

# Effect of Yoga-Preksha Meditation on Adjustment Among College Going Girls

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## Abstract

In the present study one hundred adolescent girls with age range between 17 to 19 years were randomly allocated into two groups (i) experimental group (n=50) and (ii) non-experimental group (n=50). All the participants were studying in a graduated college which was randomly selected among colleges in Haridwar, India. Both the groups were assessed using Bell's Adjustment Inventory. After that the experimental group practiced Yoga-Preksha Meditation, 50 minutes daily for two months continuously. During this period no intervention had provided to the non-experimental group. Assessments were made before and after two months of the intervention of both the groups. In result, experimental group showed a significant reduction in level of all the dimensions of adjustment mentioned in Bell's Adjustment Inventory i.e., home, health, social and emotional. Result indicates that the practice of Yoga-Preksha Meditation significantly improved the level of adjustment ( $p < 0.001$ ;  $p < 0.001$ ;  $p < 0.001$ ; &  $p < 0.05$ ) in college going girls.

**Keywords:** Yoga-Preksha Meditation, adjustment, home, health, social, emotional.

## Introduction

In the modern society, life is becoming very complex and conflicting day-to-day. If a person is well adjusted only then he or she can survive without mental stress which may result in maladjustment. The adjustment is a bio-psychological concept and was used in Darwin's (1859) theory of evolution. Darwin mentioned that only those species, who is fit to adapt to the hazard can survive in the environment. According to Good (1959), adjustment is the process of finding and adopting modes of behavior suitable to the environment.

Adolescents generally do not have a clear view-point towards their life and they feel emotionally alone, impatience, loneliness, depression, and adjustment difficulties in their personal life. So there is an imbalance

among emotions, thoughts and behavior (Bhardwaj, Sao & Agrawal, 2009). Entry into college marks the first time that many students have lived away from home. In some instances, the only support system students have experienced prior to entering university was in the home environment (Rice, 2009; Soet & Sevig, 2006). These first-year students have to confront the different type of college experiences on their own without the security of a familiar and safe support system (Al-Busaidi et.al., 2011). Therefore, many first-year students report feelings of loneliness and homesickness as a result of their lack of adjustment to the new environment of college or institution (Prancer et. al., 2009).

Several studies provide evidence for an enhance prevalence of behavioral and

emotional problem in adolescence (Cohen, Cohen & Kasen, 1993; Dekovic, Buist & Reitz, 2004). Adolescence is still considered an important transition period, because of the cognitive, biological, and social changes that occur during this particular time period (Eliot & Feldman, 1990). Scientific evidence shows that involvement in social relationships benefits physiological as well as physical health. Poor or low quantity of social ties have also been associated with inflammatory biomarkers and impaired immune functions (Kiecolt-Glaser et. al., 2002; Robles & Kiecolt-Glaser, 2003).

A girl's adolescence involves quite different kind of strain and differently from those experienced by the boys. Mc Whiter (1997), in his study on 625 students, found that female students were more likely to experience loneliness and social isolation than their male peers. This study found that female students had a more difficult time to adjust in the college environment (new situation) and were less likely to be involved in campus activities and less likely to have leadership positions in campus organizations. During adolescence, girls have a much higher prevalence of depression and eating disorders, and engage more in suicidal attempts than boys (World Health Organization, 2002).

At this stage, there is a big need to provide them proper guidance to overcome the challenges they face. The application of Yoga-Preksha Meditation as a therapeutic intervention, takes advantage of the various psycho-physiological benefits of the component practices. Preksha Meditation is a types of Meditation based on the theory of perception. Perceiving and knowing is the fundamental element of this meditation. Meditation gives rest to the mind and body which is the cause of better and right activities. It also develops insight and consciousness which provides better

understanding with the environment, surrounding or situations in which the person acts (Gaur & Gusain, 2017).

A pervious study found that three months of yoga intervention enhanced the level of self-adjustment in school going adolescents (Bhardwaj, Mookherjee & Bhardwaj, 2015). According to Gaur & Jain (2006), Preksha Meditation improved significantly the mental health and reduced the anxiety of college going married female students.

Hence, this study was designed to evaluate the effect of Yoga-Preksha Meditation on adjustment in college going girls.

## **Methods**

### **Participants**

One hundred adolescent's girls whose ages ranged from 17 to 19 years were selected for this study. All the participants were studying in a college which was randomly selected among college in Hardwar, India. Participants were divided into two groups (i) experimental group (50 girls, group average age  $\pm$  S.D.,  $18.22 \pm 0.86$  years), and (ii) non-experimental group or control group (50 girls, group average age  $\pm$  S.D.,  $18.30 \pm 0.76$  years). Statistical calculation of the sample size was not done prior to the experiment. However, *post-hoc* analyses showed that for the present study, with the sample size as 50 in each group, and with the Cohen's  $d = 1.44$ , the power was 1.00 (Erdfelder, Faul, & Buchner, 1996). Cohen's  $d$  was obtained from the home dimension of the experimental group when "post" value was compared with "pre" value.

