

# A PILOT STUDY: YOGIC PRACTICES AMONG SCHOOL GOING ADOLESCENT GIRLS

<sup>1</sup>Madhu Kumari Gupta, <sup>2</sup>Amool Ranjan Singh

<sup>1</sup>Research Scholar

*Clinical Psychology Department, Ranchi Institute of Psychiatry and Allied Sciences (RINPAS), Ranchi, India,*

<sup>2</sup>Professor,

*Clinical Psychology Department, Ranchi Institute of Psychiatry and Allied Sciences (RINPAS), Ranchi, India.*

## **ABSTRACT**

Adolescence has rapid changes in overall areas as- biological, physical, psychological, and social growth and development. Yoga is a progressive trend toward uses growing by peoples as a mind-body complement and alternative intervention to improving overall physical & mental health. This pilot study is an attempt to understand the feasibility and applicability of yogic practices as an intervention programme among school-going adolescent girls. Pre-post with experimental and control group design was used in the present study. A total of 10 adolescent girl participants were selected applying the inclusion and exclusion criteria and 05-05 participants were divided into two groups randomly. Assessment tools SAAS, Checklist for Psychological Well-Being, and Students Self Observation Checklist were used. Yogic practices module included: - Surya-namskara, Pranayama and Yoga-Nidra. A total of 24 sessions of 45-60 minutes twice in a week for 03 months were given experimental group. Data were analysed in two ways- qualitatively and quantitatively. A significant reduction was found on academic stress, and positive changes on psychological well-being, psycho-social & scholastic activities as well among experimental group girls as compare then control group girls. It means the yogic practices intervention programme is feasible and applicable among adolescent girls.

**Key words:** - Adolescent-girls, Academic-stress, psychological well-being, yogic practice.

## **I. INTRODUCTION**

Adolescence has amount of stress and storm; it is a growing and developmental period more interesting for researchers worldwide. The word “adolescence” comes from the Latin word “adolescere” which means, “to grow”. Since childhood to adulthood, there are transition phase. World Health Organization (WHO) defines adolescence age range with 10-19 years, in which girls/boys marked by intensive changes in bio-psycho-social aspects. According to Erikson (1963) adolescence is a risky period of opportunities for developing a wide variety for psycho-physiological and logical problems. A girl, attain sexual maturity when changes occur physically, hormonally, and sexually. And at present these changes, especially in urban India, has dipped to 10 years from 12/13years of age. This earlier onset of puberty has increased the window of risk associated with adolescent. Marked gender difference is clearly found in girls not only in India, worldwide, and reporting lower levels of perceived health, poor life satisfaction, and frequent complains of health-related problems. They are having so many difficulties, always struggling to cope with so many demands from parental side and society, and as result they suffering from various types of physical, mental and emotional problems. Gender gap emerges when 13 years old and increases with age. At the age of 15, one in every five girls reported fair or poor health and one in two experiences multiple health complains more than once a week (WHO, 2016).

School-age adolescent girls are constantly confronted with developmental, interpersonal, household works and academic demands in their daily lives. They spending their maximum time at school to gain knowledge on academic, occupational, vocational, social, mental/psychological aspects, and equally facing so many difficulties in almost any areas to adjust their self. Failure on academic activities, poor academic performance/underachievement, poor attention and concentration, stress, anxiety, depression, irritability, fear of school, absenteeism, dropping out, etc. are most common problems in student’s life.

Academic stress recognized as a mental distress with respect to some anticipated frustration associated with so many academic stressors, which occurred due to various reasons such as so many assignments and academic works, competitions with batch-mates and students, failures in examination, tuition pressure, and poor relationships with other students and teachers. Parents and teachers expectations are the

main sources of academic stress among adolescents, while adolescent girls had higher academic stress compare to adolescent boys (Jayanthi et al. 2014). Dhull & kumara (2015) reported that female adolescent students are under more academic stress as compared to male counterparts. Deb et al. (2015), revealed that 63.5% students reported that stress due to academic pressure, 66% students reported feeling of pressure from parents to better academic performance, 32,6% students were symptomatic of psychiatric cases and 81.6% reported examination related anxiety. Academic stress was positively correlated with parental pressure, psychiatric problems, as well as examination related anxiety also positively associated with psychiatric problems.

