

Effect of Yogic Practices on Test Anxiety, Social Stress among the Teacher Trainees of different Stream

Bhanvra Kumari

Research Scholar, Department of Education, Himachal Pradesh University, Shimla, Himachal Pradesh

Abstract

The wealth of India, Yoga is one of the greatest gifts of India of the world. Part of daily routine for the Indians of yore, today yoga has become one of the most popular systems of health and healing, all over the world. It is also a spiritual pursuit for many seekers of truth. In the modern world, western countries like America use yoga as a tool for mental, physical and spiritual upliftment (Ayurjeeva.com, 2003). Life is full of stress as a result of existence in the fast, mechanized and competition way of life. Moreover modernization, urbanization, materialism, competition and ever changing trends of society tend to put stress on individuals of all age groups. Test anxiety is a psychological condition in which a person experiences distress before, during, or after a test or other assessment to such an extent that this anxiety causes poor performance or interferes with normal learning. This paper deals with the effect of yogic practice on test anxiety and social stress among the different stream.

Introduction

The wealth of India, Yoga is one of the greatest gifts of India to the world. Part of daily routine for the Indians of yore, today yoga has become one of the most popular systems of health and healing, all over the world. It is also a spiritual pursuit for many seekers of truth. In the modern world, western countries like America use yoga as a tool for mental, physical and spiritual upliftment (Ayurjeeva.com, 2003).

In order to lead a happy and prosperous life with utmost harmony in society, yoga can play an important role throughout the world. In fact, yoga is defined as science of mental control. It not only helps to control one's mental state but also helps to improve one's personality and behaviour, if it is practiced regularly from childhood. In middle and old age groups if yogic practices are continued, it may delay the aging and degenerating process, with the result that a person may remain active and energetic for a considerably longer period of life. Daily practice of yoga could help a person to maintain a perfect homeostasis of the body and mind throughout his life (Udupa, 1989).

The word 'Yoga' is derived from the Sanskrit root "Yuj" meaning to bind, join, attach and yoke, to direct and concentrate one's attention on, to use and apply. It also means union or communion. It is the true union of our will with the will of God (Iyengar, 1996). Yoga is a protection, a path, a state of mediation, a union of two things, and a special intelligence that is able to differentiate what appears similar. Yoga is to achieve what was previously unachievable (Ayurjeeva.com. 2003).

Yoga is the science of right living and as such is intended to be incorporated in daily life. It works on all aspects of the person: the physical, vital, mental, emotional, psychic and spiritual. So, yogic practices produce balance, harmony and integration in physical and mental processes. Yogic practices can play a vital role in directing the mind towards creativity and constructive goals. These provide the individual with refreshing positive thinking, self-confidence, analytic approach, smooth and calm mental stability, emotional maturity and strong will power. (Iyengar, 1998).

Importance of yoga is being increasingly accepted in the modern world also. Education is an integral part of life in the society. Since long, our country has led the world in terms of religion, culture, spirituality and education. Unfortunately under the influence of unmindful aping of western culture, religion, spiritualism and moral education are facing extinction in India today. Like our ancestors, leaders of modern age also insist upon the necessity of moral education for the all round development of the pupils. Need of integrating yoga practicing in the modern system of education has been felt. Yoga is for the benefaction of the world. Yoga is a part of religion and, therefore, part of every individual's life (Udupa, 1998).

Test anxiety is a psychological condition in which a person experiences distress before, during, or after a test or other assessment to such an extent that this anxiety causes poor performance or interferes with normal learning. It deserves notice due to its prevalence amongst the student populations of the world. The original research and development of the TAQ (Test Anxiety Questionnaire) was conducted by G. Mandler and S.B. Sarason in 1952.

Test Anxiety, sometime referred to as examination Anxiety, is defined as an "unpleasant state characterized by feeling of tension and apprehension, worrisome thought and the activation of the autonomic nervous system when the individual faces evaluative achievement-demanding situations (Spielberger, 1972, as cited in Ergene, 2003, p. 314). According to the American Test Anxiety Association (2010), the prevalence of severe Test Anxiety is evident in approximately 16-20% of high school students. These students suffer from lower test performance, as well as struggle with understanding instruction and other performance anxieties (ATAA, 2010).

