



ISSN: 2395-7476
IJHS 2016; 2(3): 399-401
© 2016 IJHS
www.homesciencejournal.com
Received: 03-07-2016
Accepted: 04-08-2016

Dr. C Kalapriya
Lecturer in Home Science,
D.K. Govt. Degree College for
Women (A), Nellore,
Andhra Pradesh, India

Impact of yoga on stress management of adolescent boys and girls

Dr. C Kalapriya

Abstract

Adolescence is very complex and important period of every individuals life. This is the period in which individual gains new experiences and responsibilities. It is the period in which Growth and Development take place at all levels that is physically, mentally, socially and emotionally. Sometimes these changes are so sudden that individual cannot cope with them and that causes psychological problems like depression, stress etc., Adolescents with stress can't be able to deal or adjust with the environment. The present study was conducted to study the stress levels of adolescents before and after yoga training program according to gender. The sample of the study included 50 boys and 50 girls studying in 9th and 10th standards were selected randomly from two schools of Tirupati town. Two tools, first was General Information Schedule and the second was Checklist to assess the stress levels of adolescents. It took fifteen minutes to complete the checklist by each student. The entire sample were made to attend a yoga training for one month. A post-test was conducted the same sample after one month training. Results revealed that the stress levels were found be more in boys when compared to girls. Training program has significantly reduced the stress levels for boys and girls from highly stressful level to average and above stress levels.

Keywords: Stress management, yoga and adolescent age

1. Introduction

Adolescence is one of the transitional periods in everyone's life. The term Adolescence has been derived from Latin word adolescere which means "to grow up". Adolescence is linked to teenage years. Adolescence is very complex and important period of every individuals life. This is the period in which individual gains new experiences and responsibilities. It is the period in which Growth and Development take place at all levels that is physically, mentally, socially and emotionally. Individual has to adjust and adapt themselves to the environment available. This is the period in which many changes take place.

The total years of Adolescence are from 13-18 years. During puberty there will be key changes they are Primary sexual Characteristics and Secondary Sexual Characteristics. These are essential changes of Adolescence. Adolescents will be very Vulnerable to Stress because of the rapid Physical and Psychological changes. The responsibility on the parents to take care of their adolescents is more as they may succumb to pressures from schoolwork, peer relationships, and mood swings. Environment at home also plays an important role. The chances of Adolescents to indulge in deviant behaviors are very high when they are not paid attention by parents and teachers.

Sometimes these changes are so sudden that individual cannot cope with them and that causes psychological problems like depression, stress etc., Adolescents with stress can't be able to deal or adjust with the environment. The effect of stress varies widely from one person to another. Every individual needs a moderate amount of stress to be least capable of functioning. Stress in adolescents is seen when they find that they cannot cope with a different situation. A stress situation is composed of anxiety and stress. If coping strategies are inadequate, depression can result. Four categories of stress include time, anticipatory, situational and encounter stress. It is important to recognise the unsuccessful defence mechanisms employed by children to try to deal with anxiety-provoking situations. These include repression, regression, projection, displacement and reaction formation, rationalization, denial and identification.

Correspondence
Dr. C Kalapriya
Lecturer in Home Science,
D.K. Govt. Degree College for
Women (A), Nellore,
Andhra Pradesh, India

It is the child’s individual perception that sets the tone and the amount of stress in response to a particular event.

A variety of technique have been proven effective in helping children deal with stress, including yoga, deep muscle relaxation and guided visual imaginary. Adults should be aware of the stress in children’s’ lives and should assist in the development of positive coping.

High school can be a stressful period with both academic and personal challenges. Yoga, through breath and awareness, provides space to step back and regulate the response to stress in a calm and thoughtful manner. Bakshi, A. Kumari, A. (2009) [1] observed the effect of Practicing Yoga among Adolescents and found a significant change on the level of Subjective Well Being and Academic Performance.

Anice James and Marice (2004) [13] investigated the influence of academic stress on the achievement of the Ninth standard students and found a significant difference between boys and girls. Girls performed better than boys in their level of achievement and lowered in the level of academic stress. Mohammad and Philip (2004) [14] observed that girls academic stress was higher than the boys academic stress.

Yoga through its techniques of meditation, asanas and pranayama yields a positive effect in the management of stress in High School students. With this back ground the present study was conducted to examine the Impact of Yoga on stress Management of Adolescent Boys and Girls.

1.1 Objectives

1. To study the stress levels of adolescents according to Gender.
2. To assess the impact of training program using Pre- test and Post- test analysis.
3. To study the Impact of Yoga Training on stress levels of sample according to gender.

