

Effect of Pranayama and Yoga Nidra on Emotional Maturity and Mental Health of School Boys of Ludhiana Region

Dr Suneeta Devi

Associate Professor GHG Khalsa College Gurusar Sadhar Ludhiana Punjab India

Abstract— Objectives of study was to see the effect of Pranayama on emotional maturity and mental health of school going children of Ludhiana region. Three weeks training program was constructed and implemented on 30 selected school going boys' age ranging between 14-17 years. Pre test was conducted before starting training program. Emotional Maturity scale: Constructed by Dr. Yashwir Singh and Dr. Mahesh Bhagavas and Mental health scale: Constructed by Dr. (smt) Kamlesh Sharma, was used for collection of data. Data was analyzed with Mean Median SD SEM and t test was implemented to compare both test. It was found that significant difference was found in pre and post test of data. Results were tested on 0.05 and 0.01 level of significance

Index Terms: Yoga Nidra, Pranayama, Emotional Maturity, Mental Health.

INTRODUCTION

Yoga is essentially a spiritual discipline based on an extremely subtle science, which focuses on bringing harmony between mind and body. It is an art and science of healthy living. The word 'Yoga' is derived from the Sanskrit root 'Yuj', meaning 'to join' or 'to yoke' or 'to unite'. As per Yogic scriptures the practice of Yoga leads to the union of individual consciousness with that of the Universal Consciousness, indicating a perfect harmony between the mind and body, Man & Nature. According to modern scientists, everything in the universe is just a manifestation of the same quantum firmament. One who experiences this oneness of existence is said to be in yoga, and is termed as a yogi, having attained to a state of freedom referred to as mukti, nirvana or moksha. Thus the aim of Yoga is Self-realization, to overcome all kinds of sufferings leading to 'the state of liberation' (Moksha) or 'freedom' (Kaivalya). Living with freedom in all walks of life, health and

harmony shall be the main objectives of Yoga practice."Yoga" also refers to an inner science comprising of a variety of methods through which human beings can realize this union and achieve mastery over their destiny. Yoga, being widely considered as an 'immortal cultural outcome' of Indus Saraswati Valley civilization – dating back to 2700 B.C., has proved itself catering to both material and spiritual upliftment of humanity. Basic human values are the very identity of Yoga sadhana.

Sharma R. P & Singh R.P. (1997) the present research intends to study the emotional maturity rural and urban under graduates. The study was conducted on the 240 males and females under graduates of rural areas and 240 male and female under graduates of urban areas falling in the age of 15 to 19 years. Finding of the study indicates that male and female UG of rural areas have lower mean scores than the corresponding scores of male and female UG of urban areas in all the areas of Emotional Maturity, emotional strains, emotional depression, social distance, personality disorders and lack of ascendancy. All these mean difference are significant at 0.01 levels.

STATEMENT OF THE PROBLEM

The problem is stated as Effect of Yogic Practice on Emotional Maturity and Mental Health on School Boys of Ludhiana Zone.

OBJECTIVE OF THE STUDY

- To compare the effect of yogic practice on emotional maturity.
- Review the effect of yogic practice on emotional maturity.

- To compare the effect of yogic practice on mental health.
- To investigate the effect of yogic practice on mental health.

HYPOTHESIS

- It was hypothesized that practice of Pranayama will not affect significantly on emotional maturity of school children.
- It was hypothesized that practice of Pranayama and yoga Nindra will not affect significantly on mental health of school children.

Significance of the study

- The study would be helpful for the yoga coaches to know affect of yoga practice on emotional maturity.
- The study would be helpful for the yoga teachers to know know affect of yoga practice on mental health.

DELIMITATION

- The study was delimited to 30 school boys only.
- The study was delimited to 14-17year age group only.
- The study was delimited to government high school only.
- The study was delimited to Ludhiana only.
- The study was delimited to following practice only : Nadi Shuddhi Pranayama or Anuloma - Viloma Yoga Nidra

LIMITATIONS

- The researcher was unknown about the previous activities of the subject
- Socio-economical status of the subject was not considered.
- The height, weight and diet of the subject were not considered.

METHODOLOGY

Methodology is the systematic, theoretical analysis of the methods applied to a field of study. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques. A methodology does not set out to

provide solutions - it is, therefore, not the same as a method. The method and procedure of the study has been described the following systematic way.

DESIGN OF THE STUDY

Single experimental design was used to find out the significant difference in school boys of Ludhiana zone in Punjab.

SOURCES OF DATA

Students (boys) studying in different Government High Schools of Ludhiana city were source of data for present study.

SELECTIONS OF SUBJECT

By using simple random sampling method 30 boys were selected from different Government High Schools of district LUDHIANA, Punjab.

TEST ADMINISTRATION

Duration of training; 3 week

COLLECTION OF DATA

Pre test was taken before implementation of training schedule on selected subjects. Three weeks training program was implemented on 30 subjects for three week. Training was given on Government high school Ludhiana from morning 6:30 to 8:00 AM . After three weeks a post test was taken and collected data was put further for analysis.