Worldwide, school/college-based intervention programs for children, adolescents and young adults have been effectively using to respond on various mental health needs, psychological problems-stress, depression, anxiety, difficulties on academics, emotional/behavioural problems, substance abuse, conduct problems or/any mental health-related problems, involving with multiple stakeholders such as parents, family & relatives, school authority & teachers, community and society members. Schools are the most recognizable place where students spent maximum time associated with learning, acquiring new skills (Rambaldo, Wilding, Goldman, McClure, & Friedberg, 2001), including healthy skills for coping and stress control (Rones et al., 2000), schools/college/universities needs to focuses on preventing students overall mental & physical health related problems.

Yogic techniques as Meditation, Yoga-Nidra and all have effects ranging across psychology, physiology, biochemistry and can enhance overall psychological and physical health (Walsh, 2001). Yoga is involves to physical postures, breathing exercise, meditation, and relaxation, it is supposed to increase vitality of human body, help for concentration, calm the mind, and improve common physical ailments (Vaidannaathan, 2004). Rempel (2012) suggested that in this modern world, there a need to provide yoga, mindfulness, meditation or these types of therapies may be helpful as alternative options for children and adolescents, to combat stresses and pressure of living in today's highly charged world.

## **II.II. METHODOLOGY**

### **AIM AND OBJECTIVES**

The aim of the present study is explore two objectives, first to see the feasibility and applicability of the yogic practices intervention programme which will be based on qualitative feedback. Second objective will be quantitative evaluation to see the impact of intervention programme on academic stress, psychological well-being and psycho-social & scholastic activities among school going adolescent girls.

### **Research Design and Methodology**

A school-based study uses pre-post-test intervention design which will be conducted on experimental and control groups. Assessment tools will be applied, firstly, before beginning the intervention (Pre-assessment) and, second after three months of intervention (post assessment) on both groups. Tools will be applied on both the groups.

### **Sample**

A total of 10 unmarried adolescent girls were selected, according to inclusion and exclusion criteria, that is: - age range 13-15 years, could comprehend Hindi and English, average intellectual ability. Adolescents having any major physical illness, any history of major psychiatric/physical/medical/neurological disease/epilepsy/mental-retardation/recent traumatic life events were excluded. Among these participants, 05-05 adolescent girls were randomly distributed in to two groups- 'experimental group' (receiving management programme through yogic practices) and 'control group' (without any formal programme).

### **TOOLS:-**

#### **➤ Socio-Demographic Data Sheet and Personal Data Sheet**

Socio-demographic and personal data sheet is a Semi-structured Performa developed by researcher for basic information about the participants with contain like age, religion, domicile, family type, occupation of father & mother, and family income.

#### **➤ Raven's Standard Progressive Matrices (SPM)**

SPM is a culture-free test and most widely used in educational setting developed by Raven (1936), to measure non-verbal, abstract and cognitive functioning. Test consists of five sets A to E and each set have 12 items, test-retest reliabilities are 0.83 to 0.93, and internal consistency coefficients of 0.80.

#### **➤ Scale for Assessing Academic Stress (SAAS)**

The scale "SAAS" was developed by Sinha (2001), for assessing the academic stress of school going adolescents. In this scale a total 30 items with only two alternative option 'Yes' or 'No'. The Test-retest reliability of SAAS over the period of one month is 0.88, and split half reliability is 0.75 indicating adequate reliability of the scale. Internal consistency of the scale is also adequate being in range of 0.30 and 0.81.

