

EFFECT OF YOGIC PRACTICES ON TEST ANXIETY, AND EMOTIONAL MATURITY AMONG TEACHER TRAINEES OF DIFFERENT STREAM

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ABSTRACT

Yoga is defined as science of mental control. It not only helps to control one's mental state but also helps to improve one's personality and behaviour, if it is practiced regularly. Yoga is the science of right living and as such is intended to be incorporated in daily life. It works on all aspects of the person: the physical, vital, mental, emotional, psychic and spiritual. Yogic Practices produce balance, harmony and integration in physical and mental processes. Yogic Practices can play a vital role in directing the mind towards creativity and constructive goals. These provide the individual with refreshing positive thinking, self-confidence, analytic approach, smooth and calm mental stability, Emotional Maturity and strong will power. Yoga practices will result in developing skills and attitudes which will allow them to develop empathy with their students who will become leaders of tomorrow. So there is a great need to fostering active citizenship in the teacher's role in the society. This paper will explore the effect of yogic practices on test anxiety and emotional maturity of the teacher trainees.

KEYWORDS

Yogic Practices, Test Anxiety, Emotional Maturity, Teacher Trainees

INTRODUCTION

Yoga, the wealth of India, is one of the greatest gifts of India to the world. What used to be the part of daily routine for the Indians of yore, yoga has today become one of the most popular systems of health and healing, all over the world. It is also a spiritual pursuit for many seekers of truth. In the modern world, western countries like America use yoga as a tool for mental, physical and spiritual upliftment (Ayurjeeva.com, 2003)

In order to lead a happy and prosperous life with utmost harmony in society, yoga can play an important role throughout the world. In fact, yoga is defined as science of mental control. It not only helps to control one's mental state but also helps to improve one's personality and behaviour, if it is practiced regularly from childhood. In middle and old age groups if Yogic Practices are continued, it may delay the aging and degenerating process, with the result that a person may remain active and energetic for a considerably longer period of life. Daily practice of yoga could help a person to maintain a perfect homeostasis of the body and mind throughout his life (Udupa, 1989).

YOGA

Yoga has been a concept exploited to its utmost benefit in India during ancient times but the present day intellectual class is using it only as a scarcely relied upon concept. The word 'Yoga' is derived from the Sanskrit root "Yuj" meaning to bind, join, attach and yoke, to direct and concentrate one's attention on, to use

and apply. It also means union or communion. It is the true union of our will with the will of God (Iyengar, 1996).

Yoga is connected with the English word 'Yoke' meaning 'to join'. Yoga is a practice way of life of withdrawing the organs from the objects of sense and focusing them on the inner self in order to shake itself free from the world of plurality and secure the union of the human soul with the universal soul (Dictionary of Education, 1999). Yoga is a protection, a path, a state of mediation, a union of two things, and a special intelligence that is able to differentiate what appears similar. Yoga is to achieve what was previously unachievable (Ayurjeeva.com. 2003).

"Balance of mind is called Yoga" - Gita

Yoga is the science of right living and as such is intended to be incorporated in daily life. It works on all aspects of the person: the physical, vital, mental, emotional, psychic and spiritual.

So, Yogic Practices produce balance, harmony and integration in physical and mental processes. Yogic Practices can play a vital role in directing the mind towards creativity and constructive goals. These provide the individual with refreshing positive thinking, self-confidence, analytic approach, smooth and calm mental stability, Emotional Maturity and strong will power. (Iyengar, 1998). Patanjali enumerates these means as the eight limbs or stages of yoga for quest of the soul. They are:

- Yama (universal moral commandments)
- Niyama (self-purification by discipline)
- Asana (physical posture)
- Pranayama (rhythmic control of the breath)
- Pratyahara (withdrawal of sense organs)
- Dharana (concentration)
- Dhyana (meditation)
- Samadhi (a state of super consciousness (Iyengar, 1998)).

TEST ANXIETY

Test Anxiety is a psychological condition in which a person experiences distress before, during or after a test or other assessment to such an extent that this anxiety causes poor performance or interferes with normal learning. It deserves notice due to its prevalence amongst the student populations of the world. The original research and development of the TAQ (Test Anxiety Questionnaire) was conducted by G. Mandler and S. B. Sarason in 1952.

