

Monitoring Behavioral Problem of Adolescent: Management through Psycho Yogic Module

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Abstract

Background: Recently, schools have drawn attention as dominant factors for remedies of behavioral problem of adolescents. India, however, has limited studies on this issue. Behavioral in adolescence is a key point of focus for psychologists, educationists, parents, and teachers. On the other hand, interdisciplinary researches with special reference to yoga and psychology are growing rapidly in this era of applied science. Despite rapidly growing scientific literature on yoga and its application, there has been no study conducted to determine whether Psycho Yogic Module affects the adjustment and aggression level in adolescents.

Aims: The current study aimed at exploring the effect of Psycho-Yogic Module on the behavioral problem of adolescents.

Methods: A sample consisting of 30 adolescent students from Gayatri Vidyapeeth and Dev Sanskriti Vishwavidyalaya, Haridwar, Uttarakhand, respectively, was taken. The entire sample belonged to the age group of 14-17 years. Psychoyogic Module was given to each and every subject of the group for a period of 45 days regularly. In this research, pre-post paired sample t-test design has been applied. Participants were given a questionnaire named as "aggression scale" (A-scale) which was developed by Pal and Naqvi (1983) for measurement of aggression score and for measurement of adjustment "Adolescent Adjustment Scale" which was developed by Ragini Dubey (1993).

Statistical Analysis Used: Paired sample t-test and eta-squared statistics have been used for comparing pre- and post-mean scores and computing the magnitude of the effect of intervention, respectively.

Results: There was a statistically significant decrease in the aggression score from pre-test (M = 121.23, SD = 6.29) and post-intervention (M = 109.67, SD = 5.28), $t(29) = 9.91$; whereas significant increase in the adjustment score from pre-test (M = 58.47, SD = 7.67) and post-intervention mean (M = 68.63, SD = 7.41), $t(29) = 7.23$. The mean decrease in aggression score was 11.56 with a 99% confidence interval and the mean increase in adjustment score was 10.16 with a 99% confidence interval. **Conclusions:** The findings revealed that the practice of Psychoyogic module is highly effective in reducing the aggression level and increasing the adjustment level in participants, which was significant at 0.01 level of significance.

Keywords: Behavioral Problem, Adolescents, Aggression, Adjustment & Psycho yogic Module.

Introduction

Behavior problems are the forms of behaviors which are found among children, adolescents and among full grown up adults. Adolescent aggression is

an important focus for educators and parents owing to its relative stability over time and consistent link to a variety of negative outcomes later in adolescence, including delinquency, substance abuse,

conduct problems, poor adjustment, and academic difficulties (poor grades, suspension, expulsion, and dropping out of school). In addition, verbal and physical aggression often is the first signs, as well as later defining symptoms, of several childhood psychiatric disorders. These include Oppositional Defiant Disorder and Conduct Disorder, both of which have prevalence rates ranging from 6 to 10% in the general population and even higher among males, according to the American Psychiatric Association. Aggression is defined as “a sequence of behavior, the goal response of which is the injury to the person toward whom it is directed” **Dollard et al., (1939)**. Although the term aggression refers to a wide spectrum of behaviors, in the psychological literature, it is defined as any behavior intended to harm another individual who is motivated to avoid being harmed. **Rao (1995)** discusses the significance of yoga to the well being of mankind. The core of yoga practice lies in concentration, yogic meditation and absorption. Reports showed that yogic practices are probably the most important and effective self-help tools available to humanity. Substantial reduction in depression, anxiety, psychotism, paranoid ideation, hostility, somatism, obsession, and inter-sensitivity has been found on account of living a yogic lifestyle **Bhushan (1998)**.

Behavior problems in students are not disease entities but symptoms or reactions caused by emotional disturbance or environment maladjustment **Marfatia (1971)**. The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. To help the pupil in making adjustment with the changing environment is one of the important aims of education. Efficiency of the teacher is also influenced by adjustment. Adjustment helps in having integrated and balanced personality. Development of personality of the adolescent to a great extent depends on the

adjustment with the environment. Adjustment is the behavioral process by which individuals maintain equilibrium among their different types of needs and the obstacles of the environment where they live. If the relationship between the individual and his/ her environment is in accordance with the norms then the adjustment is achieved and the behavior of the person concerned would be considered as normal. Gross deviation from the norms demand clinical investigations and interventions. Such deviations are defined as maladjustment. **Tripathy (2018)** inspected destitution, separation and associate weight as connects of behavioral issues among teenagers in Gurukul Kangri University. An aggregate number of 100 students were randomly chosen from different Departments in the University. Results demonstrated that every one of the theories tried were huge. This suggests neediness, separation and companion weight were corresponds of behavioral issues among adolescent.

