



# EVALUATE THE EFFECT OF YOGA ON ACADEMIC STRESS AND ACADEMIC PERFORMANCE AMONG UNDERGRADUATE STUDENTS OF A SELECTED NURSING COLLEGE OF GUWAHATI, ASSAM.

<sup>1</sup> Anurupa Dutta, <sup>2</sup>Lt Col M Jayalakshmi (Retd), <sup>3</sup> Capt Minimol Louis (Retd), <sup>4</sup>Nabajani Dutta  
, <sup>5</sup>Sujata kumari  
<sup>1</sup>Assistant professor  
<sup>1</sup>Medical surgical nursing department  
<sup>1</sup> Army Institute of Nursing, Guwahati, Assam.)

## ABSTRACT

### Background:

Yoga is more than just exercise. A consistent yoga practice can have a positive impact on body chemistry, disease prevention, symptom reduction or alleviation or emotional health. Nursing students deal with a lot of tension and anxiety. In reality, anxiety, particularly test anxiety, is more common among nursing students. In actuality, nursing degree students frequently have conflicting priorities, which can lead higher stress levels.

**Aim:** The study aims to conduct to determine the effect of yoga on Academic Stress and Performance among Undergraduate Nursing students.

**Materials and Methods:** A Preexperimental one group pre-test post-test design was adopted for the study, 198 numbers of Undergraduate students of Army Institute of Nursing, Guwahati were selected by using Non probability Consecutive sampling technique. The data was collected by a Structure Academic Stress Scale questionnaire and Academic Performance Score. The pre-test demographic data (including yoga & academic related factors) and Academic Stress Scale was collected through Structure questionnaire. This were approximately 45-50 min to complete the tool. Intervention of yoga practiced under the supervision of Yoga instructor 6 sessions per week for 2 months for duration of 15 min. The data were analysed using percentage, frequency, mean, SD Statistical significance was set at p.05. **Results:** The findings indicated a negative association between academic performance and academic stress and a significant difference between the two variables before and after the yoga intervention. In summary, a yoga intervention can improve academic performance and lessen academic stress.

**Key words:** students, yoga, academic performance, and academic stress.

## Introduction

*“Through practice comes Yoga, through Yoga comes knowledge, through knowledge love, and through love bless”*

- Swami Vivekananda

In order to help people, families, and communities achieve, preserve, or regain optimal health and quality of life, nurses work in the healthcare industry. Nursing students constitute the backbone of the Nursing Profession. Entering the world of nursing presents the new students with a formidable array of changes. Nursing students experience a high level of stress throughout their education. Especially the academic stress is so much

comparing with other stress. Because of that they can't concentrate on their academics and their academic performance becomes low. Yoga is more than just exercise. Its benefits can be realized from within the body and from without the body. A consistent yoga practice can have a positive impact on body chemistry, disease prevention, symptom reduction or alleviation and or emotional health. Yoga promotes a strong connection between mind and body. So, it reduces stress and brings concentration. Nursing students experience a high level of stress and anxiety throughout their education. In fact, nursing students experience more anxiety, especially test anxiety, than students from any of the healthcare discipline. Students in nursing programs often have other competing priorities, which can lead to higher stress.

## NEED OF THE STUDY

Today's ever-changing technologically advances and competitive environment cause persistence stress and anxiety to human. Although everyone worries occasionally, excessive and frequent anxiety can impair mental and physical functioning. There is no shortage of way to define stress. A study shown that nursing students often have difficulty in adjusting the academic environment of higher education, as well as difficulty adjusting to the environment of a nursing unit. Researchers at the All India Institute of Medical Sciences in New Delhi have discovered a clear link between rhythmic breathing process and a state of relaxed alertness and recommended the practice of Pranayama for beating stress. Studies showed that the practicum portion of nursing education was identified by nursing students as more stressful than didactic courses. For nursing students, these real-life situations are stressful due to the fact that patients can be affected negatively or positively<sup>11</sup>

All of the aforementioned data indicates that stress and stress-related issues are more common among nursing students for a variety of reasons. So it is must that some relaxation techniques to be used to reduce stress in nursing students. Nursing students as they will have more adjustment problems, with all new subjects, more theory hours and as well clinical requirements and practice. Adjustment problems are commonly seen among nursing students especially among hostlers. Hence some kind of coping strategy has to be adopted by them to combat stress effectively. Thus, the purpose of this study is to assess how yoga affects undergraduate students' academic performance and academic stress.

