

EFFECT OF YOGIC PRACTICE ON ACADEMIC STRESS AMONG SECONDARY SCHOOL STUDENTS

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Abstract

The main aim of present research is to study the effect of Yogic Practice on Academic Stress among Secondary School Students. Total sample of 50 male students were randomly selected from Gandhinagar city. Academic Stress Scale by Sudip Ghosal and Debasri Banerjee was used before and after Yogic Practice for data collection. 't' test was applied for data analysis. Results show that Yogic practice could significantly help in reducing academic stress regarding personal feeling among male high school students. Yogic practice could significantly help in reducing academic stress regarding institutional factor among male high school students. Yogic practice could significantly help in reducing academic stress regarding social environment among male high school students. Yogic practice could significantly help in reducing academic stress regarding emotional environment among male high school students.

❖ **INTRODUCTION**

Yoga is basically a spiritual discipline which is based on an extremely subtle science that concentrates on bringing harmony between mind and body. It is a science and an art of healthy and sound living. The word 'Yoga' is derived from the Sanskrit word 'Yuj', signifying 'to join' or 'to combine' or 'to unite'. Both Yoga and Ayurveda are historically closely related and have developed in tandem with each other since ancient times. According to Yogic sacred writings the act of Yoga prompts the union of individual consciousness with that of the Universal Consciousness, showing an ideal congruity between the mind and body, Man and Nature. Yoga is believed to balance the three doshas i.e Vata, Pitta & kapha. As indicated by modern scientists, everything in the universe is only an appearance of a similar quantum atmosphere. One who experiences this oneness of existence is said to be in yoga, and is

named as a yogi, having achieved a state of freedom alluded to as Mukti, Nirvana or Moksha. Therefore, the prime objective of Yoga is Self-realization, to overcome all types of sufferings prompting 'the state of salvation' (Moksha) or 'freedom' (Kaivalya). Living with freedom in all aspects of life, health and harmony is the primary focus of yoga practice. "Yoga" likewise alludes to an inward science including an assortment of strategies through which people can understand this union and accomplish authority over their destiny. Yoga, being generally considered as an 'Immortal cultural outcome' of Indus Saraswati Valley civilization – going back to 2700 B.C., has substantiated itself taking into account both material and spiritual upliftment of humanity. Basic humane values are the very Identity of Yoga Sadhana.

Stress is a feeling of mental or physical tension from difficult situations, a natural bodily response to demand, or a force causing strain on objects, also meaning emphasis language or physics. It involves emotional strain (worry, frustration) or physical reaction and can refer to linguistic emphasis or physical pressure on materials.

Academic stress is a growing concern for students in India, affecting their mental health and overall well-being. Students frequently find it difficult to handle the pressures of a competitive school system, societal expectations, and personal goals. The pressure to do well can be too much in a nation where prospects are frequently linked to scholastic achievement. This blog explores the causes, and signs, of academic stress while providing information on practical solutions, such as the advantages of online therapy and support networks like Rocket Health.

Academic stress refers to the psychological distress experienced by students due to the demands of academic life. It encompasses a range of emotional, cognitive, and physical responses to challenges such as workload, examinations, peer competition, and parental expectations (Deb et al., 2015). In India, where academic achievement is often linked to family pride and career prospects, the pressure to succeed can lead to anxiety, depression, and burnout. The stress may not only affect academic performance but also interpersonal relationships and overall mental health.

Kumar & Singh et al., (2017) The purpose of the current study is to assess how super-brain yoga affects teenagers' levels of academic anxiety. Academic anxiety is a major problem for teenagers and young adults, especially around exam season. The study's findings indicate students who participated in the yoga module significantly decreased their level of

academic anxiety.

Ashtaputre et al., (2015) This study looked at the effects of yoga intervention on the anxiety levels of college-bound students. An intercollege research study was carried out in Aurangabad. For the duration of 45 days, 50 students who were chosen at random for the Yogic intervention were exposed to a half-hour of yoga practice every day. The subjects' anxiety level significantly decreased, according to the statistical results. The study came to the conclusion that anxiety is one of the main issues that today's youth are dealing with, and that yogic intervention had lowered the subject's level of academic anxiety.

Sahu, s. et al., (2015) The main aim of the present study was Investigating the influence of sex, culture, and personality on academic anxiety was the primary goal of the current investigation. Urban students have demonstrated higher levels of academic anxiety than tribal students, which may be explained by the stark differences between the educational environments in urban and tribal areas. Compared to tribal parents, urban parents are frequently better educated and more aware of their kids' academic success. Compared to parents from tribal areas, they provide superior facilities for their kids similar to coaching and books. They have higher expectations for their children than the tribe's parents do. Compared to tribal students, urban students have higher levels of academic anxiety because their parents are always pressuring them to do well in school.

Shetty et al., (2022) The present study was conducted to identify the academic stress and study habits of university students of health science. The findings of the present study generally indicated that the university students studying health sciences have unsatisfactory study habits. They were also mildly to moderately stressed out. In this regard, teachers must take the required actions to improve student study habits because these abilities may be taught. Because health professional students have a limited schedule, this may be the cause of their lack of relaxation. So, it is very important to bring changes in their academic routine. Including yoga and meditation in their curriculum may help them relax, and life skill training programs may help them to balance their academic and personal life.