It is the criterion of good adjustment which helps the individual to live effectively in his group or it indicates the degree of good adjustment. It is desired that a person should be well-adjusted in life with himself and with environment, his neighbor and with those who came contact with him. A person who is not adjusted suffers from many problems. It is said that achieving adjustment in life, is the primary aim of the person and for this one has to work to get it (adjustment). A person who is maladjustment may have behavior problem concerning the family, the school, the society and his own (personal) problems. He is confronted with the problems all the time and loses his mental health. **Kumar (2016)** observed the effect of Yogic practices and Yoga based lifestyle, a study has been conducted at Centre of Complementary and Alternative Medicine, Dev Sanskriti Vishwavidyalaya for one semester (approximately six months). A group of 100 Post graduation

students were selected through random sampling for a pre-post research study. Among them 90 student completed the study successfully. They were practicing Asana, Pranayama, Meditation, regularly and Shatkarma once in a week according to the prescribed syllabus of the University. At the same time they also followed the prescribed schedule of the University as their lifestyle and a vegetarian Diet (without onion-garlic).

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. **Tripathy and Sahu (2018)** investigated to find out the Adjustment of High school students in Relation to their gender boys and girls. The result showed that there is no significant difference in Home, School and Emotional adjustment of boys and girls high school student. But there is significant difference in Social adjustment of boys & girls high school students at 0.05 levels. It means boys Social adjustment are better than girls.

Adolescents today are facing many and more complex mental and physical health challenges. They should eschew violence, destruction and develop positive, constructive, humanitarian outlook. The side effects of medication and invasive procedures can be daunting for adolescent and their parents. With the ability to address the root cause of disease or imbalance in a holistic and integrative way, the ancient science of yoga therapy and psychotherapy may be the new way to help students to get and stay healthy. **Tripathy (2017)** conducted to determine whether Chandra Namaskrar (a yogic practice) affects the aggression level in adolescents. The current study aimed at

exploring the effect of Chandra Namaskrar on the aggression level of adolescents. The mean decrease in aggression score was 13.9 with a 99% confidence interval. The eta-squared statistics was 0.64, which indicates large effect of the intervention on aggression. The findings revealed that the practice of Chandra Namaskrar is highly effective in reducing the aggression level in participants, which was significant at 0.01 level of significance. **Tripathy (2018)** was to observe the effect of *Chandra Namaskara* and Om Meditation on the aggression level of male adolescents. For this study 45 subjects (college boys) were randomly selected from Bhawanipatna Government College, Bhawanipatna, Kalahandi (Odisha) by using simple random sampling without replacement. Results indicated that the *Chandra Namaskara* and Om Meditation significantly decrease the aggression level of the participants.

An adolescent if he or she adjusted is successful in academic achievement, vocational life and progress in every area of life i.e. in home, society, health, emotion, and education. While a maladjusted person lacks successes in almost all the areas. He is engrossed with his own problems and is over powered by failures, anxieties, frustration and has poor mental health.

The present research was designed to study the effect of Psychoyogic Module on behavioral problem of adolescents. In this scientific study, an attempt was made to reduce or manage the aggression level and increase the adjustment level with the help of Psychoyogic Module. Many researches have shown the positive effect of yogic practices on physical and mental well-being. But researches directly related to Psychoyogic Module and behavioral problem are not found or have not been attempted in the scientific world, or perhaps did not catch the attention of the researchers.

Operational definition of the key terms used in the study:

Behavioral Problems: - Behavior problems in students are not disease entities but symptoms or reactions caused by emotional disturbance or environment maladjustment. The components included in the study of the Behavioral Problems are Aggression and Adjustment.

Aggression:- In the present study, aggression means anger, reacting attitudes to beliefs, frequent quarrelling, broken engagement, impulses of take revenge, hitting kicking, and violent attacking.

