

Effect of Yoga on Mental Health, Academic Stress And Life Satisfaction

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Abstract- *Yoga is one of the finest Indian disciplines and integral part of Indian philosophy which is being practiced around the globe since ages. Yoga is widely used by people for various purposes such as meditation, to enhance physical and psychological wellbeing, to control aggression and stress and other mental health issues etc. The benefits of yoga cannot be summarized in few examples. Therefore, present paper focused to investigate the moderating effects of yoga practice on mental health of students.*

Students who were forcefully chosen academic stream and were not satisfied with that suffer poor mental health as per scores obtained on General Health Questionnaire-12 by Goldberg and Williams, higher academic stress (SAAS by Sinha, Sharma and Nepal), were low on life satisfaction (Students' Life Satisfaction Scale by Huebner) and happiness (Oxford Happiness Inventory by Hills & Argyle) than those students who had willingly chosen their academic stream.

I. INTRODUCTION

Now a day's mental health difficulties has become a common buzz among students. Due to hectic school hours, coaching schedule, academic pressure, work load and increasing competition it has become extremely complicated for the students to maintain their physical as well as their psychological health. Students being children or adolescents have to deal with daily hassles as adults do. They have to wake up early to get ready for their school, have to attend extra coaching classes or tuitions to enhance their subject knowledge or to prepare for the competition exams, they study till late night in order to maintain their performance. But, they do not get enough space, time or freedom to enjoy their life. Apart from all these challenges students are being forced by the parents or by others to choose the academic discipline or make a career choice which seems to appear potentially beneficial in future. But, the forceful career choice adversely affects health and well being of an individual.

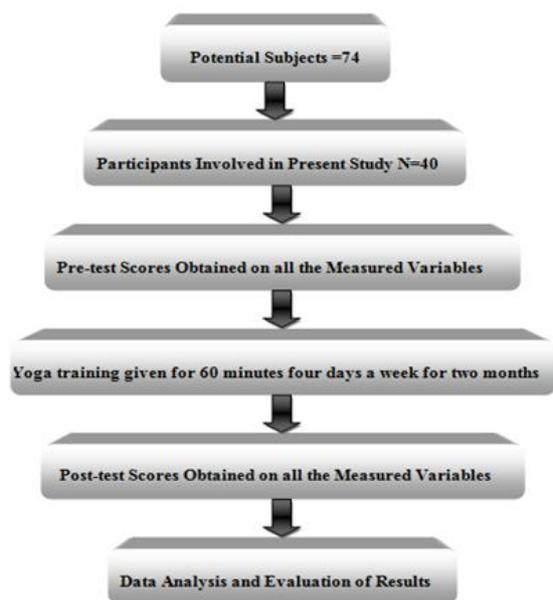
Rohilla (2017) conducted a study among 206 students out of which 132 were those who had willingly chosen and were satisfied with their academic streams and 74 were those who opted for the stream in which they were not interested and were not satisfied with that. Students from both the groups were from science, arts, and commerce streams. Out of seventy four students who had unwillingly chosen their academic stream fifty three percent students reported about parental pressure, fifteen percent reported about peer pressure, ten percent mentioned less marks, five percents indicated lack of financial resources and nine percents gave reason of lack of guidance for choosing the respective academic discipline. Results of the investigation indicated remarkable findings.

From the above findings a need was observed to find out a way to lower down academic stress, and enhance health and wellbeing among students. Therefore present investigation is an extended part of our previous research (Rohilla, 2017) to study the effect of Yoga on mental health, academic stress and life satisfaction among students.

II. METHOD

In the previous investigation it was found that out of the total sample 74 students were those who had unwillingly chosen their academic stream and were not satisfied with it. For the current study 40 students (20 males & 20 females) were randomly selected from those 74 students. For intervention yoga training of 60 minutes 4 days a week was given to the subjects daily for 2 months by professional trainers. Consent was obtained from the participants prior to involving in the study. Yoga training included "Surya Namaskar Asanas" viz. Pranamasan, Hasta Utthanasan, Padahastasan, Ashwasanchalanasan, Ashtanaga Namasakar, Bhujangasan, and Parvatasan along with breathing and muscle relaxation exercises.

Pre-test scores were obtained from the participants on all the measured variables viz. mental health, academic stress and life satisfaction using General Health Questionnaire-12 by Goldberg and Williams (1988), SAAS by Sinha, Sharma and Nepal (2003) and Students' Life Satisfaction Scale by Huebner (1991) respectively. Post-test scores were again measured using the same tools.