Stress is in existence in students as they are affected by political, economic, social and religious factors in the environment around them. Moreover, the modern education system dominated by examinations keeps students awfully occupied and hardly leaves time for the free development of individuals restricting them from showing any awareness towards self and social consciousness. This may lead to stress, withdrawal, depression or aggressive behaviour and is sometimes characterized by abnormal or anti-behaviour. Social stress such as unemployment or overwork is associated with hyper tension, especially if there is genetic background. People living in urban areas are more exposed to social stress and hence are more prone to get hypertension than people living in rural areas. Personality traits may also contribute to a certain extent in perceiving stress (Udupa, 1989).

The present study has been based on the world wide acceptance of yoga that accepts man as a complete entity. It is based the fact that mind influences the body. It is essential to discipline the mind for an integral, harmonious and all round development of a positive personality. Yoga provides the individual with refreshing experiences, peace, and happiness and develops positive thinking, self-confidence, positive approach to life, smooth and calm mental state of mind with emotional stability and strong will power. In the modern world, an individual face too many changes and multi-directional challenges at a rapid speed and find themselves at a loss. Yoga provides a means for people to find their own way of connecting with their true selves. The teacher trainees of today are the teachers of tomorrow. Teachers being a part of society are also negatively influenced by values of society. Hardly a day goes by without news' stories featuring teachers' misbehaviour, harassing of students, teachers' indulgence in aversive acts of brutally beating their students, unsympathetic attitude, lack of dedication towards job etc. Teachers' flaws are reflected back in their students and ultimately in society thus continuing the vicious cycle. In order to snap this cycle it is utmost important to decrease the test anxiety and stress and develop emotional maturity of teacher trainees so that they can self regulate their feelings, emotions and contemplate broadmindedly on various issues of life. This will not only help in improving the education system

but also in reforming society. The capacity of teacher trainees would be enhanced by improving by decreasing stress and test anxiety levels.

The present study will focus on exploring the effect of yogic practices on social stress and Test Anxiety of the perspective teacher trainees of Hamirpur District of Himachal Pradesh.

Objectives of the Study

Following are the objectives of the study:

1. To study the effect of yogic practices on the test Anxiety and social stress of the Teacher trainees.
2. To study the effect of yogic practices on the test anxiety and social stress of the control and experimental group of Teacher trainees studying in Science stream.
3. To study the effect of yogic practices on the test anxiety and social stress of the control and experimental group of the Teacher trainees studying in Arts stream.

Hypotheses

Hypotheses related to test anxiety

1. There is no significant difference in the test anxiety of the teacher trainees of experimental and control group at their pre-test and post-test level.
2. There is no significant difference in the test anxiety of the teacher trainees studying in the science stream of the experimental and control group.
3. There is no significant difference in the test anxiety of the teacher trainees studying in the arts stream of the experimental and control group.
4. There is no significant difference in the test anxiety of the teacher trainees of experimental and control group

Hypotheses related to social stress

1. There is no significant difference in the social stress of the teacher trainees of experimental and control group at their pre-test and post-test level.
2. There is no significant difference in the social stress of teacher trainees studying in the science stream of the experimental and control group.
3. There is no significant difference in the social stress of teacher trainees studying in the arts stream of the experimental and control group.
4. There is no significant difference in social stress of the teacher trainees of experimental and control group.

Delimitation of the Study

1. The study will be delimited to 120 prospective teacher trainees of Hamirpur district of Himachal Pradesh.
2. Only two dependent variables viz., social stress, test anxiety and will be studied.
3. The yogic practices namely Shatkriyas (Kapalbhati and trataka) Pranayamas (Anulom-vilom, shitali, shitkari and Bharamari) and Meditation will be taken.