### ➤ Checklist for Psychological Well-Being

The “Checklist for Psychological Well-Being” was prepared by the researcher at RINPAS to measure the Psychological Well-Being of adolescence and young adult students on supervision of expert faculty members. In this checklist is consist of 24 items which measures six domains of psychological well-being are in sense of General Health, Personal Growth, Vitality, Autonomy, Self Acceptance, and Positive Relationship with others. The statement were prepare in Hindi language. Each statement mark either (√) for ‘Yes’ and (X) for ‘No’. 1 mark is given for ‘Yes’, and 0 marks was given for ‘No’, for each statement in the checklist. Maximum score is 24 and minimum is 0.

### ➤ Students-Self Report Checklist (SSRC)

Student-Self Report Checklist is prepared by the researcher to research purpose on supervision of expert faculties at RINPAS’s to evaluate the adolescent’s own opinion regarding their feelings and performance at schools and home. A total 20 items constructed for assessing the student’s opinion and experience in the following five areas: academic and school work activity; emotional; Physical; Social; Sports activity. In this checklist adolescents share their feeling and experience about the performance in the above areas to ‘Yes’ and ‘No’ for each statement in right side box ( ). For the scoring, ‘1’ mark is given for ‘Yes’ condition and ‘0’ mark was given for ‘No’ condition in the positive mode of statement and vice-versa: ‘1’ mark for ‘No’ condition and ‘0’ mark for ‘Yes’ condition in the negative mode of the statement in the checklist.

### Intervention Package

The yogic practice intervention programme session’s among experimental group incorporated by the researcher and expert members, approximately 45 minutes-01 hour, twice in a week (22-24 Session) over a period of 03 months, and the techniques included: - Surya-Namaskar, Pranayama (Nadi Shodhan; Anulom-vilom; Bhastrika; Bharamri) and Yoga-Nidra. The intervention programme conducting on 3 phases: -1<sup>st</sup> phase as introduction phase, 2<sup>nd</sup> phase called practice phase (Training Phase), and 3<sup>rd</sup> phase is final phase (Termination Phase).

### Procedure of the Study

The pilot study is a part of original research of Ph.D. work. Aim and objective of the study is to assess the feasibility and applicability of yogic practices through an intervention programme for management of academic stress, psychological well-being and psycho-social & scholastic activities among school going adolescent girl who facing so many obstacles every day. Firstly- identified the symptoms and causes which were explored by girl students, parents and teachers from different schools, communicated through telephonically and face to face with open-ended questions regarding changes of adolescents behaviours, emotions, living style, academic related activities etc. **Academic-stress**:-Most of the students, having feeling of failure on exams & academic related activities, pressurized by-parents, teachers and school authority regarding their academic performance, doesn’t able to completed their home works, feeling weak on academics, high expectation, poor confidence, low motivational, wondering negative thoughts, poor appetite and sleep. **Behavioural and emotional Changes**: - Felt always irritable & aggressive, not interested to share their feeling with parents, family members and with friends, worried about their health and physical changes, low self-confidence at school/social gathering, feeling low when compared with other girls. The inner turmoil, storms, and stresses need to be dealt with in a positive and creative manner either negative and/or distractive behaviours, emotions that could play a lead role to create obstacles on their life.

Then study started with selection of the local school for intervention programme. Participants were screen-out as per inclusion & exclusion criteria, screening tool, then applied Socio-demographical data sheet, and written consent was signed by all participants. Pre-assessment were done with SAAS, Checklist for Psychological Well-being and SSRC which specially designed for measuring psycho-social & scholastic activities observed by the students. After that conduct intervention sessions over 03 months of period as per scheduled with experimental group. Finally, after intervention, researcher asked to all experimental group participants to reflect their experiences and feedback about yogic practices; and then post-assessment were done on both groups for quantitative analysis with the same assessment tools.

### III. STATISTICAL ANALYSIS

Appropriate statistical analysis was applied using through SPSS version-25. Chi-Squire test for categorical variables (Socio-demographical variables) and for continuous variable Mann-Whitney U test were used.

