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The impact of Yoga on Anxiety of Secondary School Students

* Dr. D. Hassan

* Assistant Professor, Acharya Nagarjuna University, Ongole Campus, Andhra Pradesh

ABSTRACT

The present study was conducted with the objective of studying & investigating the impact of Yoga on Anxiety of Secondary School Students. Anxiety is a source of stress among adolescents and yogic practices helps to reduce academic anxiety. So, the investigator focused on the present study exploring the effect of yogic practices on anxiety of secondary school children. The study would not only add to the body of knowledge related to importance of yoga, but also provide a great help to psychologists, Educationists, principals, parents and counselors for effective handling of the adolescents. The investigator has discussed in depth about the analysis and interpretation of the collected data during pre-test and post-test in the present study.

Keywords : Yoga, Anxiety.

Introduction

The phenomena of anxiety became a part of our daily life and several methods have proposed to cope with and to treat this phenomenon. Yoga, which is based on a mystical approach, is one of these methods. Yoga has a history of several thousand years and is one of the philosophical and mystical schools of India. In addition to being a training tool for auto genesis science and self disciplinary rule, Yoga is also useful for physical health. Yoga can be used to achieve concentration, to increase the mental discipline and to control the personal feelings and desires. Thanks to these features, Yoga is one of the most propounded psycho- physiological methods for coping with stress and anxiety.

Anxiety is a non separable characteristic of human life in the contemporary industrial era and definitely, is one of the results of modernism and post-modernism in the third millennium. Anxiety has serious impacts in both losing material- national and spiritual human, emotional and affective) resources. Consequently, facing this phenomenon is a cost-effective investigation in short, medium and long term for any government. Many researches have been done in countries other than India, and the results of these researches showed the effectiveness of yoga in anxiety and depression reduction and elimination. Due to the cultural and social differences between the Indian society and the societies where the previous researches have been done, which could be the main sources of the differences between the types and the intensities of anxiety levels in those societies, we have focused our research on the Indian society. Therefore, the aim of this paper is to evaluate the impact of yoga on anxiety level of secondary school students in Hyderabad city, based on an experimental study. The main question in this subject is: "Whether the anxiety level is higher in secondary school students before yoga as compared to after yoga?"

In order to answer this important question, first, we introduce a definition for anxiety, and then, we present different aspects and elements of anxiety, its psychological and cognitive signs, and different theories in anxiety and anxiety therapy, historical aspects of yoga, theoretical frameworks and previous researches done on the impact of yoga in anxiety reduction and elimination. Then, we continue with presenting our research method and results obtained in this framework. The last part of this paper is the conclusions.

Objectives

The study has been undertaken to find out the following:

- To study the anxiety level of IX standard students.
- To study the difference in anxiety level among IX standard students in relation to their gender.
- To study the relationship between age and anxiety levels of the students with respect to yoga.
- To study the effect of yoga on anxiety level of IX standard students.
- To study the relationship between yoga and anxiety level of IX standard students.

Hypothesis

The present study tested the following hypotheses:

- There will be no significant difference between the impact of yoga and the mean score of anxiety level as per TASC of IX standard students of Hyderabad city.
- There will be no significant difference between the impact of yoga and the mean score of the anxiety level as per TASC, according to pre-test and post-test of IX standard students of Hyderabad city.
- There will be no significant difference between the gender and the mean score of the anxiety level as per GASC, according to pre-test and post-test of IX standard students of Hyderabad city.

Research Design and Methodology

Population

The population of the study consists of all the students of class 9th studying in English Medium Secondary Schools following the Andhra Pradesh State Secondary and Higher Secondary Education Board in Hyderabad city.

Sample and sampling procedure

Abudaya Hindi High school (English Medium) of Hyderabad city was selected purposively. The school constituted the sample for the study. It was purposively selected as the students of the school are familiar to yoga. They have one yoga session once a week which helped the investigator to proceed with them for three months of yoga training to study the level of anxiety through experimental study. Further 100 students of IX standard were taken as sample through Cluster Sampling Method.

Research Method

The present study is experimental in nature and a pre-test

and post-test design with experimental group was employed. Treatment of yoga was the independent variable and the dependent variable was level of anxiety.

Tools Used

TASC: The Test Anxiety Scale for Children

GASC: The General Anxiety Scale for Children.

