

THE YOGIC INSIGHT

ISSN No.: 2582-9076

Vol.: 2

Pp: 103-110

EFFECT OF YOGĀSANA'S PRACTICES ON ACADEMIC STRESS AND EMOTIONAL STABILITY OF SCHOOL STUDENTS IN CHANDIGARH

*DR. SATYAPRAKASH PATHAK

**SUNIL SHARMA

ABSTRACT

The objective of study was to investigate the effect of *Yogāsana's* practices on emotional stability and academic stress on Chandigarh school students. An intact sample of sixty students was taken. Pre-test and post-test control group design was used. The sample was randomly divided into two groups. One of the two groups was randomly assigned as the experimental (*Yogāsana's* practices) group and the other as the control group. The subjects for this study were selected from one of Government school, Chandigarh. The experimental group was given training in *Yogāsana's* practices for 10 weeks and the control group was not exposed to any training. T-test was used to analyze the data. To determine the effect of *Yogāsana's* practices on Emotional Stability and Academic Stress, and level of significance was set at 0.01 levels. Compared to the control group, the *Yogāsana's* practices group showed significant improvement in emotional stability and significant reeducation in academic stress.

KEYWORDS: Yogāsana's, Emotional stability, Academic Stress

***Assistant Professor**, Department of Yoga Studies, Himachal Pradesh University, Shimla

****Ph.D. Research Scholar**, Department of Yoga Studies, Himachal Pradesh University, Shimla

INTRODUCTION

In the beginning of 21st century, Science and technology progress very fast all over the globe which makes a man highly sensitive, critical and creative. Shaping to that core, his intellect has gained tremendous power of analysis things. He has understood the general laws of nature and unraveled subtle mysteries of nature. Science and technology has helped man reap the benefits of its use. Robotic technology and computers have brought great speed and sophistication in all human efforts and interactions. Galvanize by the human desire to increase the living standards by acquiring more and more amenity giving objects and sensual jubilation in search of human happiness, human beings try to earn more and more. In this process, the leisure of human being is greatly reduced. Man is grab in never cessation mad rush to meet all kinds of exigency which wear out, tear out and liquidate his vital organs sooner than expected due to his abnormal living habits, exciting and straining lifestyle. These overstraining of human machine, either the body or the mind collapse. It has been seemed that mind (Manomaya-kosha) is affected at first, due to restlessness and a lot of conflict inside it. A person is faced with dreadful rise of inner and outer forces making him uneasy, agitated, anxious, angry, fretful and worried due to non-fulfillment of his/her volition and expectations.

Thus, a person at this moment needs to be re-trained to find the basis of a healthy, complacency and germane life, which is tension free and gives him a real freedom to live happily. In this operating mechanistic world the matter based approach on technology and the associated lifestyle have to undergo basic changes towards a more totalitarian worldview, healthier, amicable and harmonious living, and that is what Yoga proposes. Yoga, far from being mere physical or demonstration or supernatural power is a science of impenitent, with a holistic vision, relevant to a progressive society.

YOGA

Yoga is a science of living and it is a pivotal concept in Indian culture. In philosophical domain, *Yoga* has been at the source of all significant religious movements. Philosophical musing in ancient India has been concerned from the very start up with the root menace of the man. The basic issue of human suffering including three-folded *Dukha*-s, five-folded *klesha*-s has been traced to one ultimate cause: alienation from existence and loss of contact with real-self.

Yoga, as we all know is a lifestyle. It is a methodized effort towards introspection, self-perfection and self-cultivation. It is a way of life helps not only to cope up with challenges but helps in creating a positive image of self and life.

EMOTIONAL STABILITY & YOGA

Yogāsana's practices play an important role in controlling and managing our emotions like anxiety, fear, tension, and panic. These emotions occur when we are emotionally unstable. With the help of Yoga Components, we can manage our emotions. In Yoga components, *Yogāsana's* make us physically fit and *Pranayama* make us mentally fit.

Now these days, *Yoga* is gaining popularity throughout the world. It is a better prevention agent for physiological and psychological ailments. Doctor's, Physician's, Counselor's and Health related expert's are taking keen interest these days all over the world to investigate its effectiveness by conducting research in this area.

OBJECTIVES OF THE STUDY

Following are the objectives included in the study:-

- 1 To study the effect of *Yogāsana's* practices on academic stress of Chandigarh school students.
- 2 To study the effect of *Yogāsana's* practices on emotional stability of Chandigarh school students.

