

Impact Of Yoga Education On Psychological Parameters Of University Students: - A Cross-Sectional Study

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Abstract

Background:

Stress negatively influence student's work performance; happiness in life, well-being, physical and emotional health. The Yoga education (Theory and Practical) not only helps to offer physical and mental health but also have positive impact on other aspects (quality of life and spiritual well-being) of a person.

Objective:

To compare the stress and well-being index among the students who choose Yoga and Non-Yoga subject as a part of their G.E.C (Generic elective course) curriculum.

Materials and Method:

Twenty two male and female students, with an age range between 20 to 35 years were recruited from different departments of Central University of Haryana. The current study is a comparison of various psychological parameters between the students who had Yoga and Non-Yoga subjects as their G.E.C curriculum. For the assessment purpose two tools were used. 1) PSS (Perceived stress scale) to measure the stress level in the students and WHO-5 Well being scale to assess the well being in the students. SPSS software was used for analyses the data.

Result: 11 participants who received Yoga intervention ($M = 16.73$, $SD = 4.31$) compared to the 11 participants who did not receive Yoga ($M = 21.55$, $SD = 5.01$) demonstrated lesser perceived stress scores $t(20) = -2.41$, $p = 0.02$, but there was no significant difference was observed in the well-being index between 11 participants who received Yoga ($M = 17.0$, $SD = 2.53$) and 11 participants who did not receive Yoga ($M = 16.73$, $SD = 4.38$) with $t(20) = .179$, $p = .860$.

Conclusion: -There is less stress in students who are having Yoga as their G.E.C curriculum, but there is no significant change in the well being parameters between both the groups. Hence Yoga may an important tool to reduce the stress level in the university students.

Keywords: Stress, well-being, Yoga education, University students, Health

INTRODUCTION

Life stress and the stresses that people encounter in their homes are intimately related. University students tend to be more susceptible to life stress, regardless of age. Prior research has shown that interpersonal interactions with friends, family, or teachers as well as difficulties with academic achievement, economic worries, future planning, and values were the main sources of life stress in university students. University students may experience stresses from a variety of interpersonal difficulties. Studies have revealed that if university students do not effectively handle the challenges they confront, these stresses may be connected to issues with their physical and psychological health (Dol, 2019).

Students are more likely to experience stress and illnesses associated to stress because of the very competitive environment that includes a range of demands, academic overload, language, and competition. Long-term exposure to extremely high stress levels has the potential to cause serious mental and physical disorders. Academic stress is now understood to be the body's reaction to a load of work above a student's elastic capacity (Wilks, 2008). Ten to thirty percent of students experience academic stress at various points during their academic careers (Johnson, 2019). Those with mental health issues report less positive interactions with classmates and professors, less involvement in campus organisations and activities, worse grade averages, and lower graduation rates than students without such issues. A random sample of 8155 students from 15 US institutions revealed that 6.75

percent had suicidal thoughts. Therefore, stress and its effects on students' mental health is a major problem for institutions (Regehr et al., 2013). Students enrolling in universities with high academic standards face a large amount of academic stress. In a research done by the A.C.H.A (American College Health Association), educational stress was recognised as the main health challenge to academic performance of college students. Out of the 97,357 college students who took part in the survey, 32% of the students resulted in an incomplete, abandoned course, or a worse grade due to academic stress. The most often stated concerns in the academic context are lack of time to fulfil tasks, taking tests and academic overload. In terms of physiology of neurohormones (Al-Ayadhi & Saudi, 2005), According to a study, educational burden generates considerable neurohormonal changes in the H.P.A (hypothalamic-pituitary-adrenocortical) axis. Saudi medical students of first and second year demonstrated a considerable rise in stress hormones such as cortisol and ACTH under a stressful academic situation. Other studies (Dorian et al., 1982), (Jemmott et al., 1983) reported immuno-unbalance in a like group of students.

Between 7 and 16% of tertiary students develop a mood or anxiety condition every year, while another 30% of students say they endure moderate to severe stress. Early intervention in cases of poor mental health is crucial since untreated symptoms can lead to worse clinical outcomes, such as a higher probability of receiving a clinical diagnosis or relapsing. We draw the conclusion that universities must use preventative interventions with the potential to reach larger groups of students in order to meet the needs of students (Regehr et al., 2013).

