

A Study On Effect Of Yogic Intervention On Adjustment Level Of Working Women

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Abstract

Adjustment for a working woman is a process by which she maintains a balance between her needs and the circumstances that influence the satisfaction in her life. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Practice of Yoga helps in bringing harmony in the life.

Researches done in the area of psychological problems and their management through Yoga provides a background to conduct a study to observe the effect of Yogic practices on the adjustment level of the working women.

The study was conducted over 100 working women in the semi urban area of Haridwar and Dehradun Districts of Uttarakhand. They were further divided into two groups (50 experimental and 50 controls). The study duration was of three months. A set of Asana Pranayama and Meditation was given to the experimental group and the result was compared with control group. A significant change has been observed at adjustment level between experimental and control group.

It can be concluded that practice of Yoga improves the adjustment level in the working women if practiced regularly and systematically.

Key Words: Asana, Pranayama, Meditation and Adjustment.

Introduction

Life is a journey that is full of varying experiences of course, not many youths regard all of these experiences as exciting. Some see most experiences of life as unfortunate. Experience means different things to people depending on their attitude and perspective. One major experience that stagnates people in life, which makes them feel depressed and conclude that nothing more can happen for them is emotional adjustment problem. Emotional adjustment problem is defined as a disorder or behavioral reaction to an identifiable stressful event or change in a person's life that is considered maladaptive to event or change. In psychology, the behavior process by which humans maintain equilibrium among their various needs or between their needs and the obstacles of their environment. Where this adjustment fails, maladjustment occurs and severe adjustment crises lead to profound

psychological disturbances in some people. A youth with emotional adjustment often experiences feelings of depression, stress, anxiety or combined depression and anxiety. As a result, that person may act out behaviorally against the rules and regulations of the school, family or society. In some youths, an emotional adjustment may manifest itself in such behaviors as skipping school, unexpected fighting, recklessness or criminal problems. Others however instead of acting out, may tend to withdraw socially and isolate themselves during their adjustment problems. Invariably, the effect of this situation is remarkably felt on the adolescent's academic achievement.

Adjustment means regulating, adapting or settling in a variety of contexts. In psychology, the behavioural process of balancing conflicting needs, or needs against obstacles in the environment. Humans and animals regularly do this, for

example, when they are stimulated by their physiological state to seek food, they eat (if possible) to reduce their hunger and thus adjust to the hunger stimulus.

Nicki R. Crick and Jennifer K. Grotpeter (1995) conclude in their study that prior studies of childhood aggression have demonstrated that, as a group, boys are more aggressive than girls. We hypothesized that this finding reflects a lack of research on forms of aggression that are relevant to young females rather than an actual gender difference in levels of overall aggressiveness. In the present study, a form of aggression hypothesized to be typical of girls, relational aggression, was assessed with a peer nomination instrument for a sample of 491 third-through sixth-grade children. Overt aggression (i.e., physical and verbal aggression as assessed in past research) and social-psychological adjustment were also assessed. Results provide evidence for the validity and distinctiveness of relational aggression. Further, they indicated that, as predicted, girls were significantly more relationally aggressive than were boys. Results also indicated that relationally aggressive children may be at risk for serious adjustment difficulties (e.g., they were significantly more rejected and reported significantly higher levels of loneliness, depression, and isolation relative to their nonrelationally aggressive peers).

Adjustment is harmonious relationship with the environment involving the ability to satisfy most of one's needs and most of the demands, both physical and social that are put upon one (Anonymous, 1968). Adjustment is a state in which the needs of the individual on the one hand and the claims of the environment on the other are fully satisfied (Anonymous, 1972). It refers to individual's achieving an overall harmonious balance between the demands of various aspects of environment, such as home, health, social, emotional and school on the one hand and cognition on the other.

Adjustment is a built – in mechanism for coping with the problematic or other realities of life. Adjustment has been considered as an index to integration; a harmonious behaviour of the individual by which other individual of society recognize person is well adjusted (Pathak, 1990).

Most of the problems centering children are physical appearance, health and physical development, marks scored, relationship with members of their families, their teachers, and home adjustment. This maladjustment may lead to absenteeism, truancy, low achievement and other unworthy habits of children (Subramanyam, 1986).

Sharma and Mehta (1988) investigated the effects of need for achievement upon adjustment and academic achievement. A sample of 156 students higher Secondary science students from government higher secondary schools for boys in Jaipur were administered on Murray's need achievement need abasement item and Sinha and Singh's adjustment inventory. The results showed the students having high need for achievement were found to have significantly higher adjustment (total as well as individual areas of emotional and educational adjustment) in comparison to students having low need for achievement.

Mythiliet *al.* (2004) investigated the adjustment problems of intermediate students. Samples of 150 students were selected randomly from government and private management colleges in Vijayawada. A Telugu version of the 'Mooney problem checklist' was administered. The data was subjected to 't' test. Results revealed that students of private Colleges had more problems than those of government colleges.