Adjustment: - Poorly adjusted adolescents in two areas of adjustment: self and peer group adjustment. Self adjustment is the degree to which an individual having considerate his personal characteristic is able and willing to live with them happily. Self adjustment is kind of inner harmony and at peace with himself. Peer group adjustment is goodness oriented syndrome. Peer group adjusted adolescent possess traits such as extroversion, courtesy, cooperation, unselfishness, frankness, temper control and willingness to conform rules and regulation. Such a person is likely to have social skill which facilitate a good relationship and high level of social participation.

Adolescent: - Adolescence is a period of transition from childhood to adulthood. It is characterized by rapid physical, biological and hormonal changes resulting in to psychosocial, behavioral and sexual maturation between the ages of 13-19 years in an individual.

Psycho Yogic Module:- Identified behavioral problems will be managed through Psycho Yogic Module. For e.g. Cognitive Behavior Therapy, Pranayama, Yoga and Relaxation.

Hypothesis:

1. There was no significant effect of psycho yogic module on aggression in adolescent.

2. There was no significant effect of psycho yogic module on adjustment in adolescent.

Method

Participants: In the present study, the researcher used simple random sampling method to select participants from the population. A total of 30 adolescent students from Gayatri Vidyapeeth, Haridwar, Uttarakhand participated in the present research work. The age ranged between 14 and 17 years.

Design of the study: In order to study the impact of intervention on aggression and adjustment, "single-group pre-post design" was applied. Pre- and post-test measurements on aggression and adjustment were correspondingly conducted before and after the intervention. The above-mentioned design is symbolized as A Q1 X Q2, where A means the experimental group, Q1 represents pre-test, X means the intervention program (Psychoyogic Module for 45 days), and Q2 represents post-test.

Assessment: In this research work, the researcher used the aggression and adjustment scale questionnaire for measuring the aggression and adjustment level and, which was developed by **Pal and Naqvi (1983) and Ragini Dubey (1993)**.

Procedure: First, by using the aggression and adjustment scale questionnaire, the aggression and adjustment level of each subject was measured, and the aggression group average was found to be 121.23 where as adjustment group found that 68.63. Post-test measurements of aggression and adjustment level for the same subject were taken after following the practice of Psycho Yogic Module was given daily for 1 hour for 45 days.

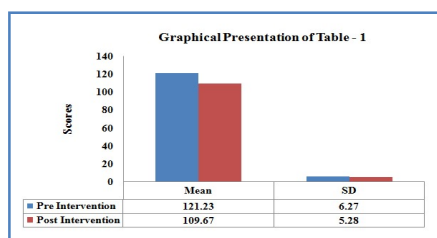
Practices	Duration	Approximate Time
Surya Namaskrar (Dynamic)	3 Rounds	2 Mints
Surya Namaskrar (Static)	1 Round	3 Mints
Jacobson’s Progressive Muscle Relaxation (JPMR)		5 Mints
Kpalabhati	3 Rounds	5 Mints
Anulom-Vilom Pranayama	3-5 Rounds	3 Mints
Bhramari Pranayama	5- 9 Rounds	5 Mints
Om Chanting	5 Rounds	2 Mints
Cognitive Behavior Therapy		35 Mints
Total Approximate Time Duration For Psycho Yogic Module		1Hour

Results: Under, this section of research work, deal with the statistical analysis of data. As pointed out in preceding section, in order to monitoring behavioral problems of adolescent and management through Psychoyogic Module, the following table has been given:

TABLE-1 : There will be no significant effect of psycho yogic module on aggression in adolescent.

Outcome	N	Pre Intervention		Post Intervention		SE _D	r*	t*
		Mean	SD	Mean	SD			
Aggression	30	121.23	6.29	109.67	5.28	1.17	0.4	9.91

df = n-1(For paired group)=29



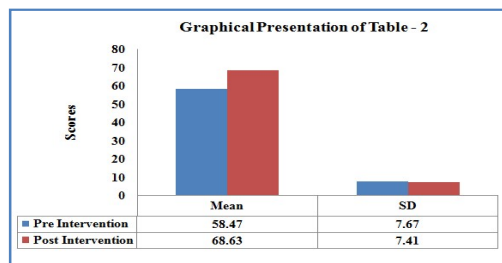
t-value is 9.91, which shows difference in both the values and the calculated *t*-value exceeds the critical value (9.91>2.04) which is significant at both 0.05 level & 0.01 level of confidence. Hence, hypothesis is rejected. Thus result reveals that psycho Yogic Module is significantly and effectively works on aggression.