Awasthi et al., (2015) The purpose of the study was to assess how a thorough yoga training program affected college students' academic stress, exam anxiety, focus, and memory. Overall, the findings confirm that college students' psychological parameters were enhanced by the yoga training program. It was discovered that the experimental group

greatly improved in a few areas, including academic stress, test anxiety, and focus. However, there was no discernible difference in memory between the experimental and control groups. Compared to the control groups, the experimental groups improved at a faster rate. Lastly, the findings demonstrate that the participants who received extensive yoga instruction improved on their selected psychological parameters higher than participants in control group.

Prabhu (2015) Academic stress is the anxiety and stress that comes from schooling and education. In this study was conducted by on different age group stress was found in 58.22% of the students between the age group 12-15, 8.81% between 0-9, 12.89% between 16-17, 1.8% were 18 and above in New Delhi and Uttar Pradesh in India. The study revealed that the main factor of Academic Stress in Indian students are examination related factor, peer pressure, teacher-student relationship and grade related factor.

❖ **STATEMENT OF PROBLEM :**

In this research main aim is know the effect of Yogic Practice on different dimension of academic stress such as academic stress regarding personal feeling, institutional factor, social environment, emotional environment and overall academic stress among secondary school students. the exact problem of present research is “Effect of Yogic Practice on Academic Stress among Secondary School Students”

❖ **OBJECTIVES OF THE STUDY:**

1. To know the effect of Yogic Practice on Academic Stress regarding Personal Feeling among Male Secondary School Students.
2. To know the effect of Yogic Practice on Academic Stress regarding Institutional Factor among Male Secondary School Students.
3. To know the effect of Yogic Practice on Academic Stress regarding Social Environment among Male Secondary School Students.
4. To know the effect of Yogic Practice on Academic Stress regarding Emotional Environment among Male Secondary School Students.

❖ **HYPOTHESIS**

Ho₁ There is not significant effect of yogic Practice on Academic Practice on Academic Stress regarding Personal Feeling among High School Students.

Ho₂ There is not significant effect of yogic Practice on Academic Practice on Academic

Stress regarding Institutional Factor among High School Students.

Ho₃ There is not significant effect of yogic Practice on Academic Practice on Academic Stress regarding Social Environment among High School Students.

Ho₄ There is not significant effect of yogic Practice on Academic Practice on Academic Stress regarding Emotional Environment among High School Students.

❖ **SAMPLE :**

In present research 40 male student of Secondary Schol were selected from Secondary School from Gandhinagar city. Continent Sampling Method was used for sample section.

❖ **VARIABLE :**

In present research Yogic practice is an independent variable and the scores of various dimension of academic stress of Secondary School Student were taken is Dependent Variable.

❖ **TOOL :**

In present research Academic Stress Scale by Sudip Ghosal and Debasri Banerjee was used.

• **Factors**

Personal Feeling : Individuals personal or own feeling of stress.

Institutional Factor : Stress felt by the students due to the institutional rules and regulations and institutional environment.

Social Environment : Stress felt by the individual due to the social environment like family etc.

Emotional Environment : Mental feelings due to peers and social surroundings.

These four dimensions were selected because all the other dimensions can be included in these four categories. Secondary, in Indian culture or scenario we found that these four dimension are the major causes of academic stress for secondary school students.

• **Reliability**

The reliability that is internal consistency with Cronbach's Alpha was .73, this indicates reliability coefficient is good and the scale is reliable to meausre our intended

construct. At last Percentile Norm were calculated for further application of this scale.

- **Validity**

Content Validity : The scale was given to three experts for their expert opinion. Initially 41 items were taken and among those items which were rated as “Appropriate” were selected. Experts were asked to rate the item as “Appropriate” and “Non Appropriate”. Finally 34 items were taken. Their suggestions were incorporated into the scale for finalizing it. The range of Coefficient of Validity was 0.77-0.91 and the average was 0.84.

Content Validity Ratio

	Expert 2	Expert 3
Expert 1	.77	.91
Expert 2		.84

- **Scoring**

In this scale more score indicates more academic stress. For positive item response numerical coding was 4, 3, 2, 1 and for negative item numerical coding was 1, 2, 3, 4.

- ❖ **PROCEDURE**

Permission was taken from the principal of the schools and the consent have been also be taken from the students. Total 40 male students were randomly selected from Secondary School of Gandhinagar City. Academic Stress Scale were administered in two sessions. The data collection of sessions were as under:

In the first session before introducing Yogic Practice Academic Stress Scale were administrated in small manageable group of students. After completion of data collection of first session scoring was done as per the scoring key of manual of the scale.

In second session, Yogic Practice applied four days a week daily 60 minutes for two months. After completion of Yogic Practice again Academic Stress Scale were administered to the students. After completion of data collection of second session scoring was done as per the scoring key of manual of the scale. Data were arranged in appropriate tabular form for data analysis.