Paliwal *et al.* (2006) investigated the school environment, school adjustment and self confidence of adolescents in age group of 13 to 15 years. Sample of 120 adolescents (60 boys and 60 girls) were selected from seedling public school at

Jaipur city and data was collected by using standardized tools, School Environment Inventory (Mishra, 2002), High School Adjustment Inventory (Singh and Sen Gupta, 1987) and Agnihotries Self Confidence Inventory (Agnihotri, 1987).

The results of a study revealed that majority of boys and girls scored in average category on school adjustment. Gender differences were found non-significant on all the aspects of school adjustment. School environment indicated no correlation with self confidence and school adjustment of students except on social adjustment which was found to be negatively correlated with self confidence.

Anxiety, depression, stress and even insecurity are emotional adjustment problems that affect the adolescents and the society. The emotionally maladjusted adolescent is an unhappy adolescent. And his problems certainly demand attention if for no other reason at least on humanitarian grounds. Since the dividing line between the emotionally maladjusted adolescent and juvenile delinquent adolescent could be a very tenuous one, the former may be considered as unidentified delinquent. The emotionally maladjusted adolescent is more or less a social evil since he is likely to carry his problems into adulthood. His emotional adjustment problems could affect school adjustment and school performance (Adomeh, 1993). In school examination is a necessary evil and it creates strain and stress in the mind of the students. A constant anxiety is produced by it students work under excessive strain and stress during examination. These can lead to anxiety, depression, unhappiness, insecurity and lack of self-confidence which can manifest in failure. Sometimes Education helps to split adolescents' world into three, namely the worlds of education, examination and work (Okoh, 1983). It takes counseling to bring to the knowledge of the adolescent that there is only one world-the world of life. The parents and the classroom teachers lack the essential

tools for handling apparent and complete emotional adjustment problems which the adolescent may display in the home and school. It becomes therefore very necessary for the clinically minded counselors to apply the robust scientifically tested technique to modify or even change emotionally maladaptive behavior to socially accepted one. In pursuit of this aim the study seeks to establish the efficacy of Psycho-yogic counseling (pranakarshan pranayama with autosuggestion) in rehabilitating emotional adjustment among working women.

Certainly, yoga is not the only way to cope up with the stress and the resultant drop in oxygen supply to the brain brought on by the constricted breathing. A smoke, a coffee break, a trip to the restroom or a good laugh may all result in some readjustment of constricted breathing patterns. These can be thought of as "mini-yogas". We can benefit by taking or seeking more smokes, breaks, trips or jokes. But for those whose occupations continue to be highly stressful, something more will be needed. Deep breathing exercises and stretching of muscles, especially those primarily concerned with controlling inhaling and exhaling, should be sought. Participation in active sports also will be useful. Going for a walk is very good. For those experiencing restricted breathing at night, morning exercises should be actively pursued.

Thijs and Verkuyten (2008) This study examined the link between perceived peer victimization and academic adjustment in an ethnically diverse sample of 1,895 Grade 6 students nested within 108 school classes. It was hypothesized that students' academic self-efficacy mediates the (negative) link between victimization experiences and academic achievement outcomes. Multilevel analyses were used to test this hypothesis and to explore whether there are differences between ethnic minority and majority group children. Results indicated that peer victimization was negatively

associated with both relative class-based, and absolute test-based measures of academic achievement. These associations were similar across different school classes. As expected, the link between victimization and achievement was mediated by perceived academic self-efficacy, suggesting that victimized students did less well academically because they considered themselves to be less competent. The lower perceived self-efficacy of victimized children could be partly attributed to lower global self-esteem and depressed affect. Results were largely similar for ethnic minority and majority group children.

Mendelson, T. Greenberg, M. T. Dariotis, J. K. Gould, L. F. Rhoades, B. L. Leaf, P. J.; 2010 Youth in underserved, urban communities are at risk for a range of negative outcomes related to stress, including social-emotional difficulties, behavior problems, and poor academic performance. Mindfulness - based approaches may improve *adjustment* among chronically stressed and disadvantaged youth by enhancing self-regulatory capacities. This paper reports findings from a pilot randomized controlled trial assessing the feasibility, acceptability, and preliminary outcomes of a school-based mindfulness and yoga intervention. Four urban public schools were randomized to an intervention or wait-list control condition (n=?97 fourth and fifth graders, 60.8% female). It was hypothesized that the 12-week intervention would reduce involuntary stress responses and improve mental health outcomes.

Smith, K. B. Pukall, C. F. 2009 To conduct an evidence-based review of yoga as an intervention for patients with cancer. Specifically, this paper reviewed the impact of yoga on psychological adjustment among cancer patients. Methods: A systematic literature search was conducted between May 2007 and April 2008. Data from each identified study were extracted by two independent raters; studies were included if they

assessed psychological functioning and focused on yoga as a main intervention. Using a quality rating scale (range = 9-45), the raters assessed the methodological quality of the studies, and CONSORT guidelines were used to assess randomized controlled trials (RCTs). Effect sizes were calculated when possible. In addition, each study was narratively reviewed with attention to outcome variables.