Sample

As the present study was experimental in nature and had to be completed within the constraint of time. A pre-test, post-test, control group design with one experimental group was employed to conduct the present experimental study. Treatment was the independent and the two independent variables were: test anxiety and social stress. Researcher selected the two groups namely, experimental group and control group by purposive method of sampling to carry on the study. Nalanda College of Education, Hamirpur Treated as an experimental group and Shanti Niketen College of Education, Hamirpur treated as a control group. The size of the sample was 120 teacher trainees, 60 of the experimental group and 60 of the control group; whose has no knowledge about yoga practices theoretically and practically. . In the present study data is obtained in two times before experiment and after experiment

Tool used

Following tools are used in the present study.

1. (TAI-H) Test Anxiety Inventory (Sud and Sud, 1997)
2. Social stress scale from Abha Rani Bisht Battery of Stress scales (1987)

Procedure

The procedure involves four phases.

Phase-I: Selection of the sample.

Phase-II: Pre-testing of both groups.

Phase-III: Experimental treatment was given to the experimental group.

Intervention programme: 3 Months (60 Days)

Phase-IV: Post tests were administered both experimental and control groups.

Analysis and Interpretation of Data

This study is based on the experimental research. The data were collected, scored and tabulated and subjected to necessary statistical computation. The data would be analyzed in term of means and standard deviation. 't-test' was used to test the effect of yogic practices on Test Anxiety, Social Stress.

Discussion Based on Differential Analysis

Discussion based on effect of the yogic practices on the test-anxiety with reference to experimental and control group.

Testing of Hypothesis related to Test Anxiety

Table-1: Mean, standard deviation and t-ratio for the experimental and control groups at their pre-test levels of the test anxiety.

Pre-test	Experimental Group		Control Group		t-ratio
	mean	S.D.	mean	S.D.	
Total N=60	47.25	9.840	47.1	9.562	0.08 ^{NS}
Science (N=26)	46.23	10.648	46.153	7.713	0.0298 ^{NS}
Arts (N=34)	48.588	9.973	47.823	10.825	0.303 ^{NS}

Table-1 reveals that the calculated t-value (0.08) less than the table value of 't' which is 1.98, is not at all significant even at 0.05 level of confidence. It is clear that there is no significant difference in the mean scores of the test anxiety between the experimental and control group at the pre-test levels. Hence both groups are equal at their pre-test levels. It may also be seen that on the pre-test levels for the Science stream, the calculated value of 't' (0.0298) is less than the table value of 't' which is 1.98 and is not significant even at 0.05 level of confidence. It implies that there was no significant difference in the pre-test levels of test anxiety for the Science stream in experimental as well as control group.

Similarly, on pre-test levels for the Arts stream, the calculated value of 't' (0.303) is less than the table value of 't' is 1.98 which is not significant even at 0.05 level of confidence. It implies that there was no significant difference in the pre-test levels of test anxiety for the Arts stream in experimental and control group.

Table- 2: Mean, standard deviation and t-ratio for pre-test and post-test scores of the test anxiety of the experimental and control groups

	Pre-test		Post -test		t-ratio
	Mean	S.D.	mean	S.D.	
Experimental group	47.25	9.840	40.00	8.797	4.262**
Control group	47.1	9.562	46.00	9.330	0.638 ^{NS}

** Significant At 0.01 level

N.S. -Not Significant

Table-2 reveals that the calculated t-value (4.262) is greater than the table value of 't' (t = 2.62), which is significant at the 0.01 level of confidence. This shows that there is a significant difference in the Test Anxiety of experimental group on the pre-test and post- test level. Hence it may be interpreted that the experimental group that was exposed to yogic practices reported reduction in test anxiety after the experiment. The value of 't' (0.638) is not at all significant. Hence it is clear that control group did not show any reduction in anxiety after the experiment was finished. So the hypothesis no. 1 that *there is no significant difference in the test anxiety of the teacher trainees of experimental and control group at their pre-test and post-test level* has been rejected. Hence, it may be concluded that yogic practices are effective in reducing the test anxiety of the experimental and control groups at their pre-test and post-test levels.