HYPOTHESIS OF THE STUDY

- 1 There will be no significant effect of *Yogāsana's* practices on academic stress of Chandigarh school students.
- 2 There will be no significant effect of *Yogāsana's* practices on emotional stability of Chandigarh school students.

METHODOLOGY

SAMPLES

The samples for this study were selected from government senior secondary school, Chandigarh. 60 students in the age group of 13 – 17 years were selected randomly for this study.

VARIABLES

Yogāsana's practices were considered as an independent variable and academic stress and emotional stability were considered as dependent variable.

TOOLS

- 1 Scale of emotional stability questionnaire by Psy-Com services was used.
- 2 Scale of Academic stress from Bisht battery of stress scales by Abha Bisht was used.

RESEARCH DESIGN

Pre-test and post-test with control and experimental group design was used in this study.

LAYOUT OF DESIGN

Phase	Phase-1 st (Pre-test reading)	Phase-2 nd (Training)	Phase-3 rd (Post-test reading)
Control Group	1. Reading recorded of Academic stress	No training intervention used	1. Reading recorded of Academic stress
Experimental Group	2. Reading recorded of Emotional stability	Yogāsana's practices Training intervention used	2. Reading recorded of Emotional stability

PROCEDURE

The following procedure was adopted to conduct the study

A sample of 100 students from government senior secondary school was taken randomly. The sample was divided into two groups on random basis; further one group was treated as the experimental group and the other as the control group randomly. So, finally there were two groups of size 50 each.

TESTING PHASE

PHASE I (PRE-TEST): In this phase, the initial emotional stability and academic stress of students were measured. Scale on emotional stability questionnaire was administered to measure scores on emotional stability and a scale of stress was administered to measure scores on academic stress.

PHASE II (INTERVENTION): In this phase, Training of *Yogāsana's* practices was given to the experimental group. Following are list of *Yogāsana's* practices:-

Duration: **10 weeks**

Frequency: **5 days in week**

Times: **40 Minutes**

S. NO.	YOGĀSANA'S PRACTICES	TIME
1.	<i>Prarthana</i> (Prayer)	60 seconds
2.	<i>Uccharana-sthala</i> <i>tatha</i> <i>Vishudha-chakra-shuddhi</i> (for throat and voice)	60 seconds/2 round
3.	<i>Buddhi-tatha-Dhriti shakti-vikasaka</i> (for developing will power) <i>Smarana shakti-vikasaka</i> (for improving the memory) <i>Medha shakti-vikasaka</i> (for improving the intellect and memory)	60 seconds/2 round 60 seconds/2 round 60 seconds/2 round

4.	<i>Griva shakti-vikasaka</i> (for the Neck) (1) (A&B) <i>Griva shakti-vikasaka</i> (for the Neck) (2) (A&B) <i>Griva shakti-vikasaka</i> (for the Neck) (3)	60 seconds/2 round (A&B) 60 seconds/2 round (A&B) 60 seconds/2 round
5.	<i>Bhuja-bali shakti-vikasaka</i> (for the fore-arms) (A&B) <i>Bhuja-bali shakti-vikasaka</i> (for the fore-arms)	60 seconds/2 round (A&B) 60 seconds/2 round
6.	<i>Kati shakti-vikasaka</i> (for the waist) (1) <i>Kati shakti-vikasaka</i> (for the waist) (2) <i>Kati shakti-vikasaka</i> (for the waist) (3) <i>Kati shakti-vikasaka</i> (for the waist) (4) <i>Kati shakti-vikasaka</i> (for the waist) (5)	60 seconds/2 round 60 seconds/2 round 60 seconds/2 round 60 seconds/2 round 60 seconds/2 round
7.	<i>Jangha shakti-vikasaka</i> (for the thighs) (1) (A&B) <i>Jangha shakti-vikasaka</i> (for the thighs) (2) (A&B) <i>Janu shakti-vikasaka</i> (for the knees)	60 seconds/2 round (A&B) 60 seconds/2 round (A&B) 60 seconds/2 round
8.	<i>Rekha-gati</i> (Walking in a Straight line) <i>Hrid-gati</i> (Injanadaur – the Locomotive Exercise) <i>Utkurdana</i> (Jumping Exercise) <i>Urdhva-gati</i> (Upward Movement) <i>Sarvanga-pusti</i> (Developing the Entire body)	60 seconds/2 round 60 seconds/2 round 60 seconds/2 round 60 seconds/2 round 60 seconds/2 round
9.	Standing Posture: 1. <i>Tadasana</i> 2. <i>Vrikshasana</i> 3. <i>Urdhva-Hastottanasana</i> 4. <i>Kati Chakrasana</i> 5. <i>Ardha Chakrasana</i> 6. <i>Paada Hastasana</i>	60 seconds/2 round 60 seconds/2 round 60 seconds/2 round 60 seconds/2 round 60 seconds/2 round 60 seconds/2 round
10.	Setting Posture 1. <i>Paschimottanasana</i> 2. <i>Supta Vajrasana</i> 3. <i>Vakrasana</i> , 4. <i>Ardha Matsyendrasana</i> 5. <i>Gomukhasana</i>	60 seconds/2 round 60 seconds/2 round 60 seconds/2 round 60 seconds/2 round 60 seconds/2 round
11.	Lying posture (prone) 1. <i>Bhujangasana</i> 2. <i>Shalabhasana</i> 3. <i>Dhanurasana</i>	60 seconds/2 round 60 seconds/2 round 60 seconds/2 round
12.	Lying Posture (spine) 1. <i>Utthana-padasana</i> 2. <i>Pavanamuktasana</i> 3. <i>Halasana</i> 4. <i>Chakrasana</i> 5. <i>Shavasana</i>	60 seconds/2 round 60 seconds/2 round 60 seconds/2 round 60 seconds/2 round 60 seconds
	Total	2400 seconds/ 40 Minutes