Kannappan, R. Bai, R.L. observed the efficacy of Yoga on Cognitive and Human Relationship Training for Correcting Maladjustment Behaviour in Deviant School Boys and find a significant result in their study.

Gupta, A.K. (2007) stated in his study that there is a positive impact of Yoga Practices on Adjustment Patterns and Self-Concept level as an effect. Ulger, O. Yagli, N.V. Aras, B. Aslan, E. (2007) also have the similar effect in their study as practice of Hatha Yoga reduces the Stress In Working Women. Kumar, K (2016) the finding of the study shows a significant change in their social adjustment level. It is always being subject to modification in the light of further observation. This is the nature of the method. But it can be concluded that yogic practices and yoga based lifestyle can change the behavior as well as the interpersonal relationship.

Methodology

An experimental study was conducted to observe the effect of Yoga on Adjustment level. The study was conducted over 100 working women in the semi urban area of Haridwar and Dehradun Districts of Uttarakhand. They were further divided into two groups (50 in experimental and 50 in control group). The study duration was of three months. A set of Asana Pranayama and Meditation (PragyaYogasanaseris, Pranakarshan Pranayama and Savita Dhyam) was given to the experimental group and the result was compared with control group through Bell's Adjustment Inventory (BAI).

Results

Table-01

Describes the mean, SD and t-value of adjustment level of the working women.

Group	Mean	SD	Sed	df	t-value	Significance level
Control	8	1.26	0.14	99	71.42	0.01
Experimental	10	1.79				

The result shows a significant change between the experimental and control group on adjustment level at the 0.01 significance level.

Discussion

In general, the adjustment process involves four parts: (1) a need or motive in the form of a strong persistent stimulus, (2) the thwarting or no fulfillment of this need, (3) varied activity, or exploratory behavior accompanied by problem solving, and (4) some response that removes or at least reduces the initiating stimulus and completes the adjustment.

Social and cultural adjustments are similar to physiological adjustments. People strive to be comfortable in their surroundings and to have their psychological needs (such as love or affirmation) met through the social networks they inhabit. When needs arise, especially in new or changed surroundings, they impel interpersonal activity meant to satisfy those needs. In this way, people increase their familiarity and comfort with their environments, and they come to expect that their needs will be met in the future through their social networks. Ongoing difficulties in social and cultural adjustment may be accompanied by anxiety or depression.

Pranakarshan pranayama is an advanced practice of pranayama. It involves two processes. One is physiological practices i.e. the technique of breath control. And second is a positive auto-suggestion. During the pranayama, continuous and rhythmic process gradually decreases the sympathetic activity and support to increase the parasympathetic activities of the central nervous system, which is one of the symptoms of reduction anxiety. Psychologically autosuggestion involve in the procedure of pranayama may help to reduce

obsessions and compulsive symptoms through the process of *cognitive restructuring*. It is the technique in which the person replaces his negative beliefs, maladaptive thoughts with adaptive thoughts, by requisition and rehearsal of adaptive statements (Beck 1979).

Information from the result table has revealed that Pragma Yoga, Pranakarshan Pranayama with Savita Dhyaned led to the significant effect in the promotion of adjustment among working women. The finding of this study appears to be in harmony with the results of earlier studies on efficacy of counseling in treating clients with emotional problems (Ivery, 1962 and Lazarus, 1961). The results also agree with that of Adomeh (1997). In his report, he stated that the efficacy of counseling in fostering emotional adjustment among treated subjects is one of the basic reasons why the use of psychological tests is popular in counseling. He supports Nwabuolu and Odebunmi's position that less severe anxiety, depression and stress could be modified through psychotherapy. This finding attests to that of Palmer (1992) that the application of Pranakarshan Pranayama with autosuggestion paradigm and relaxation techniques to stressful situations proved effective in stress management strategies. The result of this study does not only show the effectiveness of Pragma Yoga, Pranakarshan Pranayama with Savita Dhyani in the experimental groups, it also corroborates previous indigenous psychotherapy research findings (Cooke, 1968; Goldfried & Trier, 1974).

Conclusion

In conclusion, working women could be assisted to improve on their adjustment problem through the regular practice of Yoga

(Pragya Yoga, Pranakarshan Pranayama with Savita Dhyam).

The finding of this study will be of immense benefits to educationists, administrators, curriculum planners and the government. Specifically, it will help them set out plans on how to modify the emotionally disturbed students and reintegrate them back to the school system.

Yoga has been rightly defined by Swami SatyanandaSaraswati (1980) as “a complete science of consciousness. It provides mastery

over all stages of consciousness”. So, most of the yogic Sādhanās aim to tune and control the mind. Other yoga practices and steps are a preparation for the same.

Thus yoga has a close link with adjustment. We know that earlier modern psychology was also defined as the study of the soul or mind which was later on spelled out in operational terms like conscious experience, behaviour and human adjustment. Yoga presents a synthesis of the two disciplines of Yoga and Psychology.

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