

## ROLE OF YOGA MEDITATION IN EXAMINATION ANXIETY OF VISUALLY IMPAIRED CHILD

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### Abstract

The purpose of this study was to know the Role of Yoga Meditation in Examination Anxiety of visually Impaired Children. For this research researcher has select 40 boys (n= 40) aging 13 to 15 years from Pragati Andha Vidyalaya, Badlapur, Dist. – Thane, Maharashtra. Researcher has used the non-equivalent group design, Group A, (Yoga Meditation group n = 20) treated as experimental group and Group B (Non-Yoga Meditation Group N = 20) treated as a control group. Research has conducted in three phase, Phase I (Pre-test), Phase II (Training for 6 weeks), Phase III (Post Test). To know the status of Examination Anxiety, Educational Anxiety Inventory by Dr. Vishal Sood and Dr, Arti Sharma (2012) has been used. After post test Group A (experimental group) has gone through the Integrated Yoga Meditation Training for 6 weeks for 60 min. daily. Post Test has been conducted after the 6 weeks training. All the score were analysis with the help of One-Way Analysis of Covariance (ANCOVA).



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## INTRODUCTION

“SURVIVAL OF THE FITTEST” is the rule of nature. To survive on the earth every living organism must be fit. But human being is the exception for this rule, because he has explored so many things to survive comfortably. But mother nature is not in favor all the times, hence some of our get entry in to the world with some deformities. With good care of that they can survive but all the time they are dependent on others. That inability is not cure and the person has to carry with till the death.

Yoga is a physical, mental and spiritual practice that originated in ancient India. It became popular in the West in the 20th century. The word, yoga, comes from the Sanskrit *yuj*, which means “to yoke” and "samadhi" or "concentration." Thus, yoga is the practice  
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that aims to join the mind, body and spirit. The ultimate goal of yoga is to achieve liberation.

Yoga has been practiced for thousands of years and, over the years, many different interpretations have developed about what yoga means. Each different type of yoga has its own emphasis and practices.

An Examination or Test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations. While many people experience some degree of stress and anxiety before and during exams, test anxiety can actually impair learning and hurt examination or test performance.

An Examination or Test anxiety is a type of performance anxiety. In situations where the pressure is on and a good performance count, people can become so anxious that they are actually unable to do their best.

An Examination or Test anxiety is actually a type of performance anxiety — a feeling someone might have in a situation where performance really counts or when the pressure's on to do well. For example, a person might have performance anxiety just before trying out for the school play, singing a solo on stage, getting into position at the pitcher's mound, stepping onto the platform in a diving meet, or going into an important interview. Like other situations in which a person might feel performance anxiety, test anxiety can bring on "butterflies," a stomachache, or a headache. Some people might feel shaky or sweaty, or feel their heart beating quickly as they wait for the test to be given out. A student with really strong test anxiety may even feel like he or she might pass out or throw up.

## **OBJECTIVE**

- To compare adjusted Mean Scores of Examination Anxiety of Visually Impaired School Children of Yogic Practices Group and Non-Yogic Practice Group by taking Pre-Examination Anxiety as a covariate.

## **HYPOTHESIS**

**HO:** There is no significance difference in adjusted Mean Scores of Examination Anxiety of Visually Impaired School Children of Yogic Practices Group and Non-Yogic Practice Group by taking Pre-Examination Anxiety as a covariate

## **METHODOLOGY:**

The following methodological steps were taken in order to conduct the present study

### **Non-Equivalent Control Group Design**

The subjects were distributed in two groups. Group A is experimental group and Group B is control group. Each group consists of 20 subjects. Experimental group were given Yoga Meditation training Program for 6 weeks.

### **Sample**

To conduct the present study 40 visually impaired boy's students from Pragati Andha Vidyalaya, Badlapur, Dist. – Thane, Maharashtra. Were selected as a sample. Age group is 13 to 15 years.

### **Tools**

Educational Anxiety Inventory prepared by Dr. Vishal Sood and Dr. Arti Sharma (2012) were use as psychological tool.

### **Procedure**

Educational Anxiety Inventory is a self-administering and self-reporting tool five points rating scale. Items of inventory are in statement form requiring information for each item either on the five options on a continuum as follows: ***Completely True to Large Extent, True to Some Extent, False/Untrue to Large Extent Completely Untrue/False.***

### **ANALYSIS OF DATA**

The analysis of the data collected by the researcher, before and after the training intervention has been presented in this chapter. The data is analyzed by one-way ANCOVA. Change in mean scores of pre-and post-test of experimental and control groups comparison was done by one-way ANCOVA. The data is presented, analyzed and interpreted in the following manner.