Test Anxiety is an overwhelming problem for many students. Symptoms of Test Anxiety diminish test performance, lower self-confidence, increase negative self-

talk, and can cause physiological disturbances (Hembree, 1988; Onyeizugbo, 2010; Zeidner, 1998).

EMOTIONAL MATURITY

Etymologically the word 'Emotion' is derived from the Latin word 'Emovere' which means to stir up, to excite or to agitate. Seoul (1951) Emotional Maturity is the ability to bear tension others marks are an indifference towards certain kinds of stimuli that effect the child or adult and he develops moodiness and sentimentally.

Emotional Maturity is concerned primarily with self-control and expression. The teacher develops through a variety of experiences. For instance, the school can help the adolescents to arrange situations that will enable them to judge and evaluate their own behavior

Jacob (2004) gave the following criteria of Emotional Maturity among individuals:

1. The ability to deal constructively with reality.
 - The capacity to adapt to change.
 - A relative freedom from systems that are produced by tensions and anxieties.
 - The capacity to relate to other people in a consistent manner with mutual satisfaction and helpfulness.
 - The capacity to sublimate to redirect ones instinctive hostile energy into creative and constructive outlets.
 - The capacity to love.

EMERGENCE OF THE PROBLEM

The present study has been based on the world-wide acceptance of yoga that accepts man as a complete entity. It is based on the fact that mind influences the body. It is essential to discipline the mind for an integral, harmonious and all round development of a positive personality. Yoga provides the individual with refreshing experiences, peace, and happiness and develops positive thinking, self-confidence, positive approach to life, smooth and calm mental state of mind with emotional stability and strong will power. In the modern world, an individual face too many changes and multi-directional challenges at a rapid speed and find themselves at a loss. Yoga provides a means for people to find their own way of connecting with their true selves.

The teacher trainees of today are the teachers of tomorrow. Teachers being a part of society are also negatively influenced by values of society. Yoga practices will result in developing skills and attitudes which will allow them to develop empathy with their students who will become leaders of tomorrow. So there is a great need to fostering active citizenship in the teacher's role in the society. The

capacity of teacher trainees would be enhanced by improving Emotional Maturity and decreasing Test Anxiety levels.

The present study will focus on exploring the effect of Yogic Practices Test Anxiety and Emotional Maturity of the teacher trainees of Hamirpur District of Himachal Pradesh. The study will not only add to the body of knowledge related to the importance of yoga, but also provide a great help to psychologists, educationists, principals, parents, teachers and counselors for effective handling of the teacher trainees of Hamirpur District of Himachal Pradesh. These findings will be of great significance and help to the general public, others college student's viz. medical and all branches of engineering and prospective teacher trainees and bring out the awareness and importance of Yogic Practices in the modern world. These finding will also help to include yoga as a subject at the school level as well as college levels.

OBJECTIVES

Following are the objectives of the study:

- To study the effect of Yogic Practices on the Test Anxiety of the Teacher trainees.
- To study the effect of Yogic Practices on the Test Anxiety of the control and experimental group of Teacher trainees studying in Science stream.
- To study the effect of Yogic Practices on the Test Anxiety of the control and experimental group of the Teacher trainees studying in Arts stream.
- To study the effect of Yogic Practices on the Emotional Maturity of the control and experimental group of the Teacher trainees studying in Science stream.
- To study the effect of Yogic Practices on the Emotional Maturity of the control and experimental group Teacher trainees studying in Arts stream.

HYPOTHESES

HYPOTHESES RELATED TO TEST ANXIETY

- There is no significant difference in the Test Anxiety of the teacher trainees of experimental and control group at their pre-test and post-test level.
- There is no significant difference in the Test Anxiety of the teacher trainees studying in the science stream of the experimental and control group.
- There is no significant difference in the Test Anxiety of the teacher trainees studying in the arts stream of the experimental and control group.

- There is no significant difference in the Test Anxiety of the teacher trainees of experimental and control group

HYPOTHESES RELATED TO EMOTIONAL MATURITY

- There is no significant difference in the Emotional Maturity of teacher trainees experimental and control group at their pre-test and post-test level.
- There is no significant difference in the Emotional Maturity of teacher trainees studying in the science stream of the experimental and control group.
- There is no significant difference in the Emotional Maturity of teacher trainees studying in the arts stream of the experimental and control group.