Table -3: Mean, Standard Deviation and t-ratio for Science stream of the experimental and control groups

Post -test	Experimental Group (N=26)		Control Group (N=26)		t-ratio
	mean	S.D.	mean	S.D.	
(Science)	37.538	10.206	45.115	7.506	3.051**

** Significant at 0.01 level

From Table -3, it may be seen that the calculated t-value (3.051) is greater than the table value of 't' (2.62), which is significant at the 0.01 level of confidence. From this, it may be inferred that the experimental group of the Science stream that was exposed to yogic practices showed a significant decrease in test anxiety as compared to the control group (Means=37.538 for experimental group and 45.115 for control group). Consequently hypothesis no.2, *there is no*

significant difference in the test anxiety of the teacher trainees studying in science stream of the experimental and control group has been rejected. Hence, it may be concluded that yogic practices are effective in reducing test anxiety of the teacher trainees of the science stream.

Table- 4: Mean, Standard Deviation and t-ratio for Arts stream of the experimental and control groups

(Arts)	Experimental Group (N=34)		Control Group (N=34)		t-ratio
	mean	S.D.	mean	S.D.	
Post -test	41.971	8.871	46.676	10.576	1.986*

* Significant at 0.05 level

From Table-4., it may be seen that the calculated t-value (1.986) is greater than the table value of 't' (1.98), which is significant at the 0.05 level of confidence. From this, it may be concluded that the experimental group that was exposed to yogic practices showed a significant decrease in test anxiety as compared to the control group (Means=41.971 for experimental group and 46.676 for control group)of the Arts stream. Consequently hypothesis no.3, *There is no significant difference in the test anxiety of the teacher trainees studying in Arts stream of the experimental and control group* has been rejected. Hence, it may be concluded that yogic practices are effective in reducing test anxiety of the teacher trainees of the Arts stream.

Table-5 : Mean, standard deviation and t-ratio for the Mean scores of the test anxiety of the experimental and control groups

Post -test	Experimental group (N=60)		Control group (N=60)		t-ratio
	mean	S.D.	mean	S.D.	
Total (N=120)	40.00	8.797	46.00	9.330	4.262**

** Significant at 0.01 level

Table : 5 reveals that the calculated t-value (4.262) is greater than the table value of 't' (t = 2.62), which is significant at the 0.01 level of confidence. This shows that there is a significant difference in the level of Test anxiety of experimental group and control group. Hence it may be interpreted that yogic practices are effective to reduce the test anxiety after the experiment. So the hypothesis no.4, *there is no significant difference in the test anxiety of the teacher trainees of experimental and control group* has been rejected. Hence, it may be concluded that yogic practices are effective in reducing the test anxiety of the experimental and control group.

Testing of Hypothesis related to Social Stress

Table -6: Mean, standard deviation and t-ratio for the experimental and control groups at their pre-test levels of the Social Stress.

Pre-test	Experimental Group (N= 60)		Control Group (N=60)		t-ratio
	Mean	S.D.	Mean	S.D.	
Total	142.35	26.603	138.78	22.455	0.79 ^{ns}
Science	140.923	31.779	132.807	15.252	1.17 ^{ns}
Arts	142.705	22.637	143.5	26.03	0.13 ^{ns}

** Significant at 0.01 level

Table-6 reveals that the calculated t-value (0.79) less than the table value of 't' which is 1.98, is not at all significant even at 0.05 level of confidence. It is clear that there is no significant difference in the mean scores of the Social Stress between the experimental and control group at the pre-test levels. Hence both groups are equal at their pre-test levels. It may also be seen that on the pre-test levels for the Science stream, the calculated value of 't' (1.17) is less than the table value of 't' which is 1.98 and is not significant even at 0.05 level of confidence. It implies that there was no significant difference in the pre-test levels of Social Stress for the Science stream in experimental as well as control group.

Similarly, on pre-test levels for the Arts stream, the calculated value of 't' (0.13) is less than the table value of 't' is 1.98 which is not significant even at 0.05 level of confidence. It implies that there was no significant difference in the pre-test levels of Social Stress for the Arts stream in experimental and control group.