### **RESULTES ON PSYCHOLOGICAL VARIABLE – EXAMINATION ANXIETY**

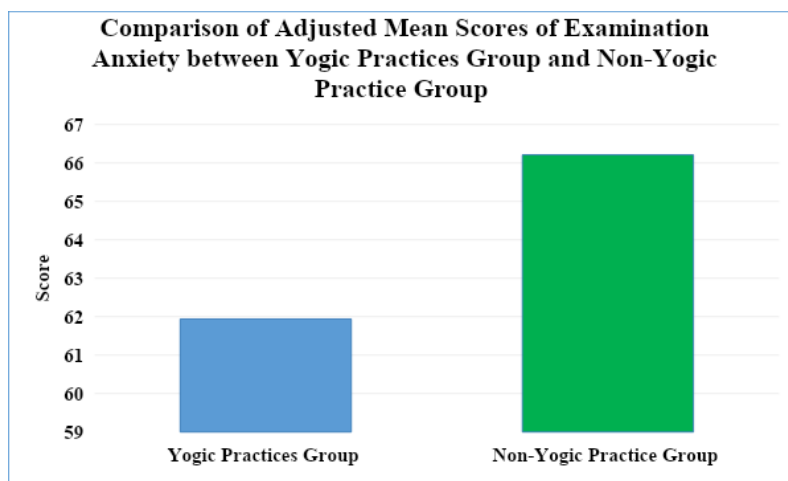
TREATMENT WISE COMPARISON OF ADJUSTED MEAN SCORES OF EXAMINATION ANXIETY BY TAKING PRE- EXAMINATION ANXIETY AS COVARIATE OF VISUALLY IMPAIRED SCHOOL CHILDREN OF YOGIC PRACTICES GROUP AND NON-YOGIC PRACTICE GROUP

The first objective was to compare adjusted Mean Scores of Examination Anxiety of Visually Impaired School Children of Yogic Practices Group and Non- Yogic Practice Group by taking Pre- Examination Anxiety as a Covariate. The data were analyzed with the help of One Way ANCOVA and results are given in Table

**TABLE: Summary of One Way ANCOVA of Academic Stress by taking Pre-Examination Anxiety as Covariate of Visually Impaired School Children of Yogic Practices Group and Non-Yogic Practice Group**

Source of Variance	df	SSy.x	MSSy.x	Fy.x	Remark
Group	1	153.22	153.22		
Error	37	484.66	13.10	11.70	p<0.05
Corrected Total	39				

From above Table it can be seen that the adjusted F-value is 11.70 which is significant at 0.05 level with  $df=1/39$  when Pre-Examination Anxiety was taken as covariate. It shows that adjusted mean scores of Examination Anxiety of Yogic Practices Group and Non-Yogic Practice Group differ significantly when Pre- Examination Anxiety was taken as covariate. Thus, the Null Hypothesis that there is no significant difference in adjusted mean scores of Examination Anxiety of Visually Impaired School Children of Yogic Practices Group and Non-Yogic Practice Group by taking Pre-Examination Anxiety as covariate is rejected. Further, the adjusted mean score of Examination Anxiety of Yogic Practices Group is 61.94 which is significantly lesser than that of Non-Yogic Practice Group where adjusted mean score of Examination Anxiety is 66.21. It may, therefore, be said that Yogic Practices Group was found to be effective in



improving Examination Anxiety of Visually Impaired School Children than Non- Yogic Practice Group Where Pre-Examination Anxiety was taken as covariate.

## RESULT AND DISCUSSION

❖ In case of Examination Anxiety of Yogic Practices Group found superior to Non-Yogic Practice Group hence the Hypothesis sought that, there is no  
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significant difference in adjusted Mean Scores of Examination Anxiety of Visually Impaired School Children of Yogic Practices Group and Non-Yogic Practice Group by taking Pre-Examination Anxiety as a Covariate is rejected.

### **CONCLUSION:**

The present experiment, within limitations warrants the following conclusion; Yoga Meditation were useful in improving Psychological Variable Examination Anxiety of Visually Impaired Children significantly.

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