## STATEMENT OF PROBLEM

A study to evaluate the effect of Yoga on Academic Stress and Academic Performance among Undergraduate students of a Selected Nursing College of Guwahati, Assam.

**OVERALL GOALS** - To ascertain how yoga affects undergraduate nursing students' academic stress and performance.

**PARTICULAR GOALS** –

- 1.To determine the degree of academic stress prior to implementing yoga.
- 2.To assess the current level of academic performance prior to yoga intervention.
- 3.To assess how yoga affects academic stress and performance following a yoga intervention.
- 4.To compare academic performance following yoga and academic stress before and after the intervention.

## ASSUMPTIONS

The study makes the following assumptions:

1. Students may experience some stress, which could impact their academic performance.
2. Yoga interventions may help pupils feel less stressed and do better academically.

## HYPOTHESIS

**Hypothesis is Tested at 0.05 Level Of Significance**

**H<sub>1</sub>** : There is a significant difference in Academic Stress before and after intervention of yoga.

**H<sub>2</sub>**: There is a significant difference in Academic Performance before and after intervention of yoga

**H<sub>3</sub>**: There is a significant correlation between Academic Stress and Academic Performance.

## OPERATIONAL DEFINITION

1. Effect: In this Study, Effect refers to the effectiveness of yoga to reduce stress and improve academic scores.
2. Academic Stress: The Structured Academic Stress Scale will be used to quantify academic stress, which is defined in this study as the body's reaction to pressures associated that suppress students' capacity for adaptation.
3. Academic Performance: In this study, academic performance refers to the evaluation of students' performance in a variety of academic disciplines. It will be determined by the grades earned by first- through fourth-year B.sc. nursing students in the pre-final exam.

4. Undergraduate Students: In this study, students undergoing BSc Nursing programme in any Govt / Non Govt nursing college in Guwahati, Assam.

## DELIMITATION

The study was delimited to selected nursing college Army Institute of nursing Guwahati, Assam.

## RESEARCH METHODOLOGY

### 3.1 Research approach

Quantitative research approach was adopted by the researcher for the present study.

### 3.2 Research design

In the present study a Pre-experimental one group pre-test post-test design was used.

### 3.3 Variables

The present study consists of independent, dependent and demographic variable.

Independent variables: Yoga Intervention.

Dependent variables: Level of academic stress and performance among undergraduate Nursing students.

Demographic variable: Demographic variables like age, course, religion, Fathers education, Mother's Education, employment status of parents, family monthly income.

**3.4 Setting of the study** The present study was carried out in Army Institute of Nursing Hostel, Narengi, Guwahati, Assam.

### 3.5 Population

The target population in the present study is Undergraduate nursing students of Army Institute of Nursing , Guwahati.

### 3.6 Sample and sample size

Sample size of the present study consists of 198 numbers of Undergraduate

### 3.7 Sampling technique

Consecutive Sampling Technique was used since it was the most appropriate method.

### 3.8 Criteria for sample selection

#### Inclusion criteria

1. Students who agree to take part in the research.
2. Students in attendance throughout the study period

#### Exclusion criteria:

1. Students who are sick at the time of data collection.

### 3.9 Development of tool

The data collection tool was developed and modified:

- After reviewing the related literature
- Based on the experience of the investigator
- Based on the consultations with the subject expert
- Content validity and Reliability was established and modifications were made as per
- advices and suggestions.
- Final draft of the demographic data sheet, structured Academic Stress and Performance scale were prepared.

### 3.10 Description of the tool

An interview and questioning technique was used for the present study has been organized as follows:

**3.10.1 Section I: Demographic proforma:** This part consists of items for obtaining information of the participants which includes age, course, religion, Fathers education, Mother's Education, employment status of parents, family monthly income.