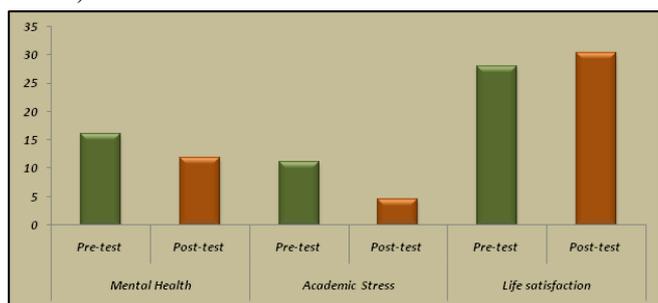
III. RESULTS

Table showing mean difference between pre-test and post-test phase

Variables	Phases	Mean	Std. Deviation	t-value	p-value
Mental Health	Pre-test	16.13	7.12	7.96**	<0.01
	Post-test	11.88	6.86		
Academic Stress	Pre-test	11.10	9.86	7.40**	<0.01
	Post-test	4.47	5.54		
Life satisfaction	Pre-test	27.99	5.43	4.69**	<0.01
	Post-test	30.46	7.18		

** .t-value significant at the 0.01 level (p<0.01)
 * .t-value significant at the 0.05 level (p<0.05)

Graphical representation Mean difference on mental health, academic stress and life satisfaction



IV. DISCUSSION

The mean difference on all the variables between pre-test and post-test phase are shown in the form of table. t-ratio on mental health between found to be 7.96** which is showing significant difference among pre-test score and post-test score (p<0.01). Mean score (M) obtained on pretest phase

is 16.13 and on post-test phase is 11.88 which clearly indicated that in post test phase mean score significantly decreased during post-test phase. Higher score indicates poor mental health and vice versa. It showed that after post-test phase mental health of the participants significantly increased.

t-ratio on academic stress come out to be 7.40** which indicates a significant difference between pre-test score and post-test score (p<0.01). Mean score on pre-test phase and post-test phase come out to be 11.10 and 4.47 respectively. It shows that after post-test phase scores on academic stress remarkably decreased which indicates that after yoga training students showed less symptoms of academic stress.

Similar results emerged on life satisfaction. t-ratio found to be 4.69** (p<0.01). Mean score on pre-test phase found to be 27.99 and on post-test phase come out to be 30.46 which indicate that life satisfaction score after post-test phase increased remarkably.

Findings of the present study clearly showed that yoga training function as moderator which enhance mental health, lower down academic stress and enhance life satisfaction among students. Similar results found in the study conducted by Lin, Huang, Shiu and Yeh (2015); Khalsa, Schultz, Cohe and Cope (2011); Gururaia, Harano, Tovotake and Kobavashi (2011) who observed that yoga training significantly prove health benefits to the individuals.

There are numerous researches conducted across the world which showed that because of the elevated competition, constant strain and burden to perform efficiently in academics students of all the levels suffer poor psychological health (Rohilla, 2017a; Rohilla, 2017b, Parthi & Rohilla, 2017a; Parthi & Rohilla 2017b; Rohilla, Singh & Batra 2017, Kuhu, Awasthi & Verma, 2017; Balapala & Indla, 2017; Manjari, 2016; Suresh, 2016).

There is a severe need to provide facilities to the students in order to help them to deal with mental health issues. Various physical exercises, mediation techniques, art, dance and music therapies also proved to be beneficial to deal with stress, depression, anxiety and other psychological problems. Yoga therapy is one of the major exercise which emerged to be advantageous and being used since long time.

Several studies found positive effects of yoga therapy to deal with health problems. Shankarapillai, Nair and George (2012) investigated the effect of yoga practice on anxiety among one hundred students and found that yoga training significantly reduces anxiety level, Chowdhry, and Mullerpatan (2014) conducted as study to assess the effect of

yoga on academic stress among students. Results showed that yoga practice significantly reduce academic stress among students. Hagen and Nayar (2014) also found that yoga practice significantly enhance mental health and well-being.

V. CONCLUSION

Present study conclude that yoga practice enhance mental health, moderate academic stress and positively effects life satisfaction of the students. Yoga practice facilitates self-regulation, increases mindfulness, lower down stress and increases self-esteem of the students (Wang & Hagins, 2015).

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