

## SHODH SAMAGAM

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# Effect of Ashtanga namaskara on stress of teacher trainees of Gariyaband District Chhattisgarh State

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### ORIGINAL ARTICLE



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EFFECT OF ASHTANGA NAMASKARA ON STRESS OF TEACHER TRAINEES OF GARIYABAND DISTRICT OF CHHATTISGARH STATE We breathe in a world snowed under by stress. Wide-reaching urbanization, struggle and the increase of knowledge have shaped a world in which access to information has become compulsion and requirement. In addition, we are repetitively under attack. point of comprehensive concern; a stress plague order to survive.

### Abstract :-

We breathe in a world snowed under by stress. Wide-reaching urbanization, struggle and the increase of knowledge have shaped a world in which access to information has become compulsion and requirement. In addition, we are repetitively under attack on a physical level, with our atmosphere filled with never-before-seen levels of toxicity. From the food we eat to the air we breathe, our bodies are under obstruction by the toxins we have introduced into our cities, our homes and our food. In short the unforgiving pace and complexity of modern life has greatly challenged our ability to live healthily and fully in the present moment. While stress is omnipresent in each of our lives to varying degrees, it has reached a point of comprehensive concern; a stress plague which we must address and conquer in order to survive.

### Keywords :-

Ashtanga Namaskara, Stress, Teacher trainees.

### Introduction :-

Everybody experiences stress and anxiety at one time or further. The disparity among them is that stress is a comeback to a hazard in a state of affairs. Anxiety is a response to the stress. Whether in good times or bad, most people say that stress interferes at least fairly with their lives. The sentiment of being stressed can be triggered by an event that makes an individual feel frustrated or anxious. Anxiety is an emotion of terror, be

troubled, or nervousness. It can be a response to stress, or it can happen in people who are not capable to recognize noteworthy stressors in their life. Anxiety is a comeback to the stress. Whether in fine times or bad, most people say that stress interferes at least fairly with their lives. Constant stress can affect one's health, causing symptoms from headaches, high blood pressure, and chest pain to heart palpitations, skin rashes, and loss of sleep.

If we adopt the measures to reduce these stress and anxiety, there are certain chances to increase the frustration tolerance and then to achieve life satisfaction. Frustration occurs when a person is unable to reach the desired goal on account of some barrier or other, or due to the absence of desired and appropriate goals.

### **Review of the Related Literature :-**

Shoba (2010) has done a study on the effect of specific yogic exercises on motor, physiological and psychological variables of secondary school children. The data obtained regarding the effect of six weeks training with selected yogic asanas on motor, physiological and psychological variables among girls and boys was statistically analyzed. The study concluded that there is an improvement in all the motor variables selected for this study after the six weeks training with selected yogic asanas. An improvement was found in all the psychological variables representing the socio-genie need satisfaction, after the six weeks training with selected yogic asanas.

Telles et. al. (2013) conducted a study on the effect of yoga or physical exercise on physical, cognitive and emotional measures in children: a randomized controlled trial. Preceding studies have unconnectedly reported the effects of bodily work out and yoga in children, showing physical, cognitive and emotional benefits. The present randomized controlled trial assessed the effects of yoga or physical exercise on physical fitness, cognitive performance, self-esteem, and teacher-rated behavior and performance, in school children.

### **Methods and materials :-**

The present study was conducted on 20 teacher trainees of Raipur district of Chhattisgarh State. The subjects were selected randomly from a teacher training institution of the district.

The detailed classification is given below:-

S.N.	Name of the Teacher
1	Veerendra Deepak College of Education, Gariyaband, Chhattisgarh

### **Objectives of the study :-**

1. Effect of Ashtanga Namaskara on Stress of teacher trainees of Gariyaband District of Chhattisgarh State.

### **Hypothesis of the study :-**

1. The mean pre-test score of Stress of teacher trainees will not differ significantly from their mean post-test score of Stress of teacher trainees of the experimental group.
2. The mean pre-test score of Stress of teacher trainees will not differ significantly from their mean post-test score of Stress of teacher trainees of the Control group.
3. The mean post-test score of Stress of teacher trainees of experimental group will not differ significantly from mean post-test score of Stress of teacher trainees of the Control group.

### Statistical technique :-

The collected data were analyzed using ANOVA to find out the significant improvement in the selected variables by both the groups.

