



INFLUENCE OF PRANAYAMA PRACTICES ON ANXIETY AMONG PHYSICAL EDUCATION STUDENTS

Dr.Ch.VST.SAIKUMAR

Principal and Secretary, Sri Ramakrishna Mission Vidyalaya, Maruthi College of Physical Education, Coimbatore, Tamilnadu.

ABSTRACT

The purpose of this study was to find out the influence of pranayama on anxiety among physical education students. To achieve the purpose of the present study, thirty students from Maruthi College of Physical Education, Coimbatore, Tamilnadu were selected as subjects at random and their age ranged from 18 to 25 years. The subjects were divided into two equal groups. The study was formulated as a true random group design, consisting of a pre-test and post-test. The subjects (n= 30) were randomly assigned to two equal groups of fifteen students each. The groups were assigned as pranayama practices group and control group in an equivalent manner. The experimental group participated for a period of six weeks and the post-tests were conducted. Analysis of covariance (ANCOVA) was used to test the treatment effect of the training programmes on the variable used in the study. It was observed that the six weeks of pranayama practices have significantly decreased the anxiety level of physical education students.

KEYWORDS: Pranayama, Anxiety, Physical Education Students.

INTRODUCTION

Yoga is an ancient art focused on a harmonizing method of body, mind, and spirit creation. Yoga is a practical help, not a religion, and regular practice can lead to a sense of peace and well-being, as well as a sense of harmony with one's surroundings. Yoga is derived from the Sanskrit root "Yuj," which means "to yoke" or "to join." Yoga is one of India's six philosophical systems. Raja Yoga, or "Royal Yoga," was the name given to the classical type of yoga based on the text mentioned to Patanjali in the Middle Ages. Other types of yoga have emerged, which can be practiced alongside or independently of classical yoga. Hatha Yoga appears to be a relatively recent addition to Hinduism, with the earliest texts on the subject dating from just before the Muslim conquest. It has a strong connection to Tantrism. While many Hatha Yoga practitioners are not Tantrists (Sengupta, 2012).

Breathing is the source of life. It is one of the most important functions we have. Pranayama, or breathing exercises, is one of the five yoga concepts that encourages healthy breathing. In yogic terms, proper breathing means getting more oxygen into the blood and brain, as well as controlling prana, or precious life energy. Pranayama - the science of breath control, consist a series of exercises intended to meet these needs and to keep the body in vibrant health (Joshi, 2001).

METHODOLOGY

The aim of this research was to see how pranayama affected anxiety in physical education students. Thirty students from Maruthi College of Physical Education in Coimbatore, Tamilnadu, were chosen at random as subjects for the current study, and their ages ranged from 18 to 25 years. The participants were split into two groups of similar size. The experiment was set up as a true random group design with a pre- and post-

test. The subjects (n=30) were divided into two groups of fifteen students each at random. In a similar way, the classes were assigned as pranayama practices group and control group. The post-tests were performed after the

study group had participated for six weeks. The treatment impact of the training programs on all of the variables in the sample was tested using analysis of covariance (ANCOVA).

RESULTS

TABLE – I
COMPUTATION OF MEAN AND ANALYSIS OF COVARIANCE ON ANXIETY OF
EXPERIMENTAL AND CONTROL GROUPS

	Experimental Group	Control Group	Source of Variance	Sum of Squares	df	Mean Square	F
Pre Test Mean	73.66	72.66	BG	7.50	1	7.50	0.44
			WG	476.66	28	17.02	
Post Test Mean	60.93	74.40	BG	1360.13	1	1360.13	51.42*
			WG	740.53	28	26.44	
Adjusted Post Mean	61.05	74.27	BG	1290.14	1	1290.14	48.98*
			WG	711.15	27	26.33	