REVIEW OF RELATED LITERATURE

Yogic Practices can produce a significant decrease in anxiety, neuroticism and general hostility. This study further revealed that Yogic Practices have positive effect on physical relaxation and decrease in emotional disturbances Vinod (1984). Anxiety level to be higher in the gymnastics group in comparison to the yoga group Annakili(1993). Some selected breathing and concentration exercises have highly positive effects on the maintenance of sound mental health Sharma (1994). Effectiveness of asanas, pranayamas and meditation was tested on anxiety and adjustment of 11th grades, these Yogic Practices successfully reduced the anxiety level of adolescents and contributed to improve their adjustment (emotional, social and educational). Batni Devi and Meetu (2003). yoga is an ancient eastern system which is being extensively used in research worldwide to study the effects in reducing the stress at the psychological and physiological levels. Sharma (2004) found that Training in yoga and meditation practices was concluded to be defective in improving each dimension of emotional intelligence, viz., self-regulation empathy, social skills motivation and self awareness of jail inmates as compared to those who did not have any formal training in yoga and meditation practices. Sethi, Z (2006) found that the treatment and control groups differ significantly as a result of the yoga therapy intervention as revealed by the significant post adjusted F value through analysis of covariance. Birdee, et al., (2008) Finding reveals that Exercise training reduces anxiety symptoms among sedentary patients who have a chronic illness. Matthew P. et.al (2010). Bannerjee B. N. (2008). Yoga may be superior to other forms of exercise in its positive effect on mood and anxiety. The finding, which currently appears on line at Journal of Alternative and Complementary Medicine, is the first to demonstrate an association between yoga postures, increased GABA levels and decreased anxiety. Streeter et. al. (2010). *Science Daily (2010)* — Researchers from Boston University School of Medicine (BUSM) have found that yoga may be superior to other forms of exercise in its positive effect on mood and anxiety. *sudarshan kriya* (SK and P) program practice has the potential to

overcome ES (exam stress) by improving lipid profile and hematological parameters Subramanian S, et.al. (2012).

METHODOLOGY OF THE STUDY

Population and Sample: In the present study, all the teacher trainees pursuing B. Ed. From Department of Education, Himachal Pradesh University Shimla, Govt. Colleges of teacher education Dharmshala and from all the self finance institution affiliated to Himachal Pradesh University Shimla, for B. Ed. were considered as a population. For this purposes researcher selected the two groups namely, experimental group (T1) and control group (T2) by purposive method of sampling. Nalanda college of education treated as a experimental group and Shanti Niketan college of education treated as a control group. Researcher selected the sample of 120 Teacher trainees from both colleges of education of Hamirpur district of Himachal Pradesh. Researcher selected the sample of 120 Teacher trainees whose has no knowledge about yoga practices theoretically and practically. Teacher trainees whose has some knowledge and practicing yoga practices in any form not selected as subject for study purposes.

Method of the study: Experimental Method of research was employed for the study.

PROCEDURE: The procedure involves four phases. Three months (60 working days) Yogic Practices were exposed to the experimental group. A diagrammatic layout of the design has been presented below:-

Diagrammatic layout of the Experimental design

Phase-1 Selection of the sample

Phase-II Pre-testing

Phase-III Conducting Experimental treatment.

Phase-IV Post-testing (Tests were administered to 120 Teacher Trainees of both Experimental and Control groups)

TOOL USED

1. Test Anxiety Inventory (TAI-H) (Sud and Sud, 1997)
2. Emotional Maturity Scale by Yashvir Singh & Dr. Mahesh Bhargava (1990).

STATISTICAL TECHNIQUES

The data was collected with the help of above mention tools and the collected data was scored and tabulated. Thereafter, obtained tabulated data was subjected to necessary statistical computation. Mean, SD and t-test were employed to test the effect of Yogic Practices on Test Anxiety, and Emotional Maturity.

ANALYSIS AND INTERPRETATION OF THE DATA

The data were collected with the help of above mention tools. The data would be analyzed in term of means and standard deviation. 't-test' was used to test the effect of yogic practices on Test Anxiety and Emotional Maturity on teacher trainees.

TESTING THE HYPOTHESES RELATED TO TEST ANXIETY

Discussion Based on the Comparison between Experimental and Control Groups of Teacher trainees on Test Anxiety in the pre-test level is presented in Table 1

Table 1: Mean, standard deviation and t-value for the Experimental and Control groups at their pre-test levels of the Test Anxiety.

