

Impact of Selected Yogic Practices on Psychological Well-being of Adolescents: A Pilot Study

128 ★ Komal ★ ★ Prof. Ganesh Shankar

Abstract

Previous studies showed that due to negligence of mental health the graph of adolescent's psychological well-being has been declined. Low level of psychological well-being throws adolescents in depression that compel them to take dangerous steps in life. Yoga is such an approach that provides a holistic package to nurture the body and mind. The objective of this study is to intervene psychologically unwell adolescents with yogic practices and to see the impact of intervention on their psychological well-being. A pre test-post test control design was used for the pilot study. Forty adolescents (24M & 16 F) were selected as sample. Sample was selected from a senior secondary school on the basis of PWB evaluation. Pre-test and posttest was given to both experimental and the control groups. Only experimental group got the 45 minutes yogic intervention for about 30 days. Result showed that there is significant improvement ($p < 0.001$) in psychological well being of experimental group and control group showed no significant enhancement ($p > 0.001$).

Keywords: Psychological well-being, Adolescents, Yogic practices

Introduction

The perspective of positive psychology suggests that the mental health is associated with establishing harmony between life activities and efforts of achieving psychological resilience (Westerhof & Keyes, 2010). Here psychological resilience refers to the ability of an individual to deal or cope up with the crisis emotionally and mentally and to return to the pre crisis phase as soon as possible (de Terte & Stephens, 2014). The mental well-being has a tripartite model that includes three components into it. The first one is emotional well-being second one is social well-being and the last one is psychological well-being (Joshnloo, 2015; Keyes, 2002). Presence of positive emotions defines emotional well-being, presence of appropriate social skills defines social well-being and functioning of daily life at its optimal level is defined as psychological well-being. "Psychological Well-Being (PWB) defined by positive relations with others, self-acceptance, personal growth, purpose in life, environmental mastery and autonomy" (Ryff, 1989).

Adolescents- It is taken from the Latin word 'adolescens' which means growing towards maturity (*Adolescent | Origin and Meaning of Adolescent by Online Etymology Dictionary*, n.d.). According to World Health Organization, adolescence is a phase between childhood and adulthood which falls under 10-18 years of age group. It is so delegate time period for the growth and maintenance of social and emotional habits that plays an important role in improving mental well-being. Adolescence is not only a phase of physical maturation but also a period of emotional and mental maturation (Konrad et al., 2013). Whenever puberty hits it brings so many physical changes but it also responsible for the occurrence of mental changes. Self-confidence, autonomous, social skills, self support, perspective related to future, identity development are the major task of development during adolescence, risk of suicide and violence also increases during adolescence due to sensitiveness of social evaluation and risk taking behavior (Crone & Dahl, 2012).

★ (Ph.D scholar) Department of Yoga Education, Dr. Harisingh Gaur University, Sagar (M.P) 470003
 ★★ Department of Yoga Education, Dr. Harisingh Gaur University, Sagar (M.P) 470003

Yogic practices- Yoga is helpful in keeping individuals fit and healthy. All the yogic activities include a psychological setup that helps one to attain equilibrium between body and mind. Yoga teaches a new life style, thought process and way of existing in the world. On psycho-physiological level yoga enhances self awareness. There are numbers of physiological aspects that can be improved through practicing yogic activities like lungs functioning, strength of skeletal muscles, endurance (Mandanmohan et al., 2003), flexibility (Amin & Goodman, 2014), agility (Bal, 2009) etc. There are also such yogic studies where mental health is assessed and favorable results are seen (Greenberg & Harris, 2012), the practice of yoga nidra enhances a feeling of happiness, enthusiasm, quietude, self confidence and clarity of thoughts over anger (Vaishnav et al., 2018).

Aim and Objectives

Aim- The aim of the study is to assess the impact of selected yoga practices on psychological well-being of adolescents.

Objectives- (1) To measure the psychological well-being of adolescents from school. (2) To give yogic intervention for one month to the adolescents. (3) To measure the psychological well-being of adolescents again after intervention and compare it with pre intervention measures and control group.

Methodology- A pre test post test control group design was used to select the samples. The samples were selected by the following Inclusion and Exclusion criteria:

Inclusion criteria	Exclusion criteria
Adolescents who scored low on PWB scale.	Adolescents who express their regrets to participate in the study.
Adolescents who are familiar with the English and Hindi languages.	Having any kind of musculo-skeletal disorder.
Adolescents who are studying in Higher Secondary School.	Adolescents who've gone through any kind of surgery or operation in past six months.
Adolescents who are between 13-18 years of age.	Adolescents who are practicing any kind of yogic activity from past 6 months.

Tools- The psychological well-being of the participants was assessed through Psychological Well-Being (Ryff's 1989). The (PWB) scale has 42 items which comprise of six psychological dimensions. These dimensions include Self-Acceptance, Positive Relations with Others, Environmental Mastery, Autonomy, Purpose in Life, and Personal Growth. Respondents have to rate statements on a scale of 1 to 6 with 1 indicating strong disagreement and 6 denotes to strong agreement. The high total score of each category indicates the mastery of that particular area of psychological well-being.

Pre test- 75 students were asked to fill the PWB questionnaire afterward the lowest 40 scorers (students) were selected for the study. Out of 40 students 24 (60%) were male and 16 (40%) were female. They were randomly divided into two groups- Control group and Intervention group with a sample of 20 each.