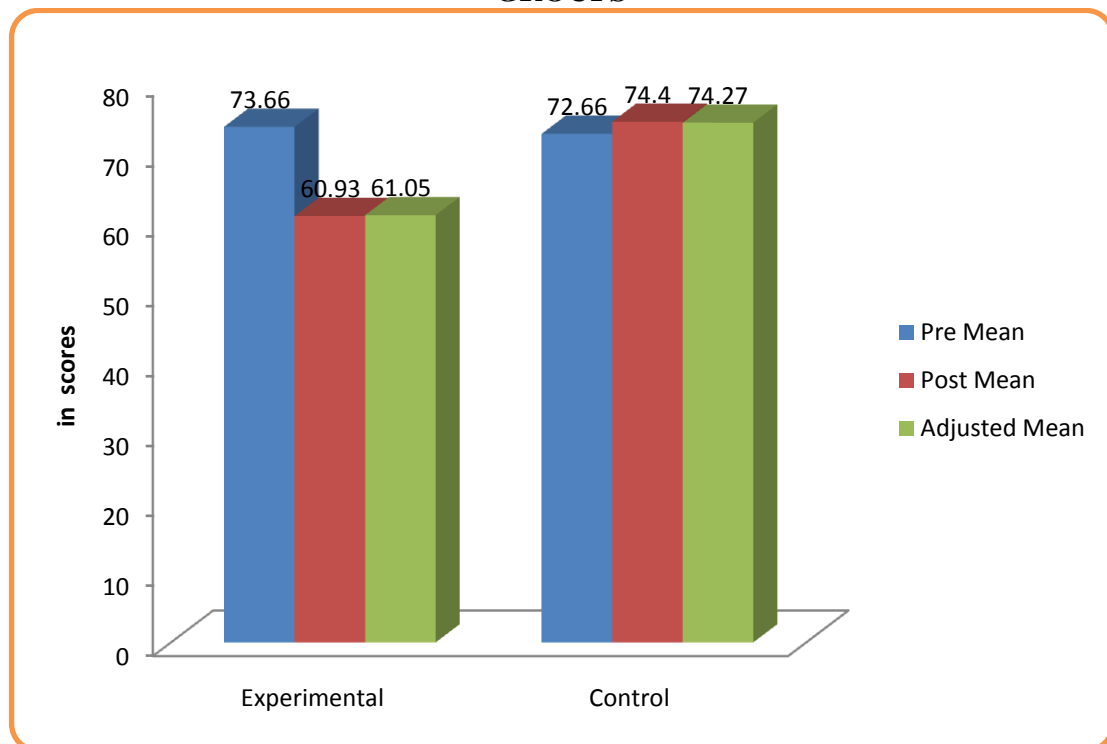
* Significant at 0.05 level

Table value for df 1, 28 was 4.20, df 1, 27 was 4.21

According to the table above, the modified mean anxiety values for the experimental and control groups were 61.05 and 74.27, respectively. The modified mean F-ratio of 48.98 was higher than the table value of 4.21 for degrees of freedom 1 and 27, which was needed for significance at the 0.05 level of

confidence. According to the findings, there was a substantial difference in anxiety levels between the experimental and control groups. The above table also shows that the experimental and control groups' pre- and post-test means vary significantly.

FIGURE - I
SHOW THE MEAN VALUES ON ANXIETY OF PRANAYAMA AND CONTROL GROUPS



CONCLUSION

From the results obtained, the following conclusions were drawn:

1. It was observed that the six weeks of pranayama practice had significantly decreased the anxiety level of physical education students.

REFERENCES

1. Ankad, R.B., Herur, A., Patil, S., Shashikala, G.V. & Chinagudi, S. (2011). Effect of short term pranayama and meditation on cardiovascular functions in healthy individuals. *Heart Views*. 12(2):58-62.
2. Anne, L. Rothstein. (1985). Research Design and Statistics for Physical Education (Englewood Cliffs, N.J: Prentice Hall, Inc.).
3. Bhavanani, A.B., Madanmohan., Sanjay, Z. & Basavaraddi, I.V. (2012). Immediate cardiovascular effects of pranava pranayama in hypertensive patients. *Indian J PhysiolPharmacol*. 56(3):273-8.
4. Bhimani, N.T., Kulkarni, N.B., Kowale, A. & Salvi, S. (2011). Effect of pranayama on stress and cardiovascular autonomic function. *Indian J PhysiolPharmacol*. 55(4):370-7.
5. Chandrasekaran.K (2003). *Yoga for Health*, Delhi; Khel Sathiya Kendra.
6. Elder, C., Nidich, S., Moriarty, F. & Nidich, R. (2014). Effect of transcendental meditation on employee stress, depression, and burnout: a randomized controlled study. *Perm J*. 18(1):19-23.
7. Ganpat TS, Nagendra HR, Selvi V. (2013). Efficacy of yoga for mental performance in university students. *Indian J Psychiatry*. 55(4):349-52.
8. Iyengar, B.K.S. (1988). *Light on Yoga*. London: George Allen and Unwin Ltd.
9. Joshi.K (2001). *Yogic Pranayama*, New Delhi: Orient Paper Backs.

10. Madanmohan, Udupa K, Bhavanani AB, Vijayalakshmi P, Surendiran A. (2005) Effect of slow and fast pranayams on reaction time and cardiorespiratory variables. *Indian Journal of Physical Pharmacol.* 49(3):313-8.
11. Pramanik, T., Pudasaini, B. & Prajapati, R. (2010). Immediate effect of a slow pace breathing exercise Bhramari pranayama on blood pressure and heart rate. *Nepal Med Coll J.* 12(3):154-7.
12. Rajasimha, K. & Simhadri, K. (2012). Stress Management through Exercises and Yogic Practices. *International Journal of Health, Physical Education and Computer Science in Sports.* 8, 1.
13. Sengupta, P. (2012). Health Impacts of Yoga and Pranayama: A State of the Art Review. *Int J Prev Med.* 3(7):444-58.
14. Thakur K & Bandopadhyay K. (2012). Effects of Yogasanas on Selected Physical and Psychological Parameters of School Boys. *Yoga Mimamsa* Vol. XLIII No.4:285-296.
15. Weinberg, R.S. & Gould, D. (2003). *Foundations of Sport & Exercise Psychology*, (3rd ed). Champaign IL: Human kinetics.
16. Yashawant., Savitri, S.P. & Chandrappa, N. (2012). The influence of Yoga Practices on personality traits of yoga practitioners. *International Journal of Health, Physical Education and Computer Science in Sports.* 8, 1.