The scale is originally constructed by Sarason. It is adapted by nijhawan for the Indian children to measure test anxiety and general anxiety respectively in school children. The scale TASC includes thirty items which are restricted only to the test anxiety of the school children. While the GASC includes forty five items. This measures the general anxiety of the school children. In GASC there are eleven lie items.

Data Collection Procedure

In the present study the researcher has decided the procedure for collecting data according to the following phases.

Phase-I:-In the first phase, the investigator oriented the students to the experiment and the selection of sample was decided.

Phase-II: - Pretest: the following tests were administered on 100 students of experimental group:

TASC: - The Test Anxiety Scale for children

GASC: - the General Anxiety Scale for Children.

Phase III: - Experimental treatment

1st Month

Shatkriyas, Kapalbhati: - 5 rounds daily for 1 minute, Nadi-sodhana (alternate breathing):-5 rounds daily for 1 minute, Kumbhaka (retention of breath):- 5 rounds daily for 1 minute, Pranahyamas, Anulom –vilom :- 5 rounds daily for 1 minute, shitali:- 5 rounds daily for 1 minute. Shitkari:- 5 rounds daily for 1 minute Bhramari:- 3 rounds daily for 1 minute.

Meditation

2nd Month

Shatkriyas, Kapalbhati: - 10 rounds daily for 2 minute, Nadi-sodhana (alternate breathing):- 10 minute, Kumbhaka (retention of breath):- 10 minute, Pranahyamas, Anulom –vilom :- 7 rounds daily for 2 minute, shitali:- 7 rounds daily for 2 minute. Shitkari:- 7 rounds daily for 2 minute Bhramari:- 5 rounds daily for 2 minute.

Meditation:- for 10 minutes daily.

3rd Month

Shatkriyas, Kapalbhati: - 15 rounds daily for 2 minute, Nadi-sodhana (alternate breathing):- 15 minute, Kumbhaka (retention of breath):- 15 minute, Pranahyamas, Anulom –vilom :- 10 rounds daily for 2 minute, shitali:- 10 rounds daily for 2 minute. Shitkari:- 10 rounds daily for 2 minute Bhramari:- 7 rounds daily for 2 minute.

Meditation:- for 15 minutes daily.

Phase IV:-

The following tests were again administered on 100 students of experimental group:-

TASC: - the Test Anxiety Scale for Children

GASC; - The General Anxiety Scale for Children

Method of analysis

In reference regarding the impact of yoga on anxiety was made by computing t- value to test the hypotheses related to the mean scores obtained from the pre-test and post-test.

ANOVA and t- value were calculated for the both scores obtained from pre-test and post-test.

Analysis and Interpretation of Data

The pre-test and post-test scores obtained through TASC and GASC questionnaire for the total sample of 100 students were converted into frequency distributions as shown in the table -1.

Table-1 : Showing the frequency distillation of Scores of TASC for pre-test

SCORES	FREQUENCY
0-4	04
5-9	15
10-14	46
15-19	28
20-24	07
25-29	00
30-34	00
TOTAL	100

To get an overall view of the data, the graphical representation of the frequency distribution of the scores of TASC for pre-test is presented above.

Table-2 : Showing the frequency distillation of Scores of TASC for post-test

SCORES	FREQUENCY
0-4	03
5-9	27
10-14	50
15-19	19
20-24	01
25-29	00
30-34	00
TOTAL	100

To get an overall view of the data, the graphical representation of the frequency distribution of the scores of TASC for post-test is presented above.

Table-3 : Showing the frequency distillation of Scores of GASC for pre-test

SCORES	FREQUENCY
0-4	01
5-9	02
10-14	10
15-19	27
20-24	22
25-29	23
30-34	11
35-39	00
40-44	14
45-49	00
TOTAL	100

To get an overall view of the data, the graphical representation of the frequency distribution of the scores of GASC for pre-test is presented above.

Table-4 : Showing the frequency distillation of Scores of GASC for post-test

SCORES	FREQUENCY
0-4	01
5-9	04
10-14	42

15-19	38
20-24	14
25-29	01
30-34	00
35-39	00
40-44	00
45-49	00
TOTAL	100

To get an overall view of the data, the graphical representation of the frequency distribution of the scores of GASC for post-test is presented above.

Testing of hypotheses and Interpretation of Data

HO1:- There will be no significant difference between the impact of yoga and the mean score of anxiety level as per TASC of secondary school students of Hyderabad city.

To test the above stated hypothesis, t- value will be carried out. The calculation was carried out and the results are as mentioned below.

