

## THE IMPACT OF YOGIC PRACTICES ON TEST-ANXIETY OF HEARING AND HEARING IMPAIRED HIGH SCHOOL STUDENTS

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### Introduction:

Now days, every student, whether disabled or normal, wants to do exceed in each and every sphere of life and also wants to touch the heights of success at global world. The changing situation of society at global level has forced the individuals, especially the disabled ones, to concentrate on their efforts on different dimensions of life. It is a matter of great concern that the abilities and potentials of disabled adolescents have not yet been fully explored and tackled, but practically it is a great loss of human resources, which, if discovered, matured, appropriately channelized and utilized could add a new force to the progression of the society. Children with disabilities are particularly prone to various physical, social, mental and emotional problems which are directly related to some limitations preventing them from enjoying normal life.

There are number of factors which effect the academic achievement of students during their studies. These factors may be individual, home and school environment related factors like-self-concept, self- confidence, motivation, interest and anxiety etc. Anxiety is one of the most important factors that can affect an individual during studies. Examination stress and test anxiety are pervasive problems among students. Now a days, yoga is considered as an important medical technique for developing the physical and mental functioning of an individual, especially of children with disabilities. Yoga is one of the most effective therapeutic tools available for the children with disabilities to overcome their various physical and psychological problems such as anxiety, poor mental health, frustration, depression, emotional instability and poor self control etc. Yogic Practice has become an Universal need in all Professions. It may be because of its merits and easy to practice. yogic Practices refers to the system of practices that help to control the mind, body and soul. It helps in developing positive attitude, self-esteem, adjustment and emotional maturity in young adolescence, weather normal or differently abled .Among Special children are very near to normal children. It is because Hearing impairment is not just a communicative difficulty but a community problem as well. Communication handicap can reduce an individual's performance and work ability, thus, diminishing one's participation in development and growth of a community. Deprivation of auditory stimulus may be a great handicap to human growth, development and learning, if a hearing impaired child is enveloped in silence he has to rely upon vision and touch to maintain contact with others. Therefore, in order to develop skills and abilities among persons with hearing impairment opportunities should be provided to them at home as well as in school from the early stages itself. A need based

assessment intervention model should respond to children's unique needs. Educators must identify children's needs and the appropriate characteristics of services to meet those needs. Therefore assessment should be a comprehensive process that determines how children function physically, psychologically, communicatively, educationally, socially and emotionally.

**Objectives of the study**

- To study the impact of Yogic Practices on Test-Anxiety among Hearing High School Students.
- To study the impact of Yogic Practices on Test-Anxiety among Hearing Impaired High School Students.

**Hypothesis of the Study**

- There would be no significant difference between the Impact of Yogic Practices on Test-Anxiety among Hearing High School students.
- There would be no significant difference between the Impact of Yogic Practices on Test-Anxiety among Hearing Impaired High School students.

**Methodology of the study:**

In order to realize the objectives, Quasi - Experimental method was used for the study.

**Tool used for the study:**

- Test-Anxiety Scale developed by V.P. Sharma was adapted for the present research.
- Yoga Therapy to reduce anxiety in testing situations and to enhance Achievement motivation.

**Population:**

The investigator decided to conduct the study in S.V. School for the Deaf and S.P.J.N.M. School in Tirupati. The total population of Hearing and Hearing Impaired High School Students were 200.

**Sample of the study:**

The sample of the study consists of 50 Hearing and 50 Hearing Impaired High School Students studying in VIII, IX and X standards. The sample was selected from S.V. School for Deaf and S.P.J.N.M School located in Tirupati using simple random sampling technique.

### Analysis and interpretation of the data:

#### Mean, SD and Paired t-values for the Pre-test and Post-test Test-Anxiety of Hearing High School Students.

Pair	N	Mean	SD	Mean Difference	t-value
Test Anxiety Pre Test	50	89.02	3.514	5.580	18.365**
Test Anxiety Post Test	50	83.44	3.144		

From the table obtained t-value 18.365. It shows that , there exists significant difference between Pre-test and Post-test of Hearing High School Students with reference to Test-Anxiety. Hence, the formulated null hypothesis “There would be no significant difference in the impact of yogic practices on test anxiety of hearing high school students” was rejected. The reason may be that yogic intervention has made significant impact in control the test anxiety levels of hearing high school students. The above findings reveal that the exposure towards yoga and conduct of yogic exercises and practices helped to control test-anxiety levels.

#### Mean, SD and Paired t-values for the Pre-test and Post-test Test-Anxiety of Hearing Impaired High School Students.

Pair	N	Mean	SD	Mean Difference	t-value
Test Anxiety Pre Test	50	68.60	2.991	5.160	21.231**
Test Anxiety Post Test	50	63.44	2.871		

\*\*Significant at 0.01 level

From the table also obtained t-value 21.231. It shows that, there exists significant difference between Pre-test and Post-test of Hearing Impaired High School Students with reference to Test-Anxiety. Hence, the formulated null hypothesis “There would be no significant difference in the impact of yogic practices on Test -Anxiety of Hearing Impaired high school students” was

rejected. The reason may be that yogic intervention has made significant impact in reducing the test anxiety levels of hearing impaired high school students. The above findings reveal that the exposure towards yoga and conduct of yogic exercises and practices helped to control test-anxiety levels.

### Findings of the Study

The finding reveals that, there exists significant difference in the impact of Yogic Practices on the level of Test – Anxiety among hearing and hearing impaired high school students. It means that Test –Anxiety which was very high before yoga intervention, came to normal level after yoga intervention.

### Conclusion

From the study the researcher concludes that Hearing and Hearing Impaired High School Students exhibited two extreme levels of Test-Anxiety. Hearing high School Students had high level of Test-Anxiety and Hearing Impaired High school students had very low level of test-Anxiety. This shows that Hearing students bother very much about their exams, and had high pressure with test taking situations due to heavy competitions. Parents and teachers were also found to be, one of the reasons for their level of Test-Anxiety. After intervention, the results concluded that practice of yoga and Meditation techniques worked out on the Hearing student's Test-Anxiety level, this level was reduced and brought to normal level. It was observed by the researcher towards Hearing Impaired Students that, the Hearing Impaired students were having very low level of Test-Anxiety, this may be because of early settlement due to disabled liabilities and persecutions by the Government. After intervention, the results concluded that practice of yoga and meditation techniques worked out on the Academics.

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