The present investigation included two groups namely experimental group and Control group. Hence the data collected with respect of this objective were analyzed in three phases. In the first phase One Way ANOVA was employed between the mean pre-test score of Stress of teacher trainees and mean post-test score of Stress of teacher trainees of experimental group.

In the second phase again One Way ANOVA was employed between the mean pre-test score of Stress of teacher trainees and mean post-test score of Stress of teacher trainees of Control group and in the third phase One Way ANOVA was employed between the mean post-test score of Stress of teacher trainees of experimental group and mean post-test score of Stress of teacher trainees of Control group.

### Analysis and interpretation :-

The summary of One Way ANOVA employed between the mean pre-test and post-test score of Stress of teacher trainees of experimental group has been presented in Table 1.1.

Table No. 1.1

Summary of One Way ANOVA for Pre-test and Post-test score of Stress of teacher trainees of Experimental Group.

	Sum of Squares	df	Mean Square	F
Between Groups	2442.050	1	2442.050	505.833**
Within Groups	86.900	18	4.828	
<b>Total</b>	<b>2528.950</b>	<b>19</b>		

\*\*Significant at 0.01 level

From Table 1.1 it is evident that the F-value 505.833 with df 1/ 19 was found to be significant at 0.01. This reveals that both the means differ significantly therefore the null hypothesis stated as “The mean pre-test score of Stress of teacher trainees will not differ significantly from their mean post-test score of Stress of teacher trainees of the experimental group” is rejected. This reveals that the experiment produced a significant difference in the Stress of teacher trainees.

Further the mean pre-test score of Stress of teacher trainees was 28.6 which is significantly higher than the mean post-test score of Stress of teacher trainees i.e. 6.5 of experimental group. Thus, after the experiment the Stress of teacher trainees was found to be decreased significantly.

### 1.2. Effectiveness of Ashtanga Namaskara on stress of teacher trainees of control group :-

The summary of One Way ANOVA employed between the mean pre and Mean post-test score of Stress of teacher trainees of Control group has been presented in Table 1.2.

Table No. 1.2

Summary of One Way ANOVA for Pre-test and Post-test score of Stress of teacher trainees Control Group.

	Sum of Squares	df	Mean Square	F
Between Groups	33.800	1	33.800	1.944 <sup>NS</sup>
Within Groups	313.000	18	17.389	
<b>Total</b>	<b>346.800</b>	<b>19</b>		

<sup>NS</sup> Not Significant

From the table 1.2 it is evident that the F- value 1.944 with df 1/ 19 was not found to be significant. This reveals that both the means does not differ significantly Therefore the null hypothesis stated as “The mean pre-test score of Stress of teacher trainees will not differ significantly from their mean post-test score of Stress of teacher trainees of the Control group “is not rejected. This reveals that the Control group does not produce a significant difference in the Stress of teacher trainees of the Control group.

### 1.3 Effectiveness of Ashtanga Namaskara in terms of stress of teacher trainees of experimental group viz-a-viz control group :-

The summary of One Way ANOVA employed between the mean post-test score of Stress of teacher trainees of experimental and Control group has been presented in Table 1.3.

Table No. 1.3

Summary of One Way ANOVA for Post-test score of Stress of teacher trainees of Experimental Group and post test score of Control group.

	Sum of Squares	df	Mean Square	F
Between Groups	92.450	1	92.450	13.197**
Within Groups	126.100	18	7.006	
<b>Total</b>	<b>218.550</b>	<b>19</b>		

\*\*Significant at 0.01 level

From the table 1.3 it can be inferred that the F- value 13.197 with df 1/19 was found to be significant at 0.01. This reveals that both the means differ significantly therefore the null hypothesis stated as “The mean post-test score of Stress of teacher trainees of experimental group will not differ significantly from mean post-test score of Stress of teacher trainees of the Control group” is rejected. This reveals that the experiment produced an experimental difference in the Stress of teacher trainees

Further the mean post-test score of Stress of teacher trainees of experimental group was 6.5 which is significantly lower than the mean post-test score of Stress of teacher trainees of the Control group i.e. 10.8. Thus, the experiment helped in decreasing the stress of teacher trainees of experimental group. While no such influence on control group was found.

### Implications and Recommendations :-

The findings of this study could have huge inference on yoga’s place within the work out industry.

If we adopt the measures to reduce these stress and anxiety, there are certain chances to increase the frustration tolerance and then to achieve life satisfaction. Frustration occurs when a person is unable to reach the desired goal on account of some barrier or other, or due to the absence of desired and appropriate goals.

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