- **Section II:** Structured Academic Stress Scale
- **Section III:** Academic Performance Score
- **Section IV :** Yoga Intervention Tools

Section A: To assess the demographic variables among Undergraduate Nursing Students.

Section B: Structured Academic stress and modified academic performance scale.

### 3.3 DATA COLLECTION PROCEDURE:

#### Phase 1-

- Formal permission was obtained from Director of selected Nursing college
- Written consent was collected from each participant after explaining the research study purpose.
- Participants were selected by Consecutive sampling technique based on inclusion criteria.
- On day 1, investigator has given introducing themselves and yoga instructor to the participants.

- An explanation of the study's goal was provided, along with guarantees of anonymity and confidentiality.
- In the pre-test, a self-administered questionnaire was used to gather demographic information (including aspects connected to yoga and academics) and the Academic Stress Scale. Time taken approximately 45-50 min to complete the tool.
- Intervention of yoga was practiced under the supervision of Yoga instructor for 6 sessions per week for 2 months for duration of 15 min.
- Maintain a record of attendance of participants till completion of academic session.

### Phase 2:

- Using the instrument from the pre-test, a post-intervention evaluation was carried out on the sixty-first day following the conclusion of two months to gauge academic performance and stress.

**3.4 ANALYSIS OF THE DATA:** Both descriptive and inferential statistics were used to analyze the data.

**3.5 ETHICAL CONSIDERATION:** The study was approved by institutional Ethics Committee of Army Institute of Nursing, Guwahati, Assam.

## ANALYSIS AND INTERPRETATION

Interpretation of the analysed data was done by using descriptive and inferential statistics based on the following objectives.

### Data presentation and organization:

In accordance with the study's goals, the information gathered from the participants was arranged and made available for analysis in the section that follows.

Section I : Description of the Academic Stress level before intervention of yoga

Section II : Description the Academic Performance before intervention of yoga

Section III: To assess how yoga affects academic stress and performance following a yoga intervention.

Section IV: examines the relationship between academic stress and performance following yoga.

### Section –I: Description of demographic and research variables:

Frequency and percentage distribution of demographic variable of Undergraduate nursing students

n =198

S.NO	DEMOGRAPHIC VARIABLES	FREQUENCY	PERCENTAGE
1	AGE IN YEAR		
	16-18	19	9.596
	19-21	132	66.667
	22AND ABOVE	47	23.738
2	COURSES/B.SC. NURSING		
	1 <sup>ST</sup>	50	25.253
	2 <sup>ND</sup>	49	24.747
	3 <sup>RD</sup>	49	24.747
	4 <sup>TH</sup>	50	25.253
3	RELIGION		
	HINDU	169	85.354
	CHRISTIAN	8	4.04
	MUSLIM	16	8.081
	OTHERS	5	2.525
4	FATHER'S EDUCATION		
	ILLITERATE/NO FORMAL EDUCATION	0	0
	PRIMARY EDUCATION	15	7.576
	HIGHER EDUCATION	113	57.071
	GRADUATE AND ABOVE	70	35.353
5	MOTHER'S EDUCATION		
	ILLITERATE/NO FORMAL EDUCATION	11	5.556
	PRIMARY EDUCATION	49	22.222