Pre-test (Stream)	Experimental Group (T1)		Control Group (T2)		t-value
	Mean	S.D.	Mean	S.D.	
Total (N=60)	47.250	9.840	47.100	9.562	0.080 NS
Science (N=26)	46.230	10.648	46.153	7.713	0.0298 NS
Arts (N=34)	48.588	9.973	47.823	10.825	0.303 NS

NS=Not Significant

Table 1 reveals that the calculated t-value (0.080) is less than the table value of 't' which is 1.98, is not at all significant even at 0.05 level of confidence. It is clear that there is no significant difference in the mean scores of the Test Anxiety between the Experimental and Control group at the pre-test levels. Hence both groups are equal at their pre-test levels.

It may also be seen that on the pre-test levels for the Science stream, the calculated value of 't' (0.0298) is less than the table value of 't' which is 1.98 and is not significant even at 0.05 level of confidence. It implies that there was no significant difference in the pre-test levels of Test Anxiety for the Science stream in Experimental as well as Control group.

Similarly, on pre-test levels for the Arts stream, the calculated value of 't' (0.303) is less than the table value of 't' is 1.98 which is not significant even at 0.05 level of confidence. It implies that there was no significant difference in the pre-test levels of Test Anxiety for the Arts stream in Experimental and Control group.

Discussion Based on the Comparison between Experimental and Control Groups on Test Anxiety in Post-test level is presented in Table 2

Table 2 : Mean, Standard Deviation and t-value for Pre-Test and Post-test Scores of the Test Anxiety of the Experimental and Control Groups

Groups	Pre-test		Post-test		t-value
	Mean	S.D.	Mean	S.D.	
Experimental Group (T1)	47.250	9.840	40.000	8.797	4.262**
Control Group (T2)	47.100	9.562	46.000	9.330	0.638 ^{NS}

** Significant at 0.01 level

NS=Not Significant

Table 2 reveals that the calculated t-value (4.262) is greater than the table value of 't' (2.62), which is significant at the 0.01 level of confidence. This shows that

there is a significant difference in the Test Anxiety of Experimental group on the pre-test and post- test level. Hence it may be interpreted that the Experimental group that was exposed to Yogic Practices reported reduction in Test Anxiety after the experiment.

So the hypothesis no. 1 that *there is no significant difference in the Test Anxiety of the teacher trainees of Experimental and Control group at their pre-test and post-test level* has been rejected. Hence, it may be concluded that Yogic Practices are effective in reducing the Test Anxiety of the Experimental and Control groups at their post levels.

Discussion Based on the Comparison between Experimental and Control Groups of Science Stream on Test Anxiety in Post-test level is presented in Table 3

Table 3: Mean, Standard Deviation and t-value for Science Stream of the Experimental and Control Groups

Post -test Stream	Experimental Group (N=26)		Control Group (N=26)		t-value
	Mean	S.D.	Mean	S.D.	
Science	37.538	10.206	45.115	7.506	3.051**

** Significant At 0.01 level

From Table 3, it may be seen that the calculated t-value (3.051) is greater than the table value of 't' (2.62), which is significant at the 0.01 level of confidence. From this, it may be inferred that the Experimental group of the Science stream that was exposed to Yogic Practices showed a significant decrease in Test Anxiety as compared to the Control group (Means=37.538 for Experimental group and 45.115 for Control group). Consequently Hypothesis no.2, *There is no significant difference in the Test Anxiety of the teacher trainees studying in Science stream of the Experimental and Control group* has been rejected. Hence, it may be concluded that Yogic Practices are effective in reducing Test Anxiety of the teacher trainees of the Science stream.

Discussion Based on the Comparison between Experimental and Control Groups of Arts Stream on Test Anxiety in Post-test level is presented in Table 4.