Table-5: Significant difference between the Impact of Yoga and the Mean scores of Anxiety Level as per TASC

Source of Variation	N	Mean	S.D.	t- value	Remarks
Pre-test	100	13.07	4.23	5.28	**
Post-test	100	11.38	3.42		

****Significant at 0.01 level**

The calculated t' value 5.28 is greater than the table value of 0.01 level and 0.05 level. This shows that there is a significant difference between the impact of yoga and the mean score of anxiety level as per TASC. Therefore the null hypothesis is rejected. Thus, there is a significant difference between the-

Table-7: Significant difference between the Gender and the Mean score of the Anxiety Level as per TASC, According to pre-test and post-test

Source of Variation	Df (Degree of Freedom)	SSx (Sum of Squares for X)	SSy (Sum of Squares for y)	MSx(Mean square variance for X)	MSy (Mean squares variance for Y)	Fx	Fy	Remarks
Between Groups	1	273.33	62.88	273.33	62.88	17.24	-----	**
Within Groups	98	1553.18	1004.68	15.85	11.27	----	5.58	*
Total	99	1790.51	1167.56	----	-----	----	-----	

*Significant at 0.05 level

**Significant at 0.01 lwevel

Rule:-In case of pre-test the null hypothesis is rejected, there is a significant difference definitely existing between the group means. So, let us further test to find out whether these differences exist and the following steps are to be carried out.

Table -8 : difference between two means for pre-test

D (Difference Between Two Mean for pre-test)	D	S.D	t' value	Remarks
M2-M1	3.09	0.16	19.31	**

**Significant at 0.01 level

For pre-test the difference between M2 and M1, calculated t' value 19.31 is greater than the tabulated 't' value 2.63 at 0.01 level and the calculated 't' value 19.31 is greater than the tabulated 't' value 1.98 at 0.05 level. This shows that there is a significant difference between the gender and mean score

of anxiety level as per TASC, according to pre-test at 0.01 and 0.05 level. Therefore the null hypothesis is rejected at 0.01 and 0.05 level. Thus, there is a significant difference between the gender and mean score of anxiety level as per TASC at 0.01 and 0.05 level, according to pre-test.

HO2:- There will be no significant difference between the impact of yoga and the mean score of anxiety level as per GASC of secondary school students of Hyderabad city.

To test the above stated hypothesis, t- value will be carried out. The calculation was carried out and the results are as mentioned below.

Table-6: Significant difference between the Impact of Yoga and the Mean scores of Anxiety Level as per GASC

Source of Variation	N	Mean	S.D.	t- value	Remarks
Pre-test	100	22.40	7.38	12.88	**
Post-test	100	15.06	3.97		

****Significant at 0.01 level**

The calculated t' value 12.88 is greater than the table value 2.63 at 0.01 level and the calculated t' value 12.88 is greater than the table value 1.98 at 0.05 level. This shows that there is a significant difference between the impact of yoga and the mean score of anxiety level as per GASC. Therefore the null hypothesis is rejected. Thus, there is a significant difference between the impact of yoga and the mean score of anxiety level as per GASC.

HO3:- There will be no significant difference between the gender and the mean scores of anxiety level as per TASC according to pre-test and post-test of secondary school students of Hyderabad city. To test the above stated hypothesis, F- value and t' value were calculated. The calculation was carried out and the results are as mentioned below.

of anxiety level as per TASC, according to pre-test at 0.01 and 0.05 level. Therefore the null hypothesis is rejected at 0.01 and 0.05 level. Thus, there is a significant difference between the gender and mean score of anxiety level as per TASC at 0.01 and 0.05 level, according to pre-test.

For post-test, the calculated 'F' value 5.58 is greater than the tabulated 'F' value 6.90 at 0.01 level. This shows that there is no significant difference between the gender and mean score of anxiety level as per TASC, according to post-test at 0.01 level. Therefore the null hypothesis is accepted at 0.01 level. Thus, there is no significant difference between the gender and mean score of anxiety level as per TASC at 0.01 level, according to post-test.

Rule: In case of post-test at 0.05 level the null hypothesis

is rejected, there is a significant difference definitely existing between the group means. So, let us further test to find out whether these differences exist and the following steps are to be carried out.