As displayed in Table - 5, the mean value of Pre Intervention is 121.23 and mean value of Post Intervention 109.67. Obtain

TABLE 2: There will be no significant effect of psycho yogic module on adjustment in adolescent.

Outcome	N	Pre Intervention		Post Intervention		SE _D	r*	t*
		Mean	SD	Mean	SD			
Adjustment	30	58.47	7.67	68.63	7.41	1.41	0.48	7.23

df = n-1(For paired group) = 29



As displayed in Table - 6, the mean value of Pre Intervention is 58.47 and mean value of Post Intervention 68.63. Obtain *t-value* is 7.23, which shows difference in both the values and the calculated *t* -value exceeds the critical value ($7.23 > 2.04$) which is significant at both 0.05 level & 0.01 level of confidence. Hence, hypothesis is rejected. Thus result reveals that Psycho Yogic Module is significantly increase the level of adjustment.

Discussion & Interpretation:

It is observed from the results that Psychoyogic Module has reduced the aggression and increases the adjustment level in adolescents. Therefore, both null hypothesis of the present research that "*Psychoyogic Module* does not have significant effect on the aggression and adjustment level among adolescents" is rejected.

To test the hypothesis – 1 of Part – II, that pre-intervention mean ($M = 121.23$, $SD = 6.29$) and post-intervention mean ($M = 109.67$, $SD = 5.28$) of aggression scores were equal; a paired samples t-test was conducted. Prior to conducting the analysis, the correlation between two conditions was estimated at $r = 0.4$, suggesting that the paired samples t-test is appropriate in this case. As displayed in table no-5, the null hypothesis of equal aggression means was rejected, $df = 29$. The post intervention mean was statistically significant lower than pre-intervention mean. So, it can be concluded that psycho-yogic intervention is

associated with decreasing the aggression in adolescents.

The term "aggression" is a mode of frustration (**Chauhan & Tiwari, 1971**). Frustration is the motivational and emotional state which results from persistent blockage of goal-directed behavior. It can lead to maladaptive behavior (**Pal & Naqvi, 1983**). The very famous hypothesis of "Frustration leads to Aggression" was formerly advanced by **Dollard and Miller (1950)**, and they defined aggressive behavior as a logical and expected consequence of frustration. At present, most of the mental deviations such as frustration, aggression, inferiority, and insecurity have increased in adolescent and adulthood stages. Clinical studies carried out by **Masteron, Tucker, and Berk (1963)** have brought to light the disturbing fact that in the normal adolescent population, the mentally ill and the doubtful cases outnumber the mentally healthy adolescents.

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was found among different discipline of University male students in relation to self-confidence ($p < 0.05$). On the basis of findings it was concluded that the mean score of aggression of Computer Science students (89.17) is more than the Journalism & Mass Communication and Tour & Travel Management students and the mean score of self-confidence of Journalism & Mass Communication students (27.57) is more than the Computer Science and Tour & Travel Management students.

Interdisciplinary researches (Yoga and Psychology) suggest that regular practice of yoga promotes strength, endurance, and flexibility, cultivates a sense of calmness and well-being (Mehta, Mehta, & Mehta, 1995), and reduces the psychological stress significantly (Bhagal, 1997; Kocher, 1973; Kocher & Pratap, 1971).

Raju and Rahamtulla (2007) examined the adjustment problems of school students from urban and rural schools of Visakhapatnam district. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

Yadav and Iqbal (2009) were to see the impact of life skill training on self-esteem, adjustment and empathy among adolescents. Total sample comprised of 60 students (30 males and 30 females) from the Hans Raj Model School, Punjabi Bagh who has received life skill training from

the team of Expressions India. In the post condition, test scores were obtained after 5 months of training. The result showed that subjects improved significantly in post condition on self-esteem, emotional adjustment, educational adjustment, total adjustment and empathy. However, no significant difference was found on social adjustment in pre and post condition. Overall training was very effective as subjects improved in the post condition on all measures except one, thus showing that Life skill training do show positive results in bringing change in adolescent's attitude, thought and behavior by providing supportive environment to them.

Deepshikha and Bhanot (2011) were conducted at Kumarganj, Faizabad District of Eastern Uttar Pradesh. The purpose of the study was to assess family environment of adolescent girls and its impact on their socio-emotional adjustment. One hundred adolescent girls of age group between 17-18 years comprised the sample of the study. The results revealed that all the eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls.