❖ **YOGIC INTERVENTION MODULE**

3 Omkar & Prayer	7 Minutes
Surya Namaskar (3 Times)	5 Minutes
Shavasan	3 Minutes
Aasan Abhyas	20 Minutes
Pranayam	10 Minutes
Dhyana	5 Minutes
	Total 50 Minutes

• **Inclusion Criteria**

- (a) Male students of high school students were selected.
- (b) Students were selected who wanted to participate willingly in this research.
- (c) Students who were studying in 8th to 10th std.

• **Exclusion Criteria**

- (a) Students with a diagnosed any chronic physical & mental illness not including in present research.
- (b) Those who were taking any medicine were not taken in this research.
- (c) Incomplete questionnaire were excluded.

❖ **STATISTICAL ANALYSIS**

To analyse the data of pre and post test paired 't' test was used.

Table-1

Mean, SD, SEM and t Value of Pre and Post Yogic Practice on Academic Stress regarding Personal Feeling among Male Secondary School Students.

Group	N	Mean	SEM	SD	t	Level of Significance
Pre	50	27.96	0.53	3.74	11.95	0.01
Post	50	23.80	0.54	3.84		

The results of Table-1 show the t-value of pre and post-yogic practice on academic stress regarding Personal Feeling among male high school students is 11.95. The mean scores of academic stress among male high school students were 27.96 and 23.80 respectively on pre and post yogic practice with SD 3.74 and 3.84 and SEM 0.53 and 0.54. The Results

reveal that pre-post mean scores of yogic practice on academic stress of male high school students significantly differ at 0.01 level. In the context of the null hypothesis, “There is not significant effect of yogic Practice on Academic Practice on Academic Stress regarding Personal Feeling among high school students” It indicates that yogic practice could significantly help in reducing academic stress regarding personal feeling among male high school students.

Table-2

Mean, SD, SEM and t Value of Pre and Post Yogic Practice on Academic Stress regarding Institutional Factor among Male Secondary School Students

Group	N	Mean	SEM	SD	t	Level of Significance
Pre	50	17.76	0.30	2.11	15.35	0.01
Post	50	13.98	0.32	2.25		

The results of Table-2 show the t-value of pre and post-yogic practice on academic stress regarding Institutional Factor among male high school students is 15.35. The mean scores of academic stress among male high school students were 17.76 and 13.98 respectively on pre and post yogic practice with SD 2.11 and 2.25 and SEM 0.30 and 0.32. The Results reveal that pre-post mean scores of yogic practice on academic stress of male high school students significantly differ at 0.01 level. In the context of the null hypothesis, “There is not significant effect of yogic Practice on Academic Practice on Academic Stress regarding institutional factor among high school students” It indicates that yogic practice could significantly help in reducing academic stress regarding institutional factor among male high school students.

Table-3

Mean, SD, SEM and t Value of Pre and Post Yogic Practice on Academic Stress regarding Social Environment among Male Secondary School Students

Group	N	Mean	SEM	SD	t	Level of Significance
Pre	50	11.54	0.21	1.46	9.77	0.01
Post	50	8.68	0.21	1.48		

The results of Table-3 show the t-value of pre and post-yogic practice on academic stress regarding Social Environment among male high school students is 9.77. The mean scores of academic stress among male high school students were 11.54 and 8.68 respectively on pre and post yogic practice with SD 1.46 and 1.48 and SEM 0.21 and 0.21. The Results reveal that pre-post mean scores of yogic practice on academic stress of male high school students significantly differ at 0.01 level. In the context of the null hypothesis, “There is not significant effect of yogic Practice on Academic Practice on Academic Stress regarding social environment among high school students” It indicates that yogic practice could significantly help in reducing academic stress regarding social environment among male high school students.

Table-4

Mean, SD, SEM and t Value of Pre and Post Yogic Practice on Academic Stress regarding Emotional Environment among Male Secondary School Students

Group	N	Mean	SEM	SD	t	Level of Significance
Pre	50	9.34	0.17	1.17	22.23	0.01
Post	50	6.86	0.18	1.28		

The results of Table-3 show the t-value of pre and post-yogic practice on academic stress regarding Emotional Environment among male high school students is 22.23. The mean scores of academic stress among male high school students were 9.34 and 6.86 respectively on pre and post yogic practice with SD 1.17 and 1.28 and SEM 0.17 and 0.18. The Results reveal that pre-post mean scores of yogic practice on academic stress of male

high school students significantly differ at 0.01 level. In the context of the null hypothesis, “There is not significant effect of yogic Practice on Academic Practice on Academic Stress regarding emotional environment among high school students” It indicates that yogic practice could significantly help in reducing academic stress regarding emotional environment among male high school students.

❖ CONCLUSION

Yogic practice could significantly help in reducing academic stress regarding personal feeling among male high school students. Yogic practice could significantly help in reducing academic stress regarding institutional factor among male high school students. Yogic practice could significantly help in reducing academic stress regarding social environment among male high school students. Yogic practice could significantly help in reducing academic stress regarding emotional environment among male high school students.

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