Table 4: Mean, Standard Deviation and t-value for Arts Stream of the Experimental and Control Groups

Arts Stream	Experimental Group (T1)(N=34)		Control Group (T2) (N=34)		t-value
	Mean	S.D.	Mean	S.D.	
Post-test	41.971	8.871	46.676	10.576	1.986*

*Significant at 0.05 level

From Table 4, it may be seen that the calculated t-value (1.986) is greater than the table value of 't' (1.98), which is significant at the 0.05 level of confidence. From this, it may be concluded that the Experimental group that was exposed to Yogic Practices showed a significant decrease in Test Anxiety as compared to the Control group (Means=41.971 for Experimental group and 46.676 for Control group)of the Arts stream. Consequently hypothesis no.3, *There is no significant*

difference in the Test Anxiety of the teacher trainees studying in Arts stream of the Experimental and Control group has been rejected. Hence, it may be concluded that Yogic Practices are effective in reducing Test Anxiety of the teacher trainees of the Arts stream.

Discussion Based on the Comparison between Experimental and Control Groups on Test Anxiety in Post-test level is presented in Table 5

Table 5: Mean, standard deviation and t-value for the Mean scores of the Test Anxiety of the Experimental and Control groups

Post –test	Experimental group (T1) (N=60)		Control group (T2) (N=60)		t-value
	mean	S.D.	mean	S.D.	
Total (N=120)	40.00	8.797	46.00	9.330	4.262**

** Significant At 0.01 level

Table 5 reveals that the calculated t-value (4.262) is greater than the table value of 't' (t = 2.62), which is significant at the 0.01 level of confidence. This shows that there is a significant difference in the level of Test Anxiety of Experimental group and Control group. Hence it may be interpreted that Yogic Practices are effective to reduce the Test Anxiety after the experiment. So the hypothesis no.4, *there is no significant difference in the Test Anxiety of the teacher trainees of Experimental and Control group has been rejected. Hence, it may be concluded that Yogic Practices are effective in reducing the Test Anxiety of the Experimental and Control group.*

TESTING THE HYPOTHESES RELATED TO EMOTIONAL MATURITY

Discussion Based on the Comparison between Experimental and Control Groups on Emotional Maturity at their Pre-Test level.

Discussion Based on the Comparison between Experimental and Control Groups on Emotional Maturity at their Pre-Test level is presented in Table6

Table: 6 Mean, Standard Deviation and t-value of the Experimental and Control groups on the Emotional Maturity at their pre-test level.

Pre-test	Experimental group (T1) N=60		Control Group (T2) N=60		t-value
	mean	S.D.	mean	S.D.	
Total	113.216	18.398	108.38	21.27	1.30 ^{NS}
Science	112.269	18.298	105.593	19.037	1.322 (NS)
Arts	113.941	18.716	110.647	22.864	0.650 ^(NS)

N.S. –Not Significant

Table 6 reveal that the calculated t-value (1.30) less than the table value of 't' which is 1.98, is not at all significant even at 0.05 level of confidence. It is clear that there is no significant difference in the mean scores of the Emotional Maturity between the Experimental and Control group at the pre-test levels. Hence both groups are equal at their pre-test level.

It may also be seen that on the pre-test level for the Science stream, the calculated value of 't' (1.322) is less than the table value of 't' which is 1.98 and is not significant even at 0.05 level of confidence. It implies that there was no significant difference in the mean scores of the pre-test levels of Emotional Maturity for the Science stream in Experimental as well as Control group.

Similarly, on pre-test level, the calculated value of 't' (0.650) is less than the table value of 't' which is 1.98 which is not significant even at 0.05 level of confidence. It implies that there was no significant difference in the pre-test levels of Emotional Maturity for the Arts stream in Experimental and Control group.

Discussion Based on the Comparison between Experimental and Control Groups Stream on Emotional Maturity at their Pre-test and Post-test level.

Discussion Based on the Comparison between Experimental and Control Groups on Emotional Maturity at their pre-test and Post-test level is presented in Table 7

Table 7: Mean, Standard Deviation and t-value for pre- test and post test Emotional Maturity scores of the Experimental and Control groups

Groups	Pre-test (N=60)		Post-test (N=60)		t-value
	mean	S.D.	mean	S.D.	
Experimental group (T1)	113.216	18.398	85.183	17.135	8.638**
Control Group (T2)	108.38	21.27	112.883	19.674	1.203NS

** Significant At 0.01 level

N.S. -Not Significant

From Table 7, it may be inferred that the calculated t-value (8.638) is greater than the table value of 't' ($t = 2.62$), which is significant at the 0.01 level of confidence. From this, it may be interpreted that there is a significant difference in the mean score of Emotional Maturity of Experimental group on the pre-test and post- test level. In the Control group the value of 't' (1.203) is not at all significant. Evidently Control group did not show any improvement in Emotional Maturity at their pre-test and post test level. So the hypothesis no. 5, *there is no significant difference in the Emotional Maturity of teacher trainees Experimental and Control group at their pre-test and post-test level* has been rejected. Hence it may be accomplished that Yogic Practices are effective to improve the Emotional Maturity of the Experimental groups at their pre-test and post-test levels where as the Control group that was not showing any treatment has no enhancement in their Emotional Maturity at their pre-test and post test level.