2. Methodology

A sample of 50 boys and 50 girls studying 9th and 10th standards were selected randomly from two high schools of Tirupati town. The sample were administered with two tools. The first tool is General Information schedule which included gender, class, age, socio economic status, academic achievement, parents education and occupation. The second tool consisted of 25 questions related to stress levels. The stress scores ranged from 25 to 125. It took 15 minutes to complete the check list by each student. The stress levels were

Table 3: shows the mean, standard deviation and t- value according to gender in pre-test and post- test of the sample

S. No.	Gender	Number	Mean	Std. Deviation	Std. Error Mean	t- value
1.	Stress pre test					
	Girls	50	67.70	8.920	1.261	2.284
	Boys	50	72.14	10.461	1.479	P<0.025
2.	Stress post- test					
	Girls	50	1.602	11.329	1.602	2.519
	Boys	50	1.848	13.068	1.848	P<0.013

Table -3 shows the Mean, Standard Deviation and t- value of stress scores before and after training program according to gender. The results reveal that boys had mean value of 72.14 that is high stress levels were noticed compared to girls whose mean value was 67.70 before training program. The stress levels in the sample were found to be decreased from highly stressful level to average and less stress levels when compared to boys. The Mean value for boys was found to be 53.82 and for girls the mean value was 47.66. The t- value was found to be 2.284 it is significant at 0.05 level. The t- value

calculated. The entire sample were made to attend a yoga training for one month. A post test was conducted on the same sample after one month training to assess the pre and post levels of stress among sample adolescents. Statistical analysis was done using SPSS version and the results were analysed.

3. Results and Discussion

Table 1 shows the socio demographic profile of students according to their gender and class. From the table it is clear that there were 50 Girls and 50 boys studying in 9th and 10th classes

Table 1: showing the socio demographic profile of the sample

S. No.	Variable	Frequency	Percent
1.	Gender		
	Girls	50	50
	Boys	50	50
2.	Class		
	IX class	50	50
	X class	50	50

Table-2 shows the pre- test and post- test stress score distribution of the sample. From the table it is evident that the pre test scores are identified with high stress levels. The total sample of the students were allowed to train for one month yoga training program and the post test scores was analysed. Results show that the stress levels have decreased when compared to pre –test scores.

Table 2: shows the pre- test and post –test scores of stress levels of the sample

S. No		stress pre test	stress post test
1.	Mean	69.92	50.74
2.	Std. Deviation	9.926	12.555
3.	Range	61	51
4.	Minimum	30	29
5.	Maximum	91	80

Table -2 shows the Mean, Standard Deviation and t-value of the pre-test and post test scores of the sample. There is significant difference in stress scores of pre-test and post-test analysis of the sample. The mean stress scores before yoga training program was found to be 69.92 and after yoga training program was found to be 50.74 that is the students stress scores were in the range of average stress.

after training program was found to be 2.519 that is p value is less than 0.013

4. Conclusions

1. There is significant difference between pre and posttest analysis. The training program has positive impact on stress score of sample adolescents.
2. The stress levels were found be more in boys when compared to girls.
3. Training program has significantly reduced the stress

levels for boys and girls from highly stressful level to average and above stress levels.

4. The training program helped to decrease the stress level to a lesser degree than earlier degree of stress levels.

It may be concluded from the findings of the study that with the intervention of yoga, the stress levels of students have reduced from high stress to less and average stress levels. So it is suggested that yoga module should become a regular feature in the schools to reduce the stress among adolescents.

5. References

1. Bakshi A, Kumari A. Effect of Practicing Yoga on Subjective Well Being and Academic Performance Among Adolescents Indian Psychological Review. 2009; 72(4):235-238.
2. Jadhav SG, Havalappanavar NB. Effect of Yoga Intervention on Anxiety and Subjective well-being Journal- Indian Academy of Applied Psychology. 2009; 35(1):27-32.
3. Venkataramana HL, Poomalil SN, Shobhasree T. Effect of Yoga on Academic Stress of High School Students Social Science International. 2008; 24(1):89-97.
4. Bhole MV. Psycho-Physiological importance of some yoga practices Paper presented at the international seminar on stress in Health and Diseases. Varanasi: Banaras Hindu University. 1977.
5. Singh RH, Udupa KN. Psychobiological studies on certain hatha yoga practices. Paper presented at the international seminar on stress in Health and Diseases. Varanasi: Banaras Hindu University, 1977.
6. Datey KK. Stress and heart diseases and how to control it with newer techniques – biofeedback and Savanasana. Paper presented at the International seminar on stress in Health and Diseases. Varanasi: Banaras Hindu University, 1977.
7. Udupa KB, Singh RH, Dwivedi KN. Biochemical study on meditation. Paper presented at the international seminar on stress in Health and Diseases. Varanasi: Banaras Hindu University.
8. Sahasi G, Mohan D, Kacker C. Effectiveness of yogic techniques in the management of anxiety. Journal of Personality and Clinical Studies. 1989; 1:51-5.
9. Dua J. Meditation and its effectiveness. In: Pestonjee DM, Pareek U, Aggarwal R, editors. Studies in Stress and its management. Delhi: Oxford and IBH. 1998.
10. Roberts LW, Warner TD, Lyketsos C, Frank E, Ganzini L, Carter D. Perceptions of academic vulnerability associated with personal illness: A study of 1,027 students at nine medical schools. Compr Psychiatry. 2001; 42:1-15.
11. Simard AA, Henry M. Impact of a short yoga intervention on medical students' health: A pilot study. Med Teach. 2009; 31:950-2.
12. Kumar Kamakhya. A study on the impact on stress and anxiety through Yoga nidra; Indian Journal of Traditional Knowledge. 2008, 7.
13. Anice James, Marice P. Academic Stress and Achievement in Science as related to Scientific Aptitude and Scientific Attitude among XI standard students in Tamil Nadu, Journal of Educational Research and Extension. 2004; 41(2):13-16.
14. Mohammad S, Philip R. Prediction of Academic Stress from some demographic variables, Journal of Advanced Education. 2004; 4(1):8-11.