### IV. RESULT

This pilot study is to evaluate the feasibility and applicability of yogic practices as a school based intervention programme for adolescent girl students to reduce their academic stress and for enhancing psychological well-being, and psycho-social & scholastic activities. Result sections are displayed in two sections, first part of result regarding the feasibility and applicability of yogic practices intervention programme

among girl students with their feedbacks in qualitative way. The second part, to evaluate the results of intervention programme in quantitatively.

### 1<sup>st</sup> Section

**Feasibility: Acceptance of Intervention Programme:** Experimental group participants' who received yogic practices appeared on all intervention sessions were with eager and enthusiastic behaviour. The first had to do with pressing of the problems on various ways and how was the experienced; whether it was helpful or not, which elements of the programme were most useful and/or less beneficial and would they recommend the programme to other students or not. This is illustrated by experimental group students said as *"this programme is so useful, because we observed that most of students from us were always very tensed, suffered with emotional problems every day. This programme is given us some idea to how relax, improve our mental peace, handle the situations and improve coping ability"*. Another student mentioned that *"I thought every girls should be join the programme, because I feel at this age, we were have lots of stress given by family members, schools, society community, and they really affected our self, felt always pressurized for many things as girl"*. All experimental group participants reported that they would like to recommend the programme should apply on every student and for all age group girls. Some students also took the intervention programme as an opportunity to expressed and share their emotions which they unable to share with others and relaxed herself deeply in mind and body, indicating the relevance of the programme is useful for students.

**Applicability:** Post intervention interview were reflect the core elements of the yogic practices, whether students experienced as useful and appropriate or not. Responses show that all students experienced this programme as interesting, enjoyable and helpful to managing daily hassles and make their peaceful life-style. The students commented for instance:

*"The all sessions were just awesome and wonderful; I think every girl enjoyed it. I regularly practice it at my home when I free. This one hour and after the session I feel fully relaxed, stress-free. Energetic, mentally calm and cool myself. Gradually feel that, I am able express my feelings and emotions in front of my parents, and to others. Even from last two months, I feel my maturational pain is gradually decreased. I felt I am so lucky to be a part of this programme. I am able to understand the causes which affected me from so long. Usually, I had poor coping ability and always showed irritable behaviour towards my family members, friends and known people but every session helpful to enhancing my coping ability and to reducing my anger and stresses. I enjoyed the most Yoga-Nidra part which was completely relaxed and calm down me"*.

With regards to Yogic techniques, experimental group participants enjoyed all sessions, researcher asked the students about sessions were useful or not, based on "strongly disagree" to strongly agree" ranging from 4-point Liker scale. Out of 05 participants, 04 were with 'strongly agree' and one student was with 'agree' with yogic practices is really change our mind set, make our self happy compare then before the practices, reduced anger and irritability, improved our sleep pattern and hunger. Next student, revealed as: - *"I had lots of hesitation and my heart always flapping when someone asked any questions in front of a group. I always refuse, tried to hide myself, even in front of my classmates. However, gradually I felt, I am able to expressing myself, having some confidence to stand myself in front of people and speak what I want. My negative wondering thoughts are gradually reduced; I am able to thinking in positive ways about my qualities. I had lots of health related problems like headache, pain on body parts, poor appetite and sleeping difficulties etc. But after joining the programme I observed myself as pain free and no longer any health related problems. I started to take good quantity of food and there also fresh feeling at morning, my sleeping pattern is gradually improved. Pranayama is make myself calm and cool, able to concentrate on my present situation and it is really very helpful on my academic related activities.*

A student celebrated herself when she overcomes her hesitations, faces her difficulties, stress gradually reduced, feels free by her, and shared some stories of mistake. The next students reported as:- *"This programme is helped me to overcome my fear. I found myself creative and alternative ways to calm down my anger and relieve the tension which are bothered me. I started to workout yogic practice with Om Chanting when I have much stressed, and it has to make myself stress free and energetic. Personally I feel that my behaviours are gradually changed, because before the programme when I got anger without any realisation, started to humiliated and fought with peoples who stand in front of me, always fighting with my friends and after that I had so much guilt feeling. However, in these days I found to pacify myself, thinking about my act and after analysing the situation I replied. This programme is really helped me a lot for handle myself in various situations, to calm down, and to discovered myself with happy and good feeling, capable to identify my skilled behaviours, potentialities and they give me strength to enhancing myself in a good way in academics. I really enjoyed myself as a girl"*.