Table-7: Mean, Standard Deviation and t-ratio for pre-test and post test Social Stress scores of the experimental and control groups

	Pre-test		Post-test		t-ratio
	Mean	S.D.	Mean	S.D.	
Experimental Group (T_i) (N=60)	142.35	26.603	113.616	25.62	6.026**
Control Group (T_i) (N=60)	138.78	22.455	134.416	24.194	1.025 ^{NS}

** Significant At 0.01 level

N.S. -Not Significant

From Table - 7, it may be inferred that the calculated t-value (6.026) is greater than the table value of 't' ($t=2.62$), which is significant at the 0.01 level of confidence. From this, it may be interpreted that there is a significant difference in the level of social stress of experimental group that was exposed to yogic practices reported reduction in social stress after the experiment on the pre-test and post-test level. In the control group the value of 't' (1.025) is not significant. Hence it is clear that control group did not show any decrease in social stress at their pre-test and post test level. So the hypothesis no. 1, *there is no significant difference in the social stress of the teacher trainees of experimental and control group at their pre-test and post-test level* has been rejected. Hence it may be concluded that yogic practices are effective to reduce the social stress of the Experimental groups at their pre-test and post-test levels whereas the control group that was not provide any yogic practices has no reduction in their social stress at their pre-test and post test level.

Table -8 Mean, Standard Deviation and t-ratio for Science stream of the experimental and control groups

Post-test	Experimental Group(N=26)		Control Group (N=26)		t-ratio
	mean	S.D.	mean	S.D.	
(Science)	116.346	32.402	130.615	20.173	(3.051)**

** Significant At 0.01 level

From Table:8, it may be seen that the calculated t-value (3.051) is greater than the table value of 't' ($t=2.62$), which is significant at the 0.01 level of confidence. It means that there was significant difference in the levels of social stress. From this, it may be inferred that yogic practices showing a significant decrease in social stress of the experimental group as compared to the control

group (Means=37.538 for experimental group and 45.115 for control group) of the Science stream. Consequently hypothesis no. 2, *there is no significant difference in the social stress of the teacher trainees studying in science stream of the experimental and control group* has been rejected. Hence, it may be done that yogic practices are effective in plummeting social stress of the teacher trainees of the science stream.

Table -9: Mean, Standard Deviation and t-ratio for Arts stream of the experimental and control groups

Post -test N=34	Experimental Group		Control Group		t-ratio
	Mean	S.D.	Mean	S.D.	
Arts	113.5	20.726	37.323	6.798	1.986*

*Significant At 0.05 level

From Table : 9, it may be seen that the calculated t-value (1.986) is greater than the table value of 't' (1.98), which is significant at the 0.05 level of confidence. From this, it may be inferred that the experimental group of the Arts stream that was exposed to yogic practices showed a significant decrease in social stress as compared to the control group (Means=41.971 for experimental group and 46.676 for control group). As a result hypothesis no. 3, *there is no significant difference in the social stress of the teacher trainees studying in Arts stream of the experimental and control group* has been rejected. Hence, it may be concluded that yogic practices are effective in reducing of social stress of the teacher trainees of the Arts stream.

Discussion of Results

The purpose of this study was to determine the effectiveness of yoga practices for reducing test anxiety, social stress of the teacher trainees studying in Hamirpur district of Himachal Pradesh. Regular yoga practice may not be conducive to the classroom, due to time, space, and liability constraints. The first hypothesis finding that yogic practices are effective in reducing the test anxiety of the experimental and control groups at their pre-test and post-test levels among the teacher trainees of the Experimental group as compared to the control group. As the treatment to teacher trainees in yogic practices was provided for a period of 3 month that is Shatkriyas, pranayama and meditation, it helpful in reducing tests anxiety among the different stream viz. Science and arts and Experimental and Control group.