Discussion Based on the Comparison between Experimental and Control Groups of Science Stream on Emotional Maturity in Post-test level is presented in Table 8

Table 8 : Mean, Standard Deviation and t-value for Science stream of the Experimental and Control groups on Emotional Maturity

Post -test Stream	Experimental group T ₁ (N=26)		Control group (T ₂) (N=26)		t-value
	mean	S.D.	mean	S.D.	
Science	91.846	18.596	105.593	18.637	2.630**

*** Significant At 0.01 level*

From Table 8, it may be seen that the calculated t-value (2.630) is greater than the table value of 't' (t=2.62), which is significant at the 0.01 level of confidence. From this, it may be conclude that the Experimental group of the Science stream that was exposed to Yogic Practices showed a significant improvement in Emotional Maturity as compared to the counterpart Control group (Means=91.846 for Experimental group and 105.593 for Control group). Consequently hypotheses no.6, *there is no significant difference in the Emotional Maturity of teacher trainees studying in the Science stream of the Experimental and Control group* has been rejected. Hence, it may be conclude that Yogic Practices are effective in improving Emotional Maturity of the teacher trainees of the Science stream.

Discussion Based on the Comparison between Experimental and Control Groups of Arts Stream on Emotional Maturity in Post-test level is presented in Table 9

Table 9: Mean, Standard Deviation and t-value for Arts stream of the Experimental and Control groups

Post -test Stream	Experimental group (T ₁) N=34)		Control Group (T ₂) (N=34)		t-value
	mean	S.D.	mean	S.D.	
Arts	93.235	21.839	112.441	20.600	3.730**

*** Significant At 0.01 level*

From Table 9, it may be seen that the calculated t-value (3.730) is greater than the table value of 't' (2.62), which is significant at the 0.01 level of confidence. From this, it may be interpret that the Experimental group of the Arts stream that was exposed to Yogic Practices showed a significant difference in better Emotional Maturity as compared to the counterpart Control group (Means=93.235 for Experimental group and 112.441 for Control group). As a consequence hypothesis no.7, *there is no significant difference in the Emotional Maturity of the teacher trainees studying in Arts stream of the Experimental and Control group* has been rejected. Hence, it may be conclude that Yogic Practices are effective in enhancing the Emotional Maturity of the teacher trainees of the Arts stream.

DISCUSSION OF RESULTS

DISCUSSION OF RESULTS RELATED TO TEST ANXIETY

The hypotheses related to Test Anxiety has been rejected in favour of the finding that Yogic Practices are effective in reducing the Test Anxiety of the Experimental groups at their pre-test and post-test levels as compared to the Control group. The difference between the pre-test and post-test score shown a significant decrease in the post-test score of the Experimental group of both Arts and Science stream, after receiving Yogic Practices on Test Anxiety. A significant difference has been seen for the Experimental group on their Test Anxiety. As the Yogic Practices were exposed to the teacher trainees of the Experimental group for a period of 3 month that is Shatkryas, pranayama and meditation, which is

helpful to reduced the Test Anxiety. Graphical representation of the mean score of the Experimental group and Control group also indication the significant difference. This indicates that the Yogic Practices consistently lowered perceived feelings of Test Anxiety.

Yogic Practices have helped the teacher trainees of the Experimental group to feel calm, secure, rested-pleasant, contented and self-confidant. It has also been effectual in making them feel less anxious, nervous, upset or tensed on the measures of the Test Anxiety or their feeling reported at that moment. Teacher Trainees of Experimental group have also shown a decrease in their general worry, in dealing with the difficulties and overcoming them and not exhausting quickly. Yogic Practices has also helped them in being a more steady person, feel happy, cool and calm personality.