The students were enthusiasm and shared stories about their academics, family, friends, social relationship, health, as well as occasionally more serious issues such as family violence. The contents of sharing and bonding was rated relatively high, authentic and mentioned as an

important factor during the programme. For the students, this programme is helped them to find-out the causes, which they facing every day.

Another one reflected her experience as:

*“These sessions was gave me an opportunity to expressed myself in the group with my peaceful attitude; otherwise I was not involving myself in group due to inferior feeling to my dark skin colour and short height. I have experiences a lot of discrimination as a girl in my family and society as compare then boys, felt always sad as a girl, I lose my self confidence day by day due to the discriminations. I thought, girls were doesn't able to do anything independently. However, in these days, I have doesn't care about other and boost up myself with little confident, feel I am special one for after acknowledging by you. The programme and you (Researcher) are very special for me because of you; your introductory sessions and motivation are very useful for me. These yogic techniques especially Surya-namskara is given me physical strengths internally and boost up my confidence. It was helped me a lot to get me out of the worse situation, to my inferiority, and realised myself as worthful person, I think this programme didn't work just on me, for instance it worked for all girls.*

All techniques used step by step as Surya-namskara for physical exercise, Pranayama as for thought free mind, concentration, and controlling body stimulation, and then Yoga-Nidra- relaxation of body & mind. Next student mentioned that: *“Initially before the sessions, I thought yogas are time wasted exercises and I didn't want to participate in the programme. During the assessment (pre-assessment) I found, I am also suffering with same difficulties which were mentioned on the questionnaires like not interested to complete my school works at a time, appetite is not good as enough, disobeying parents and elders instructions, having difficulties to adjust myself with some situations etc. Then I agreed to experiment on myself and involved in the programme. The introductory sessions gave me a lot of information about our life style, mental health as well as about female body and mind, how the psychological conditions affected our day to day life, about adjustment on various conditions, then regularly came to practices and really enjoyed my participation. Gradually, I noticed that I am more happy and soothing myself. I thought the yogic techniques for overall physical relaxation and preceding our mind in a useful way. It helped me to gain more stability to adjust myself externally and internally too. My ability is improved to dealing with critical, stressful situations, started to love myself, accept and forgive myself when I have done any mistakes. The yogas are really helpful to me a lot; I am thankful and glad to participate in the programme”.*

A majority of students supported, the programme was very effective and beneficial. The participants were agreed after intervention, they able to easily express their difficult emotions and more expressive, maintained their routine, and manage daily hassles. Finally, the class teacher and school principal mentioned as: - *“They had poor attention during classes, some were didn't answers when she asked any question. However in these days, I saw some changes on their behaviours significantly, gradually they expressed their thoughts, started to participate in discussion, they look like relaxed and answer with calm sound, their academic activities are better than before. It is grateful to see, how the students are encouraged to improve themselves. This programme truly working wonderfully on girls, and should apply to all students to improve their positive mental and physical growth. Qualitative feedbacks suggested that these students derived valuable learning for positive life-style.*

## 2<sup>nd</sup> Section

**Table-1: Showing the result between experimental and control group for Age.**

Variable	Groups		Mann-Whitney Test			
	Exp. Group (M±SD)	Control Group (M±SD)	Mean Rank		U	Z
			Exp. Group	Control Group		
Age	13.4±.894	13.4±.547	5.20	5.80	11	-.38 <sup>NS</sup>

<sup>NS</sup>=Not Significant

Table-1 shows the comparison of age between both groups. The result found that Experimental Group Mean±SD 13.4±0.894 and 13.4±.547 for control group and U=11. It is suggest that both groups were similar on age.