Yoga, meditation, and mindfulness have all been popularised as non-stigmatizing alternatives to conventional mental health care. They are widely utilised in tertiary education institutions to lower stress, increase productivity, and promote overall mental wellness. A group of therapies known as mind-body interventions includes yoga, mindfulness training, and meditation are closely connected disciplines with shared underpinnings and therapeutic components rooted in spirituality and religion (Breedvelt et al., 2019).

Yoga is crucial in helping pupils manage stress in today's overburdened educational environment. The current educational system heavily emphasises science and technology, which aids in students' financial advancement, but it completely disregards

the instillation of ethical, moral, and spiritual values as well as the promotion of a healthy lifestyle. Regular physical exercise is one of the key components to preserving good health in contemporary life. The high rate of physical inactivity among college students need quick attention due to the fact that sedentary lifestyles cause several health-related problems. Yoga is one form of physical activity that is important for promoting good health. The eight limbs, or elements, of yoga are embraced by the traditional interpretations of yoga as a lifestyle, which are strongly based in and devoted to the ancient texts (such as the Yoga Sutra by Patanjali, Hatha Yoga books like Hatha Yoga Pradeepika, and Gheranda Samhita) (Mohebi et al., 2018).

In order to help students develop holistically in terms of spirit, mind, and body, yoga must be integrated into the current educational system. The integrated method of yoga education may support human values to improve stress management and academic performance, develop students' refined personalities to become heavenly beings, and establish a healthy lifestyle and ideal character. Therefore, it is necessary to acknowledge the value of yoga in education and establish it as a discipline in order to integrate it into the curriculum. To provide students the freedom to select the topic of their choice in addition to their primary field of study, the UGC (India) has made a wonderful start by introducing the G.E.C curriculum. This study is a cross sectional study showing the impact of yoga education on psychological well being of University students.

MATERIALS AND METHOD

Twenty two female and male students, having the age between 20 to 30 years were selected from various departments of Central University of Haryana. The current study is a comparison of various psychological parameters between the students who had Yoga and non-Yoga subjects as their G.E.C curriculum. Students with psychological problems, underwent any infectious disease, recent surgery, female under menstruation and pregnancy were excluded from the study. The G.E.C Yoga group was attending 1 hr. yoga education (including theory and practical from last 21 days, 5 days/week) started from 9 May, 2022 to 30 May, 2022. The non Yoga group was attending other subjects (Physics, environmental science, tourism, biodiversity) as a part of their G.E.C curriculum with the same time limits. It was cross sectional survey study. Two tools were used for the assessment. 1) PSS (Perceived stress scale) to

measure the stress level in the students and WHO-5 Well being scale to assess the well being in the students. The SPSS software for data analyses, Shapiro–Wilk test for normality, and independent sample t-test used for statistical analyses.

RESULT

Table 1 Statistical analysis of Yoga and Non-Yoga groups

Domain	Yoga group Mean±SD	Non-Yoga group Mean±SD	T-value	P-value
Stress	16.73±4.31	21.55±5.01	2.41	0.02
Well-being	17.0±2.53	16.73±4.38	0.179	0.86

The 11 participants who received Yoga education intervention ($M = 16.73$, $SD = 4.31$) compared to the 11 participants who did not receive Yoga education ($M = 21.55$, $SD = 5.01$) demonstrated lesser perceived stress scores $t(20) = -2.41$, $p = 0.02$, but there was no significant difference was observed in the well-being index between 11 participants who received Yoga ($M = 17.0$, $SD = 2.53$) and 11 participants who did not receive Yoga education ($M = 16.73$, $SD = 4.38$) with $t(20) = .179$, $p = 0.860$.

CONCLUSION

There is less stress in students who are having Yoga as their G.E.C curriculum, but there is no significant change in the well being parameters between both the groups. Hence Yoga may an important tool to reduce the stress level in all the university students.

LIMITATION

The study was only cross sectional survey study and sample size was also less.

CONTRIBUTION OF STUDY

This study is a survey study, which is well describing the importance of Yoga education on psychological parameters of university students, especially the Stress. By implementing Yoga as a mandatory subject for all the academic institutes, it will not only help the students to cope up with educational strain, but it may also help them to save themselves from any type of psychosomatic disorders.

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Conflict of interest

None.

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