DISCUSSION OF RESULTS RELATED TO EMOTIONAL MATURITY

Hypotheses related Emotional Maturity has been rejected in favour of the finding that Yogic Practices are effective to improve the Emotional Maturity of the Experimental groups at their pre-test and post-test levels as compared to the Control group. The difference between the pre-test and post-test score shown a significant decrease in the post-test score of the Experimental group of both Arts and Science stream. A significant difference has been seen for the Experimental group on their Emotional Maturity inventory. As the treatment to teacher trainees in Yogic Practices was provided for a period of 3 month that is shatkriyas, pranayama and meditation, it helpful in maintaining the Emotional Maturity of the teacher trainees.

The hypotheses related the Emotional Maturity stated that the yoga practices produced a large effect in all teacher trainees who engaged in the yoga practices. It is clear that when the two groups were compared as a whole, the effect of the Experimental group would be larger than the effect of the Control group. The scores statistically indicated that the Yogic Practices and meditation helped to decrease anxiety, have positive effect on physical relaxation and decrease in emotional disturbances, which helped them to become emotionally mature and emotionally stable for appropriate decision making and meet the challenges of the rapidly changing world. Society is exerting great pressures upon our teachers. Due to this, they suffer from negative reaction, phobias, pessimism and negative attitudes and inferiorities and hence react to environment through aggressiveness, destruction and have distorted sense of reality. A yogic practice lead to restraints of mental fluctuation and modifications and lead to balance of mind thus helping an individual to become emotionally mature. Meditation helps to enhance self-Control over the senses of the mind and intellect. Training in yoga practices ultimately helps individuals not to feel hurt in the state of dualism, i.e. pain-pleasure, gain-loss, respect-disrespect, etc. which gradually enhances Emotional Maturity of individuals. Also, Yogic Practices give mental strength to person to face reality and deal with it, ability to accept frustration, freedom from

tension and enhance capacity to relate positively to life experiences, both positive and negative.

Education is an important social activity, closely bound with intellectual, economic, cultural, emotional and social life of the human race. The “Pillars” upholding the aspirations of progress in education are the school teachers. Teachers are the real builders of the nation. The teachers play the important role in the growth, development and prosperity of the nation. If the teachers have to perform their duties with dedication and sincerity they must possess adequate mental health. Teachers are supposed to be mentally healthy but the problems of teachers are more than what it was in the past. With proper practice of yoga, school teachers can create the right kind of chemistry, where they are naturally peaceful, joyous and loving within themselves. This inner Science of Yoga help the teachers liberate from their problems and sufferings, both physically and psychologically. Yoga ultimately makes the school teachers work in harmony and mould the best citizens of the country. There should be a trained Yoga teacher in each and every school. In fact, yoga and meditation create a great impact on efficiency level of teachers. It helps human beings to lead a happy, prosperous and peaceful life in this global village.

EDUCATIONAL IMPLICATION

The present study is of great significance for psychologists, educationists, principals, parents and counsellors for handling persons related to different fields effectively.

- Yoga is the science of right living and, as such is intended to be incorporated in daily life. It works on all aspects of the person: the physical, mental, emotional, psychic and spiritual. So yoga helps in all round development of an individual, which is the main aim of education.
- Yogic Practices are helpful for all, especially teacher trainees, adolescent’s teachers, Principal, Doctors, and Students etc. Yogic Practices provides a means for people to find their own way of connecting with their true selves. Yoga helps to discipline the mind for an integrated and harmonious development of an individual.
- A yogic practice provides internal peace, happiness, develops positive thinking, self-confidence, positive approach to life, state of mind with emotional stability and strong will power.
- Yoga and Meditation enhanced the stress- frees living and joyful relationship, Enhanced productivity, creativity and efficiency. Yogic Practices heightened the concentration, high memory and decision-making capabilities.
- Yogic Practices can help the teachers liberate from their problems and sufferings, both physically and psychologically.

- Yogic Practices ultimately make the school teachers work in harmony and mould the best citizens of the country.
- On a more practical level, practices of asana, pranayama, mudra, bandha, shatkama and meditation, are means of balancing and harmonizing the body, mind and emotions and union can take place the highest reality.
- Yogic Practices aim at bringing the different bodily functions into perfect co-ordination so that they work for the good of the whole body. It is a proven tool for preventive health that has helped relief from chronic diseases.
- Yogic Practices leads to integration between the head, heart and hand. Yoga is simply a means of maintaining health and well-being in an increasingly stressful society.

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