Table-2: Showing the socio-demographical variables between experimental and control groups.

Variables & Sub-Category		Groups		df	$\chi^2$
		Exp. Group [N=5]	Cont. Group [N=5]		
Religion	Hindu	2 (40%)	3 (60%)	2	1.20 <sup>NS</sup>
	Islamic	1 (100%)	0 (00%)		
	Christian	0 (%)	0 (%)		
	Others	2 (50%)	2 (50%)		
Domicile	Rural	1 (33.3%)	2 (66.7%)	2	.533 <sup>NS</sup>
	Urban	3 (60%)	2 (40%)		
	Semi-Urban	1 (50%)	1 (50%)		
Family Type	Nuclear Family	1 (55.6%)	4 (44.4%)	1	1.111 <sup>NS</sup>
	Joint Family	0 (00%)	1 (100%)		
Father's Occupation	Household worker	0 (00%)	0 (00%)	3	6.80 <sup>NS</sup>
	Labour	3 (%)	0 (00%)		
	Farmer	1 (20%)	4 (80%)		
	Businessman	0 (00%)	1 (100%)		
	Private Job	1 (100%)	0 (00%)		
	Government Job	0 (00%)	0 (00%)		
Mother's Occupation	Household worker	3 (42.9%)	4 (57.1%)	2	3.143 <sup>NS</sup>
	Labour	2 (100%)	0 (00%)		
	Farmer	0 (00%)	0 (00%)		
	Business woman	0 (00%)	0 (00%)		
	Private Job	0 (00%)	1 (100%)		
	Government Job	0 (00%)	0 (00%)		
Family Income (Per Month)	1000-10,000Rs.	0 (00%)	1 (%)	2	2.500 <sup>NS</sup>
	11,000-20,000Rs.	5 (62.5%)	3 (37.5%)		
	21,000-30,000Rs.	0 (00%)	1 (100%)		
	31,000 and above	0 (00%)	0 (00%)		

NS= Not Significant

Table-2 the result shows the comparison of socio-demographical variables between both groups in respect to Religion, Domicile, and Family type, Father's Occupation, Mother's Occupation and Family Income.  $\chi^2$  values as 1.20, .00, 0.533, 1.11, 6.80, 3.14, and 2.50, indicate not significant, suggesting both group similar.

Table-3: Showing result of SPM for screening the Intellectual functioning on experimental and control group.

Variable		Groups		Df	$\chi^2$
		Exp. Gp.	Cont. Gp.		
SPM	Grade I	1 (%)	0 (00%)	4	6.00 <sup>NS</sup>
	Grade II+	0 (00%)	0 (00%)		
	Grade II	1 (%)	1 (%)		
	Grade III+	2 (%)	0 (00%)		
	Grade III	0 (00%)	3 (%)		
	Grade III-	1 (%)	1 (%)		

NS= Not Significant

Table-3 result shows the comparison between both groups.  $\chi^2 = 6.00$ , suggested no significant differences between the groups on intellectual functioning level.

**Table-4: Showing the comparison between Experimental and Control group's Pre-Post assessment for Academic Stress, Student's Self Report Checklist, and Checklist for psychological well-being.**