No Yogāsana's training was given to the control group.

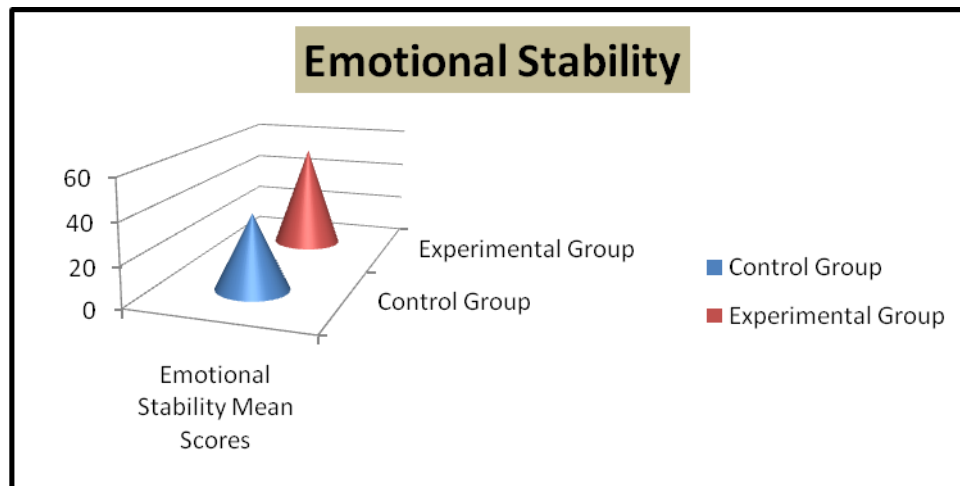
PHASE III (POST-TEST): In this phase, the final scores pertaining to emotional stability and academic stress were obtained by administering emotional stability questionnaire and academic stress scale.

RESULT AND DISCUSSION

The table 1 below shows the t-ratio between the mean scores to the experimental and control group on emotional stability along with table 2 shows the t-ratio value between the mean scores of the experimental and control group on the variable of academic stress.

TABLE 1: MEAN SCORES AND T-RATIO OF EMOTIONAL STABILITY

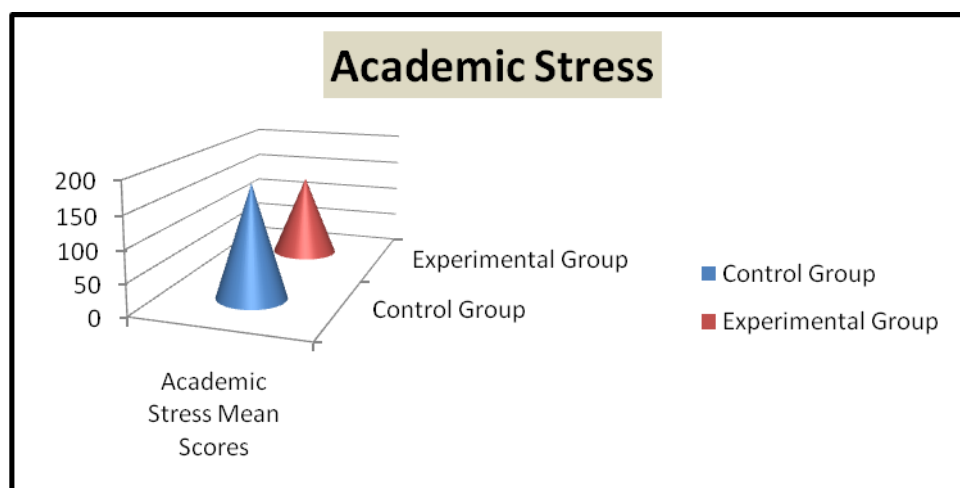
	Mean Score	SED	t-ratio
Experimental Group	52.99	2.443	5.986*
Control Group	37.40		