For the study, the inclusion criteria were: (i) those who were willing to follow the study conditions and (ii) those who were studying in graduation (age range 17 to 19 years for the graduation). Exclusion criteria were (i) any physical and mental illness, or being on medication. The signed and filled consent

from all the participants were obtained prior to the study. The study was approved by the Research Degree Committee (RDC).

### Design

The randomized experimental- control group research design was adapted in this study.

### Assessment

Bell's Adjustment Inventory (Indian adaptation by S. M. Mohsin, Shamshad Hussian & Khursheed Jehan) was used to assess the level of adjustment. The adjustment inventory has four dimensions e.g., home, health, social and emotional, each dimension contains 35 questions. There was no time limit, but should answer all the items quickly. The test-retest reliability (r) between the two testing was 0.92 and validity coefficient was 0.81. Therefore, the higher numerical score indicates more adjustment disturbances.

### Interventions

Intervention was given for the experimental group only.

### Experimental Group

Yoga-Preksha Meditation was given to the subject of experimental group, 50 minutes for six days in a week for two months in the morning between 8:00 A.M. and 8:50 A.M. Module of Yoga-Preksha Meditation consisted (i) *Manapran Dhwani* (5 min), (ii) *Nadi Shodhan Pranayama* (5 min), (iii) *Surya Namaskara* (10 min), (iv) *Chantanya Kendra Preksha* (15 min) and (v) *Yoga Nidra* (15 min).

### Non-experimental Group

The non-experimental group or control group participants were performing their routine activities during those days and time.

### Results

It is revealed from table-1 that the level of adjustment on all the dimensions was significantly improved in the subjects of experimental group. In contrast there were no significant changes in the control group.

TABLE - 01

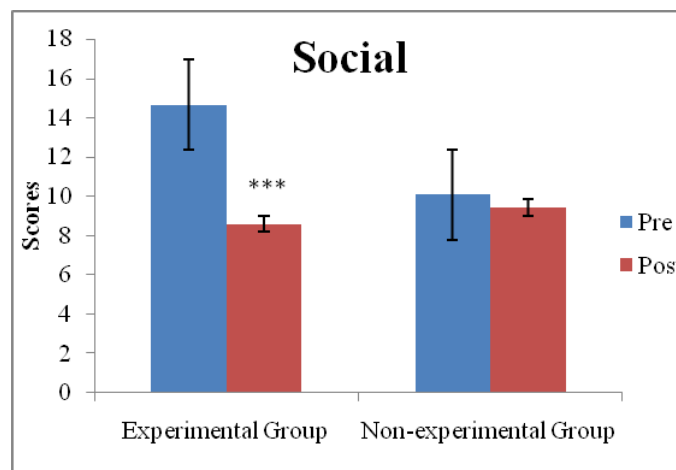
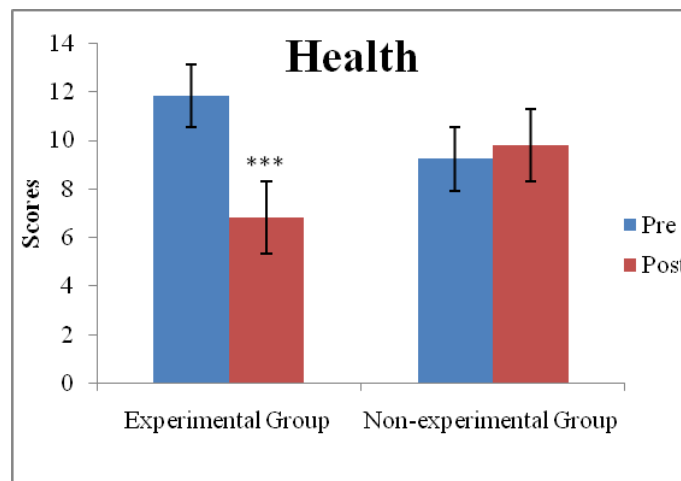
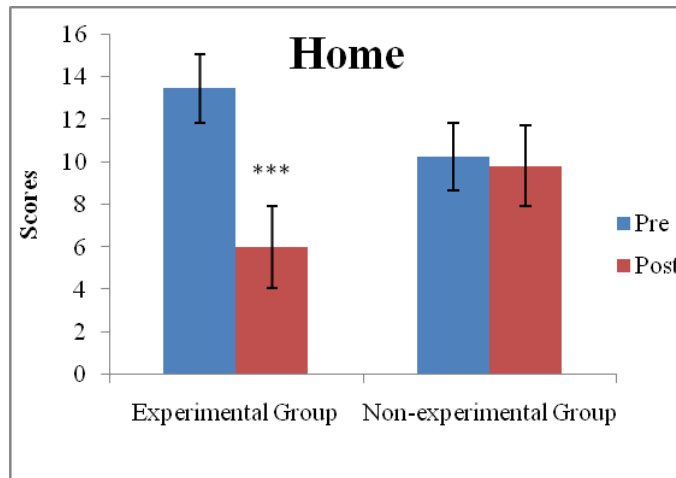
Mean, SD and 't' values on the dimensions of Adjustment (Home, Health, Social and Emotional)

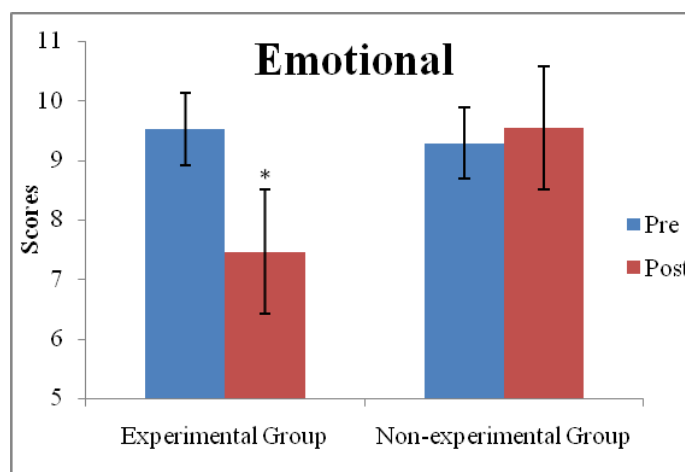
Groups	Variables	Pre (M ± SD)	Post (M ± SD)	% Changes	r	SED	df	t	p
Experimental Group	Home	13.48 ± 5.63	06.00*** ± 4.73	-55.48	.490	.747	49	10.008	<.001
	Health	11.84 ± 6.80	06.84*** ± 5.10	-42.23	.440	.914	49	5.469	<.001
	Social	14.66 ± 4.61	08.60*** ± 5.67	-41.33	.119	.971	49	6.240	<.001
	Emotional	09.52 ± 5.30	07.46* ± 4.79	-21.63	.173	.920	49	2.240	<.05
Non-experimental Group	Home	10.26 ± 6.35	09.84 ± 5.55	-4.09	.104	1.125	49	.373	>.05
	Health	09.24 ± 5.16	09.80 ± 5.41	6.06	-.003	1.059	49	-.599	>.05
	Social	10.08 ± 5.43	09.42 ± 5.44	-6.75	.098	1.033	49	.639	>.05
	Emotional	09.28 ± 4.96	09.54 ± 5.66	2.80	.228	.946	49	-.275	>.05

\*p<0.05 and \*\*\*p<0.001

FIGURE-01

Graphical representation of Mean values of experimental and non-experimental groups after two months, when compared to their respective pre condition





### Discussion

The present study showed a significant reduction in the row scores of all the dimensions of adjustment in experimental group following two months of Yoga-Preksha Meditation which means Yoga-Preksha Meditation effects positively in the different dimensions of adjustment. There were not any significant changes found in the non-experimental group.

Adjustment is a satisfactory and harmonious relationship of an organism to his/her environment. Thus, adjustment is the process of finding and adapting modes of behavior suitable to the environment or to the various changes in the environment. A previous study suggests that the 8 weeks of mindful yoga program increased self-esteem and self-regulation in school-age girls (Santangelo, 2012). In another study, a significant improvement was observed in the different types of personality related variables such as ego-strength, super-ego strength, self-concept formation capacity, while reduction in ergic-tension were observed in college going girls who practices four months of Preksha Meditation (Gaur & Saini, 2002).

Apart from this, several studies have been published analyzing the effect of yogic practice like *asana*, *pranayama* and

meditation enhances self-esteem (Narasimhan, Nagarathna & Nagendra, 2011). Another study used a multi-component Yoga-Preksha-Dhyan (YPD) intervention comprising *mahaprandwani*, *sukshmakriya*, *asanas*, *pranayama*, *dhyan*, *anupreksha* & *sankalp*, which makes it a comprehensive intervention to reduce aggression in school children (Jain, et. al., 2017). Another study was conducted on college going students felt better in mood states, individual coping strategies and the level of psychological adjustment after the yoga intervention (Christopher & Benjamin, 2004). Daily practice of yoga improves the awareness of real self and gives an opportunity to stop and observe the situation. Through yoga can develop sensitivity and the ability to feel body sensations, recognize emotions and self-introspection. Also yoga is the way to control over self as well as the best technique for self-introspection and with regular practice of self-introspection a person aware to his self and give rise to self-adjustment. The art of self-adjustment can give a sense of self-satisfaction and inner happiness (Moein et. al., 2013).

The investigators have found similar results. The above research studies directly and indirectly support the result of this research. Finding of the present trial can play an important role for the adolescent's

girls having problem in adjustment. Yoga-Preksha Meditation practice affects adjustment, behaviors and self-awareness positively. Practice of Yoga-Preksha Meditation is helpful for achieving the optimum level of adjustment in

adolescent's girls. In the present time there is as big need of such type of simple plans to be incorporated in daily routine as well as in the college curriculum to enhance the level of adjustment in adolescent's girls.

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