TOOLS and TECHNIQUE

Emotional Maturity scale: Constructed by Dr. Yashwir singh and Dr. Mahesh bhagavas Scale has 48 items. Reliability and Validity of test is 0.75 and 0.64 respectively.

Scoring of emotional maturity

EMS is a self-reporting five point scale. Items of the scale are in question form demanding information for each in any of the five options mentioned below- very much, much, undecided, probably, never the items are so stated that if the answer is in positive say

a score of 5 is given, for much 4, for undecided 3 and for probably 2 and for negative answer never a score is to be awarded. Therefore the higher the score on the scale greater the degree of the emotional immaturity and vice-versa.

Interpretation of scores

Scores	interpretation
50-80	extremely stable
81-88	moderately stable
89-106	unstable
107-240	extremely unstable

Mental health scale: Constructed by Dr. (smt) kamlesh Sharma, Professor Dr. Baba Sahib Ambedkar national institute of social services, Indore.

Mental health has 60 items three dimensions response-yes, indefinite, no. Reliability of test was calculated by Test-retest (interval of 2 months& split half reliability coefficient was found .86 and .88 respectively on mental health. Whereas validity of test was 0.79 on mental health

Scoring of mental health

There are 60 statements in the scale every statement has three alternative responses yes, indefinite and no the subject has to choose only one alternative response. the scheme of scoring it as below- on positive statement 2 marks for yes,1 marks for indefinite and 0 marks for no and for negative statements adopt just reverse marking 2 marks for no,1 marks for indefinite and 0 marks for yes.

Interpretation of raw scores-

Classification of mental health	girl's	boys
Very good	78& above	80 and above
Good	66-77	68-79
Moderate	54-65	56-67
Poor	42-53	44-55
Very poor	41 andless	43 andless

ANALYSIS OF DATA

The data was analyzed and compared through t-test to find out the significance difference in emotional maturity among 30 school children from government high school of Punjab.

TABLE NO. 1 THE TABLE SHOWS THE PERFORMANCE IN EMOTIONAL MATURITY OF SCHOOL BOYS

Category	Mean	SD	Mean Difference	Standard Error	t-value	Significant level
Pre- test	91.83	13.55	21.67	4.71	4.61**	0.01
Pos-ttest	70.16	11.98				

28 df at 0.05 and 0.01 level of significance

** Significant at 0.01 level of significance

It is revealed from table I that calculated mean value for emotional maturity of school boys for pre and post test was 91.83 and 70.16 respectively which means value of pre test 91.83 was found unstable before implementation of yogic practice program. Whereas mean value of post test 70.16 was found interpretational, shows positive effect of training program on school boys.

Above table also reveal that calculated t value for emotional maturity was 4.61 which was greater than table value of t at 0.01 level of significance.

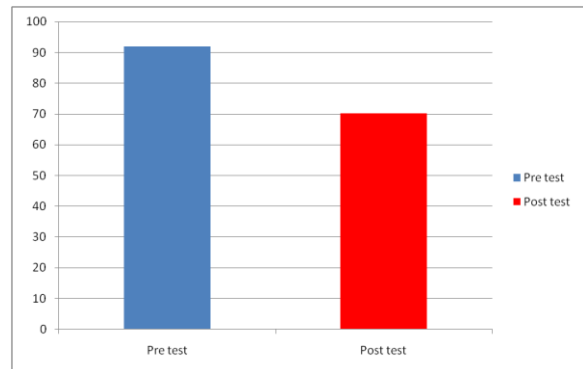


Figure. 1

The Figure shows the comparison of mean difference in emotional maturity of experimental group of school boys.

TABLE NO. II THE TABLE SHOWS THE PERFORMANCE IN MENTAL HEALTH OF SCHOOL BOYS.

Category	Mean	SD	Mean Difference	Standard Error	t-value	Significant level
Pre- test	64.63	11.36	21.47	2.44	8.79**	0.01
Post- test	86.1	13.12				

28 df at 0.05 and 0.01 level of significance

** Significant at 0.01 level of significance

Above table II shows that mean value of pre and post test in mental health of school boys was found 64.63 and 86.1 respectively which shows mental health value of pre test 64.63 was found moderate whereas after training program value of post test 86.1 was found very good which shows positive effect of

training program on mental health of school going boys.

Above table also reveal that significant difference was found in pre and post of school going boys as calculated t value 8.79 was found greater than table value of t at 0.01 level of significance.