Var.	Exp. Group			Control Group			Mann Whitney Test			
	Pre-Ass. (M±SD)	Post-Ass. (M±SD)	Diff. (Pre- Post) (M±SD)	Pre-Ass. (M±SD)	Post-Ass. (M±SD)	Diff. (Pre-Post) (M±SD)	Mean rank		U	Z
							Exp. Gp.	Cont. Gp.		
SAAS	17.20 ±2.38	12.40 ±1.81	4.80 ±1.30	17.40 ±1.51	16.40 ±1.51	1.00 ±1.00	8.00	3.00	.000	-2.63*
SSRC	13.00 ±1.87	17.40 ±.89	.60 ±2.60	13.00 ±3.16	13.80 ±2.94	-.80 ±1.09	3.10	7.90	.500	-2.554**
Checklist for PsyW-B	15.80 ±2.58	19.20 ±2.16	-3.40 ±2.60	15.40 ±1.94	16.20 ±1.30	-.80 ±.83	3.30	7.70	1.50	-2.38**

Significant at \*=.01, \*\*=.05

Table 4 shows the comparison between the groups for academic stress. Pre-assessment  $M \pm SD = 17.20 \pm 2.38$  and post-assessment  $= 12.40 \pm 1.81$  of experimental group. And pre-assessment  $M \pm SD = 17.40 \pm 1.51$ ; post-assessment  $= 16.40 \pm 1.51$  of control group. Mean Rank for experimental group  $= 8.00$ ; for control group  $= 3.00$ . The  $U = 0.000$ ;  $Z = -2.63$  which suggest that significant difference on both groups.

On Psycho-socio & scholastic activities experimental group pre-assessment  $M \pm SD = 13.00 \pm 1.87$  and post-assessment  $= 17.40 \pm .89$ . However, control group  $M \pm SD$  of pre-assessment  $= 13.00 \pm 3.16$  and post-assessment  $= 13.80 \pm 2.94$ . Mean rank for experimental group 3.10 and for control group 7.90.  $U = 0.500$  and  $Z = -2.554$ , suggested that significant difference on both groups.

The comparison of pre-post-assessment for psychological well-being scale between both the groups were, Pre-assessment  $M \pm SD$  for experimental group  $= 15.80 \pm 2.58$  and post-assessment  $= 19.20 \pm 2.16$ . The control group pre-assessment  $M \pm SD = 15.40 \pm 1.94$  and post-assessment  $= 16.20 \pm 1.30$ . As well as the  $U = 1.50$ , and  $Z = -2.38$ , which suggest significant difference between both the groups.

#### IV. DISCUSSION

The present study aimed to see the feasibility and applicability of Yogic practises to reduce the academic stress and for enhancing psychological well-being and psycho-social & scholastic activities among girl students. Result was evaluated in two ways –qualitatively and quantitatively. Qualitative results were based on feedback of experimental group participants. The all feedback contents and verbatim are clarified that this intervention programme is a feasible and applicable. The intervention is qualitative and quantitative result of the present intervention shows reduction of academic stress level, improvement of the students' psychological well-being and student's psycho-social & scholastic activities among experimental group who practices yogic module as compare then control group. It is also helpful to reduced negative emotions, anxiety, depression and these types of mental hazards; it also positively encourages self-reflection, regulation and coordination to intra-personal level among experimental group girls. The present finding is also consistent with Kumar & Kumar (2009) revealed the same result, explore the effect of yogic practices on academic stress among secondary school students with components of academic stress viz. Academic frustration, academic conflicts, academic pressure and academic anxiety of secondary school students. Experimental group Mean scores were reduced significantly as compare then control group, and concluded that yoga is reducing academic stress and related problems among students.

Mote (2019) reveal significant changes with positive effect on the group who performed yoga, changes were seen on their stress level as well as on mental health, compared to those who did not practices yoga, and also revealed that yoga is significantly encouraging to enhance the positive mental health. Surya-Namskara (05-15 minutes) practising per day is shows beneficial result (Malhotra P. 2017). Surya-Namskara based on concentrates of physical health and mental well-being, through the various body postures (asana), Pranayama and meditation which are the saving, cost effective, and priceless, non-pharmacological and effective way to relax the mind. Results of Kaur and Kaur (2014) also supportes the result with their findings, in their study yogic practices-pranayama and meditation were significant reduced the frequency and quantity of stress with two dimensions-frustration, and conflict on experimental group students.