Intervention- The yogic intervention of 30 days was given to the experimental group and control group was not treated with any kind of yogic activities. Practices included- Prayers, teachings of *Yama* and *Niyama* as social and personal ethics, *asanas*, *pranayama* (*bhramari* and *nadishodhan*), meditation and *yog nidra*.

Post test- Post data was obtained on seventh day after completing 30 days of intervention. Control and experimental group were asked to fill the PWB questionnaire.

Data analysis- To analyze the collected data independent t-test was applied by using SPSS version-26.

Result- In order to verify that psychological well being is associated with yogic intervention, independent t-test was applied to analyze the collected data. The findings are

Groups	N	Mean		Standard deviation		t-value	Significance (p-value)
		Pre	Post	Pre	Post		
Experimental group	20	158.45	198.15	11.66	10.90	-18.48	0.001
Control group	20	152.45	155.95	7.91	8.17	-3.66	0.002

Table-1 Independent t-test results

As shown in **table 1**, the means of pre experimental group and post experimental group are 158.45 ± 11.66 and 198.15 ± 10.90 . The t value was calculated as 18.48 at *df* 38 and p-value was found to be 0.001. The standard tabulated value is 3.55 at *df* 40 (nearby 38). The means of pre control group and post experimental group are 152.45 ± 10.90 and 155.95 ± 8.17 . The t value was calculated as 3.66 at *df* 38 and p-value was found to be 0.002. The standard tabulated value is 3.31 at *df* 40 (nearby 38). The above table indicates that after yogic intervention the PWB of experimental group increased significantly while there found a minor improvement in PWB of control group.

Groups	Mean	Standard error mean	t-value	Significance (p-value)
Post experimental group	198.15	3.04	-13.85	0.001
Post control group	155.95			

Table-2 Independent t-test results

As shown in **Table 2**, after comparing the post experimental and post control data the t-value was observed as 13.85 at p value < 0.001 and standard tabulated value is 3.55 at *df* 38. The findings suggest that there is a significant difference between psychological well-being of experimental group and control group after yogic intervention.

Conclusion- This pilot study was based on analyzing the impact of 30 days yogic intervention on psychological well-being of 40 adolescents (21 males and 19 females). After analyzing the data by applying independent t test t value of experimental group was 18.48 and control group was 3.66. The comparison of t values with standard table values showed significant improvement of PWB in experimental group than control group. So, it could be argued that the yoga intervention is very much significant and could be given to adolescents for better psychological health.

References

- *Adolescent | Origin and meaning of adolescent by Online Etymology Dictionary.* (n.d.). Retrieved August 27, 2021, from <https://www.etymonline.com/word/adolescent>
- Amin, D. J., & Goodman, M. (2014). The effects of selected asanas in Iyengar yoga on flexibility: Pilot study. *Journal of Bodywork and Movement Therapies*, 18(3), 399–404. <https://doi.org/10.1016/j.jbmt.2013.11.008>
- Bal, B. S. (2009). *2Baring Union Christian, College, Batala, Punjab, INDIA*. 13.
- Crone, E. A., & Dahl, R. E. (2012). Understanding adolescence as a period of social-affective engagement and goal flexibility. *Nature Reviews. Neuroscience*, 13(9), 636–650. <https://doi.org/10.1038/nrn3313>
- de Terte, I., & Stephens, C. (2014). Psychological Resilience of Workers in High-Risk Occupations: Guest Editorial. *Stress and Health*, 30(5), 353–355. <https://doi.org/10.1002/smi.2627>
- Greenberg, M. T., & Harris, A. R. (2012). Nurturing Mindfulness in Children and Youth: Current State of Research: Nurturing Mindfulness in Children and Youth. *Child Development Perspectives*, 6(2), 161–166. <https://doi.org/10.1111/j.1750-8606.2011.00215.x>
- Joshanloo, M. (2015). Revisiting the Empirical Distinction Between Hedonic and Eudaimonic Aspects of Well-Being Using Exploratory Structural Equation Modeling. *Journal of Happiness Studies*, 17(5), 2023–2036. <https://doi.org/10.1007/s10902-015-9683-z>
- Keyes, C. L. M. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43(2), 207–222. <https://doi.org/10.2307/3090197>
- Konrad, K., Firk, C., & Uhlhaas, P. J. (2013). Brain Development During Adolescence. *Deutsches Ärzteblatt International*, 110(25), 425–431. <https://doi.org/10.3238/arztebl.2013.0425>
- Mandanmohan, null, Jatiya, L., Udupa, K., & Bhavanani, A. B. (2003). Effect of yoga training on handgrip, respiratory pressures and pulmonary function. *Indian Journal of Physiology and Pharmacology*, 47(4), 387–392.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Vaishnav, B. S., Vaishnav, S. B., Vaishnav, V. S., & Varma, J. R. (2018). Effect of Yoga-nidra on Adolescents Well-being: A Mixed Method Study. *International Journal of Yoga*, 11(3), 245–248. https://doi.org/10.4103/ijoy.IJOY_39_17
- Westerhof, G. J., & Keyes, C. L. M. (2010). Mental Illness and Mental Health: The Two Continua Model Across the Lifespan. *Journal of Adult Development*, 17(2), 110–119. <https://doi.org/10.1007/s10804-009-9082-y>