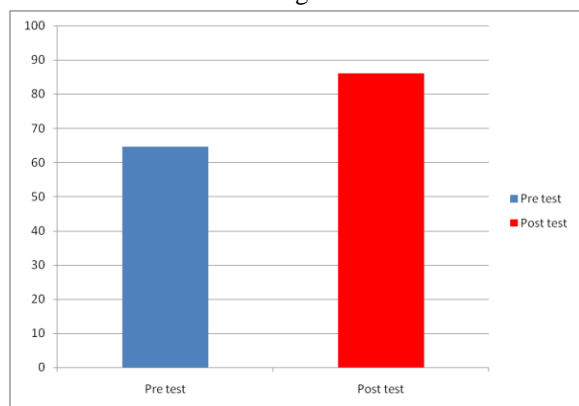


Figure. II

The figure shows the comparison of mean difference in mental health of experimental group of school boys

DISCUSSION ON FINDINGS

- It was found that mean value of pre and post test of school boys in emotional maturity was 91.83 and 70.16 respectively. Calculated t was 4.61 was greater than that of table value of t at 0.01 level of significance which shows significant difference in emotional maturity of school boys. It was also found that pranyama and yoga nidra effect positively on emotional maturity of school boys.
- It was found that mean value of pre and post test of school boys in mental health was 64.63 and 86.1 shows moderate and very good mental health. It was also found that calculated t 8.79 was greater than table value of t at 0.01 level of significance which shows positive effect of training on mental health of school boys

REFERENCE

[1] Bansibhari, P., and Surwade, L., 2006 , “Effect of Emotional Maturity on the Effectiveness of Teacher.” Edutracks, Neelkamal Publication Private Limited Hyderabad, vol. 6, No. 1, pp. 37-38.

[2] Chandra, T.S. and Reddy, S.V., 2014, “Effect of Mental Health on Study Habits, Teaching Attitude and Academic Stress Among Prospective Teachers.” International journal of applied research, Vol. 4, No. 12, pp. 505-508.

[3] Mundia, L., 2010, “Prevalence of depression, anxiety and stress in Brunei student teachers.” Internet Journal of Mental Health, Vol. 6, No. 2.

[4] Rani, R and Kumari, M., 2014, “A Study of Emotional Maturity of D.Ed. Students in relation to their Adjustment.” Indian Journal Of Applied Research, Vol. 4, No. 9, pp. 1-3.

[5] Shaheen, P., 2015, “Emotional maturity as a predictor of job satisfaction among school teachers.” Asia Pacific Journal of Research, Vol. 1, No. 14, pp. 66-77.

[6] Thakur, K.S. and Kumar, S., 2013, “Mental health as a predictor of emotional competence of prospective teachers of science in himachal pradesh.” MIER Journal of Educational Studies, Trends & Practices, Vol. 3, No. 1, pp. 84-94.

[7] Nanda, A. K., 2001. Mental health of high school students: a comparative study. Ind. Psych. Rev., 56 (1): 2-7.

[8] Krishnamurthy, S. and Subramanian, M. 2012. A Study of Mental Health of Post Graduate Commerce Students and their Achievement in Commerce Subject. Indian Streams Research Journal, Vol.2 (III), Pp. 1-4.

[9] Ray, V. K. and Yadav, V. C. 1993. A Study of Mental Health of Higher Secondary Students in Relation to Socio-Economic Status. J of Psych. Res., 37 (182) :39-46.

[10] Reddy, S., Babu Rao, G. and Nagarathamma, B. 2002. Mental Health Status of Students of Co-Educational and Non-Coeducational Schools. Indian Psychological Review, Vol. 58(1), Pp. 31-36.

[11] Reddy, S.V. and Nagarathanamma, B. 1993. Mental Health Status among Rural and Urban Students- A Comparative Study. Journal of the Indian Academy of Applied Psychology, Vol. 19(1-2), Pp. 25-30.

[12] Reddy, S.V. and Sunitha, V. 2007. Impact of Sex, Locality of Residence and Type of Institute on Mental Health Status. Indian Psychological Review, Vol. 68(1), Pp. 35-38.

[13] Bohlmeijer, E., Prenger, R., Taal, E., & Cuijpers, P. 2010. The effects of mindfulness-based stress

reduction therapy on mental health of adults with a chronic medical disease: a meta-analysis. *Journal of psychosomatic research*, 68(6), 539-544.

- [14] Carmody, J., & Baer, R. 2008. Relationships between mindfulness practice and levels of mindfulness, medical and psychological symptoms and well-being in a mindfulness based stress reduction program. *Journal of Behavioral Medicine*, 31(1), 23–33.
- [15] Kiecolt-Glaser, J. K., Christian, L., Preston, H., Houts, C. R., Malarkey, W. B., Emery, C. F., & Glaser, R. 2010. Stress, inflammation, and yoga practice. *Psychosomatic medicine*, 72(2), 113. doi: 10.1097.
- [16] Lin, S., Huang, C., & Shiu, S. & Yeh, S. 2015. Effects of Yoga on stress, stress adaption, and heart rate variability among mental health professionals: A randomized controlled trial. *Worldviews on Evidence-Based Nursing*, 12(4), 236–245.
- [17] Bahrke, M.S. 1979: Exercise, Meditation and Anxiety reduction: a review . *Amer corr Ther. J.*2(3).34-38.
- [18] Bhushan, Siddhartha & Sinha, Pammi, 2000. Yoga Nidra and Management Anxiety and Hostility. *Journal of Indian Psychology* Carrington, P., Collings, G., Benson, H., (1980). The use of meditation-relaxation techniques for the management of stress in a working population. *J. Occup. Med.*, 22(4): 221-231.
- [19] Cooper, M.J. & Aygen, M.M., 1979. A relaxation technique in the management of hypercholesterolemia. *J. Hum. Stress*, pp. 24-27.