Kumar & Tiwary (2014), Yogic intervention techniques - Surya-Namaskara, Shavasana, Pranayama-Nadi-Shodhan, meditation and ending prayer were significant reduction academic anxiety level on pre-post intervention scores among college going students who practices yogic exercise.

## V. CONCLUSION

Yogic practice is an essential part to learn peaceful, effective and a healthy lifestyle for adolescents on growing phase. This pilot study is confirmed that yogic practices programme is feasible, applicable for school going adolescent girls. Intensive yogic modules are significantly helpful to balance mind-body combination and prevent un-necessary mental and physical health problems.

## VI. ACKNOWLEDGEMENT

Authors acknowledge the school authority, teachers, and participants for granting permission to carry out this work. Researcher also thanks to Dr. P. K. Singh, Associate Professor, Yoga and Philosophy, Department of Clinical Psychology, RINPAS, for motivating to think about the implications and helping to make the comprehensive module.

**Conflict of interest:** No conflict of interest.

**Financial support:** Nil.

## REFERENCE

- Deb, S., Strodl, E., & Sun, J. (2015). Academic Stress, Parental pressure, Anxiety and Mental Health among Indian High School Student. *International Journal of Psychology and Behavioral Sciences*, 5(1), 26-34.
- Dhull, I., & Kumari, S. (2015). Academic Stress among Adolescents in relation to Gender. *International Journal of Applied Research*, 1(11), 394-396  
DIP:18.01.090/20190701, DOI:10.25215/0701.090; DOI: 10. 5923/j.ijpbs.20150501.04
- Jayanthi, P., Thirunavukarasu, M., & Rajkumar, R. (2015). Academic Stress and Depression among Adolescents: A Cross-sectional Study. *Indian Pediatrics Journal*, 52(3), 217-219. DOI: 10.1007/s13312-015-0609-y.
- Kaur, M., & Kaur S. P. (2014). Effect of Yogic practices on stress among adolescents. *Educational Quest-An International Journal of Education and Applied Social Sciences*. 5(3), 197-200
- Kumar, A., & Kumar, M. M. (2009). Effect of yogic exercise on academic stress of secondary level students. *Yoga Mimansa*, 41(2), 32-40.
- Kumar, A., & Tiwary, S. (2014). Academic Anxiety among Student and the Management through Yoga. *International Journal of Yoga and Allied Sciences*, 3(1), 50-53.
- Malhotra, P. (2017). Surya namaskar: a way to relax the mind. *Sleep Medicine and Disorders: International Journal*, 1(6), 133-135.
- Mote, K. M. (2019). Impact of Yoga on Stress and Mental Health. *The International journal of Indian Psychology*, 7(1), 810-813. DOI: 10.25215/0701.090v
- Rambaldo, L. R., Wilding, L. D., Goldman, M. L., McClure, J. M., & Friedberg, R. D. (2001). School-based intervention for anxious and depressed children. *Innovations in clinical practice: A source book*. 19, 347-358.
- Rempel, K. (2012). Mindfulness for children and youth: A review of the literature with an argument for school-based implementation. *Canadian Journal of Counselling and Psychotherapy*, 46(3), 201-220.
- Rones, M., & Hoagwood, K. (2000). School-based mental health services: A Research review. *Clinical child and family psychology review*, 3(4), 223-241.
- Vaidannaathan, K. (2004). Yoga as a moderator on the effects of stress on hypertension. *Undergraduate Research Journal for the human Science*. [http://www.kon.org/urc/v4k\\_vaidyanaathan.html](http://www.kon.org/urc/v4k_vaidyanaathan.html).
- Walsh, R. (2000). *Asian Psychotherapies- Current Psychotherapies* (6<sup>th</sup> ed., pp. 407-444). Itasca, IL: Peacock.
- World Health Organization (WHO) (2016). Health and Behaviour in School-aged Children (HBSC) report-2013-2014.