Table-9: Difference between two means for Post-Test

D (Difference Between Two Mean for post-test)	D	S.D	t value	Remarks
M2-M1	01.58	0.13	12.15	**

**Significant at 0.01 level

For post-test the difference between M2 and M1, calculated 't' value 12.15 is greater than the table 't' value 1.981 at 0.05 level. This shows that there is a significant difference between the gender and mean score of anxiety level as per TASC, according to post-test at 0.05 level. Thus, there is a significant difference between the gender and mean score of anxiety level as per TASC at 0.05 level, according to post -test.

H04: There will be so significant difference between the gender and the mean score of the anxiety level as per GASC, according to pre-test and post-test of secondary school students of Hyderabad city. To test the above stated hypothesis, F- value and t- value were calculated. The calculations were carried out and the results are as mentioned below:

Table-10 : Significant difference between the Gender and the Mean score of the Anxiety Level as per GASC, According to pre-test and post-test

Source of Variation	Df (Degree of Freedom)	SSx (Sum of Squares for X)	SSy (Sum of Squares for y)	MSx(Mean square variance for X)	MSy (Mean squares variance for Y)	Fx	Fy	Remarks
Between Groups	1	1199.31	07.05	1199.31	.7.05	27.67	-----	**
Within Groups	98	4248.69	1542.59	43.35	15.74	----	0.45	NS
Total	99	5448.00	1549.64	----	-----	----	-----	

**Significant at 0.01 level

For post -test the calculated 'F' value 0.45 is less than the tabulated 'F' value 6.90 at 0.01 level and the calculated 'F' value 0.45 is less than the tabulated 'F' value 3.94 at 0.05 level. This shows that there is no significant difference between the gender and mean score of anxiety level as per GASC, according to post-test. Therefore the null hypothesis is accepted. Thus, there is no significant difference between the age and mean score of anxiety level as per GASC, according to post-test.

Rule: In case of pre-test the null hypothesis is rejected, there is a significant difference existing between the group means. So, let us further test to find out whether these differences exist and the following steps are to be carried out.

Table -11: Difference between two means

D (Difference Between Two Mean for pre-test)	D	S.D	t'value	Remarks
M2-M1	6.95	0.16	26.73	**

**Significant at 0.01 level

For pre-test the difference between M2 and M1, calculated 't' value 26.73 is greater than the tabulated 't' value 2.63 at 0.01 level and the calculated 't' value 26.73 is greater than the tabulated 't' value 1.98 at 0.05 level. This shows that there is a significant difference between the gender and mean score of anxiety level as per GASC, according to pre-test at 0.01 and 0.05 level. Therefore the null hypothesis is rejected. Thus, there is a significant difference between the gender and mean score of anxiety level as per GASC at 0.01 and 0.05 level, according to pre-test.

Findings

Major findings of the study are revealed as follows:

- There is a positive impact of yoga on the anxiety level of the students of secondary school as per TASC.
- There is a positive impact of yoga on the anxiety level of the students of secondary school as per GASC.
- While considering the gender factor, according to TASC

it was revealed that there is a significant difference between gender and level of anxiety in the pre-test for the secondary school students. Whereas in the post-test for the same TASC there was no significant difference between the gender and the level of anxiety. This clearly shows that there is no difference between the responses of males and females.

- According to pre-test for GASC there is significant difference between the gender and the level of anxiety. It shows that male and female responses differ from each other but the situation was reverse during the post- test and there was no difference between the male and female responses.

Suggestions

Students should have good time management and avoid laziness, procrastination and daydreaming. They should avoid cramming the night before the examination. Meditation through yoga technique helps to increase their concentration of mind, capability to memorize to faster and think creatively, which helps them to perform better in academics. While teaching yoga to the students, the teacher should guide the students in a proper way with proper techniques stating the advantages of particular yoga methods. Teacher should guide the students towards the mindful and peaceful practice before the class official begins. Parents should not neglect or punish the child when they fail to get high scores in the tests. Parents should not compare the academic status and the habits of their child with others or with the peer group members.

Educational Implications

The main aim of teacher training institutions is to create good teachers who known well about the psychology of the students. Thus, teacher training institutions should give some training to their student teachers in these contexts. In fact yoga theoretical and practical aspects are included in academic curriculum as a compulsory subject in B.Ed syllabus for the harmonious development of all the trainees from June 2009 in Osmania University. So as a researcher I hope, we get fruitful results in near future. The results of the study cannot be applied universally, yet this study may be helpful to those who are connected with the secondary education & teacher education field.

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