When the experimental group was compared with the control group, the effect of yoga practices, as measured by mean, SD and t-value. The scores statistically indicated that the yoga practices had a large impact on the teacher trainee's test anxiety at their pre-test and post-test levels, and stream wise viz. arts and science stream. The control groups as a whole, indicating that the control group significantly not lower feelings of test anxiety during the experiment. This indicates that the brief yoga practices consistently lowered perceived feelings of test anxiety.

Hypothesis related to social stress stated that there is no significant difference in the social stress of the teacher trainees of experimental and control group at their pre-test and post-test level has been rejected in favour of the finding that yogic practice effective to reduce the social stress of the Experimental group at their pre-test and post-test levels where as compare to their counterpart, control group that was not provide any yogic practices has no reduction in their social stress at their pre-test and post test level. As the treatment to teacher trainees in yogic practices was provided for a period of 3 month that is shatkriyas, pranayama and meditation, it helpful in reducing Social Stress among the teacher trainees among the different stream and experimental and control groups. Hence, it may be done that yogic practices are effective in reducing Social Stress of the teacher

trainees between the experimental and control group. The society has lot of expectation from the teacher trainees, whether at home or in the society. This leads to frustration among the teacher trainees, Yogic practices helped to reduce social frustration among teacher trainees.

The hypothesis stated that when the two groups were compared as a whole, the effect of the experimental group would be larger than the effect size of the control group. Evidence from this study indicates that yoga practices consistently decreased social stress and test anxiety at a significant level, whereas the control group produced inconsistent results. The scores of these control group teacher trainees were compared to their experimental counterparts. As a whole, the control group exhibited no reduction in social stress at their pre-test and post-test level, stream wise viz. science and arts stream. Teachers' trainees face a life full of stress and anxiety in the fast, mechanized and competitive world of today. Anxiety and Stress is usual result of any rapid change. Stress can cause fatigue to the body systems to the point of malfunction and disease. In order to lead a happy and prosperous life with utmost harmony in the society, yoga can play an important role in helping Teacher trainees combat stress and control one's mental state. There is constant pressure from parents, peers and society. Yoga can help individual to adopt themselves to changing world, thus lessen some social stress in the bargain. Meditation can help the body and mind to achieve deep relaxation.

Educational Implication

The science of yoga applies to all aspects of life. The basic yogic practices including asanas, (postures), pranayamas (breathing Techniques), mudras (positions or gestures) which represent the psyche; bandas (locks for channeling energy and shatkarmas (cleansing practices)-purify the body, mind and energy systems to prepare the ground for higher practices of meditation and for the ultimate experience of cosmic consciousness. yoga practices will enable the teacher trainees to achieve physical, mental and emotional balance. Yoga is the science of right living and, as such is intended to be incorporated in daily life. It works on all aspects of the person: the physical, mental, emotional, psychic and spiritual. So yoga helps in all round development of an individual, which is the main aim of education.

Yoga is helpful for all, especially teacher trainees. Yoga helps to discipline the mind for an integrated and harmonious development of an individual. Yoga provides internal peace, happiness, develops positive thinking, self-confidence, positive approach to life, state of mind with emotional stability and strong will power.

The present study investigated the effect of yogic practices on test anxiety, social stress of the teacher trainees. Yogic practices help to reduce social stress, among teacher trainees. The study is of great significance for psychologists, educationists, principals, parents and counselors for handling persons related to different fields effectively.

On a more practical level, yoga is a means of balancing and harmonizing the body, mind and emotions. This is done through the practices of asana, pranayama, mudra, bandha, shatkama and meditation, and must be achieved before union can take place the highest reality. Yoga aims at bringing the different bodily functions into perfect co-ordination so that they work for the good of the whole body. Yoga leads to integration between the head, heart and hand. Practices of yoga help to develop awareness regarding the interrelationship between the emotional, mental and physical levels, and how a disturbance in any of those affects the others. Yoga is simply a means of maintaining health and well-being in an increasingly by stressful society.

Finally, yoga should be included in the school curriculum as a compulsory subject for the harmonious development of all students (body, mind and soul) – the ultimate aim of education.

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