**FIGURE 1: MEAN SCORES OF EMOTIONAL STABILITY**

In the table 1 and figure 1, shows that the t-ratio is statistically significant between in experimental group and the control on emotional stability. It shows that there is significant difference in the mean score of experimental group i.e. 52.99 and mean score of control group i.e.37.40. so that it can be inferred that students who had formal training in *Yogāsana*'s practices have significantly more emotional stability as compared to those who did not have any training of *Yogāsana*'s practices.

TABLE 2: MEAN SCORES AND T-RATIO OF ACADEMIC STRESS

	Mean Score	SED	t-ratio
Experimental Group	135.40	4.239	9.214*
Control Group	179.08		

**FIGURE 2: MEAN SCORES OF ACADEMIC STRESS**

In the table 2 and Figure 2, depicts that the t-ratio is statistically significant between in experimental group and the control group on Academic stress. It shows that there is significant difference in the mean score of experimental group i.e. 135.40 and mean score of control group i.e.179.08. So that, it can be concluded that students who had formal training in *Yogāsana*'s practices have significantly low academic stress as compared to those who did not have any training of *Yogāsana*'s practices.

CONCLUSION

The purpose of the study was to determine the effect of *Yogāsana*'s practices on emotional stability and academic stress on Chandigarh school students. The finding of the study on the basis of analysis of raw data revealed that there was a significant improvement found in the emotional stability level and low in academic stress with a regular practice of *Yogāsana*'s practices. *Yogāsana*'s practice makes our body and mind stable: they calm our mind which further helps us to control our emotions and its improving concentration, creativity among the school students.

In the study, a pair wise comparison shows that the duration of ten weeks of treatments was sufficient to bring out significant different on both variable in emotional stability and academic stress.

REFERENCES

- 1 Ara, D., Emily, P., and Froad, T.P., (2004). Effect of Yoga practice on the health related aspects of physical fitness. *Preventive Cardiology*.7 (4): 160-170.
- 2 Bal, B.S., and Kaur, P.J., (2009). Effect of selected Asanas in Hatha yoga on agility and flexibility level. *Journal of sports and health research*. 1(2): 75-87.
- 3 Kagitha, V.R., and Kumar, P.S., (2013). Effect of complex training with Yogic practice on selected motor fitness variables and playing ability among kabaddi men players. *International journal of humanities and social science invention*. 2(10); 10-14.
- 4 Kumari, R., (2008), "Impact of *Yogāsana*'sin school going students" *Journal of sports and health research*. 4(2): 98-103
- 5 Madamohan, S.D., (2015). A comparative study of Yogasanas and Physical Exercise in School Children". *International Journal of yoga* 6(2). 51-56.

- 6 Parag, J., & Manjunath, D.S., (2012). Effect of Suryanamaskar on sustained attention in school children. *Yoga physical therapy*. 2(2): 2-4.
- 7 Raja, S.C., (2012). Effect of yogic practices on flexibility, cholesterol and blood pressure. *International interdisciplinary research journal*. 2(4): 221-225.
- 8 Shankar, G., and Pancholi, B., (2011).The Effect of Suryanamaskar Yoga Practice on The Heart Rate, Blood Pressure, Flexibility and Upper Body MuscleEndurance in Healthy Adult. *International Journal of Health Sciences & Research*. 1(1): 2-6.
- 9 Sharma, M. (2004). *Science of Yoga management in school students*. Human Kinetics.
- 10 Sharma, V., and Tyagi, S.P., (2015). Effect of Yoga asana practice on selected joint range of motion of university male students. *International journal of multidisciplinary education research*. 1(4): 45-51.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX