for experimental and control group respectively. The values of standard deviation (for Pre-test 12.05, 13.68; for Post-test 8.74, 10.01) represented the scattered scores from the mean position for Pre-test and Post-test of experimental and control groups respectively. To see the results are within the normal limits, the skewness (for pre-test -.630, .054; for Post-test .007, .423) and kurtosis (for Pre-test .123, -.827; for Post-test -.694, .471) were calculated. The mean gain scores of experimental and control groups were -39.78 and -13.31 respectively. The value of standard deviation (13.75 and 12.86) represented the scattered scores from mean gain position of experimental and control groups respectively.

6. Discussion of Result

Numerous studies have shown positive relationship between yoga, academic stress, academic achievement, achievement motivation and well being (Dwyer, Obrain and Bean, 1999; Ganguly, Bera and Gharote, 2003; Coe, Pivarnik, Womack, Reeves and Malina, 2006). Moreover, no study is available so far on negative impact of yoga on academic stress, academic achievement, achievement motivation and well being. The present study, therefore, seems to be more significant and relevant to the society.

The results of present study revealed that there is a significantly positive effect of practicing hatha yoga with music on academic stress of school going adolescents. The result of present study was also supported by some of the earlier studies (Ganguly, Bera and Gharote, 2003).

7. Future Scope

The present research can be extended to the students of diplomas, technical courses and professional. It can be extended to colleges and universities. A large sample can be help to extent the present study. Further research can be undertaken to study the reasons behind academic stress of college going adolescents.

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Author Profile



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