Sharma (2012) reported in her scientific research that Kapālabhāti prāṇāyāma reduces the mental aberrations like anger, frustration, self-ego attachment, and aggression. She studied the impact of different yogic practices like Kapālabhāti, Anuloma-viloma, and Om-chanting on aggression in adolescents. She selected 100 school students for the experiment and employed analysis of variance (ANOVA) of the order of $2 \times 2 \times 2$ with repeated measure, and she concluded that Kapālabhāti with positive visualization is highly beneficial to the individual in overcoming the psychological problems.

Tripathy (2018) determined the effect of Anuloma-Viloma Pranayama and Kpalabhati on resting pulse rate and stress. They were randomly assigned into three groups: A- Pranayama, B- Kpalabhati and C- Control. The subjects were subjected to the twelve weeks Pranayama and Kpalabhati training program. The between group differences was assessed using the post-hoc test. The level of $p \leq 0.05$ was considered significant. The pulse rate and stress significant decrease in group A and B compared with the control group-c

To test the hypothesis – 2 of Part – II, that pre-intervention mean ($M = 58.47$, $SD = 7.67$) and post-intervention mean ($M = 68.63$, $SD = 7.41$) of adjustment scores were equal; a paired samples t-test was conducted. Prior to conducting the analysis, the correlation between two conditions was estimated at $r = 0.48$, suggesting that the paired samples t-test is appropriate in this case. As displayed in table no-6 the null hypothesis of equal adjustment means was rejected, $df = 29$. The post intervention mean was statistically significant than pre-intervention mean. So, it can be concluded that psycho-yogic intervention is associated with increasing the adjustment in adolescents.

In psychology, adjustment refers to the behavioral process of balancing conflicting needs, or needs challenged by obstacles in the environment. Humans and animals regularly adjust to their environment. 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.

Bernard (1932) suggested that the behavioristic viewpoint in social psychology is simply that of the application of a naturalistic or scientific technique to the study of the processes of the adjustment of individuals to their

environment in a social situation. The behaviorist must therefore study the technique of the integration of social-adjustment behavior patterns under the conditioning controls of environmental stimuli, and he must also analyze and classify the environment which provides these stimuli. (Results of this analysis of behavior patterns and of cultural patterns or environments indicated in the paper.) Criticisms of the behaviorists working in sociology and social psychology have come from those who prefer a traditional to a naturalistic and experimental validation of knowledge, from those who do not prefer traditional validation of knowledge as a procedure but who resent the upset of tradition and custom by experimental analysis, and by other minor groups as indicated.

Verma and Gurvendra (2016) conducted a research on 60 urban students, with age ranging between 18 to 26 years. The purpose of this study was to determine the Effect of collective scientific yogic practices on Social Adjustment of urban collage Students. The training was conducted for a period of four weeks, five days in a week and 63 min per day. Significant improvement was found in social adjustment as a result of the experimental treatments in experimental groups. To determine or assess the effectiveness of the yogic practices the experimental group was compared with the control group. There were statistically significant differences between the 2 groups in the level of social adjustment. The research work indicates the effectiveness of the yogic practices in improving social adjustment among urban collage students.

Chakradhari, Singh and Verma (2016) were designed to assess the effect of yogic practices on adjustment level in special reference to blind students entitled 'Effect of Yogic Practices on Adjustment level of Blind student.' The sample consists of 30

subjects in the range of 14 to 17 years and selected from Blind school Raipur (Chhattisgarh). Practice time for Yoga intervention was 50 minute and the duration was 90 days. Adjustment level was measured by the result of this study shows that yogic practices are significantly effective to improve the level of Adjustment of blind student.

In the present research, *Psycho Yogic Module* were applied with a positive visualization like feeling of throwing out all the negative and injurious elements along with the air exhaled, and as a result, subjects reported that it was much more useful than what they expected.

Thus, researchers came to know that reduced aggression and improved adjustment level of respondents met at the post test is not due to sampling fluctuation

or chance factor but is due to the practice of *Psycho Yogic Module*.

Limitation of the study:

In this study, single-group pre-post design was applied. Lack of control group is the limitation of this research. The findings of the current study may have limited generalize ability as the population of the current sample was limited to one institutions.

Conclusion:

To conclude, the present study shows that there is a significant positive effect of Psychoyogic Module practice on aggression and adjustment. The practices of Psychoyogic Module significantly decreases the aggression and increase the adjustment level of adolescent students and keeps them away from tension, stress, and academic anxiety.

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