	<b>HIGHER EDUCATION</b>	<b>103</b>	<b>52.02</b>
	<b>GRADUATE AND ABOVE</b>	<b>40</b>	<b>20.202</b>
<b>6</b>	<b>EMPLOYMENT STATUS OF PARENTS</b>		
	<b>BOTH EMPLOYED</b>	<b>14</b>	<b>7.071</b>
	<b>ONLY FATHER</b>	<b>180</b>	<b>90.909</b>
	<b>ONLY MOTHER</b>	<b>2</b>	<b>1.01</b>
	<b>NONE</b>	<b>2</b>	<b>1.01</b>
<b>7</b>	<b>FAMILY INCOME MONTHLY</b>		
	<b>≤ Rs10000</b>	<b>5</b>	<b>2.525</b>
	<b>Rs 10001-Rs 20000</b>	<b>18</b>	<b>9.091</b>
	<b>Rs 20001-Rs 30000</b>	<b>43</b>	<b>21.717</b>
	<b>&gt;Rs 30000</b>	<b>132</b>	<b>66.667</b>
<b>ACADEMIC RELATED FACTORS:</b>			
<b>S.NO</b>	<b>RESEARCH VARIABLES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>8</b>	<b>DO YOU PRACTICE YOGA ROUTINELY</b>		
	<b>Yes</b>	<b>26</b>	<b>13.131</b>
	<b>No</b>	<b>172</b>	<b>86.869</b>
<b>9</b>	<b>ORDER OF BIRTH</b>		
	<b>1<sup>ST</sup></b>	<b>4</b>	<b>52.525</b>
	<b>2<sup>ND</sup></b>	<b>81</b>	<b>40.909</b>
	<b>3<sup>RD</sup></b>	<b>11</b>	<b>5.556</b>
	<b>4TH AND ABOVE</b>	<b>2</b>	<b>1.01</b>
<b>10</b>	<b>HAVE YOU UNDERGONE YOGA TRAINING BEFORE</b>		
	<b>YES</b>	<b>17</b>	<b>8.586</b>
	<b>NO</b>	<b>179</b>	<b>90.404</b>
	<b>SOMETIMES</b>	<b>2</b>	<b>1.01</b>
<b>11</b>	<b>WHO MOTIVATED YOU TO NURSING COURSE</b>		
	<b>Self</b>	<b>101</b>	<b>51.01</b>
	<b>Peer</b>	<b>24</b>	<b>12.121</b>
	<b>Family/Relatives</b>	<b>72</b>	<b>36.364</b>
	<b>Others</b>	<b>1</b>	<b>0.505</b>
<b>12</b>	<b>PERCENTAGE (%)OF MARKS OBTAINED IN LAST YEAR UNIVERSITY</b>		
	<b>&gt;75%</b>	<b>56</b>	<b>28.283</b>
	<b>(60-75)%</b>	<b>105</b>	<b>53.03</b>
	<b>&lt;60%</b>	<b>37</b>	<b>18.687</b>
<b>13</b>	<b>PRESENTLY ARE YOU SATISFIED WITH YOUR ACADEMIC PERFORMANCE</b>		
	<b>Yes</b>	<b>64</b>	<b>32.323</b>
	<b>No</b>	<b>133</b>	<b>67.172</b>
	<b>sometimes</b>	<b>1</b>	<b>0.505</b>
<b>14</b>	<b>DO YOU HAVE THE HABBIT OF PREPARING READING NOTES OR CLASS NOTES ON YOUR OWN?</b>		
	<b>Yes</b>	<b>176</b>	<b>88.889</b>
	<b>No</b>	<b>22</b>	<b>11.111</b>
<b>15</b>	<b>DO YOU GET DISTURBED IN YOUR STUDIES ?</b>		
	<b>Yes</b>	<b>121</b>	<b>38.889</b>
	<b>No</b>	<b>77</b>	<b>61.111</b>

<b>16</b>	<b>WHAT ARE THE ELEMENTS DO YOU FEEL THAT AFFECT YOUR ACADEMIC PERFORMANCE</b>		
	<b>STRESS</b>	<b>51</b>	<b>25.76</b>
	<b>TIME MANAGEMENT</b>	<b>50</b>	<b>25.25</b>
	<b>SOCIAL MEDIA</b>	<b>27</b>	<b>13.64</b>
	<b>LACK OF CONCENTRATION</b>	<b>36</b>	<b>18.18</b>
	<b>OTHERS</b>	<b>34</b>	<b>17.17</b>
<b>17.</b>	<b>ARE YOU ABLE TO MANAGE YOUR TIME FOR ALL YOUR ACTIVITIES?</b>		
	<b>Yes</b>	<b>73</b>	<b>36.869</b>
	<b>No</b>	<b>125</b>	<b>63.131</b>
<b>18</b>	<b>DO YOU SCHEDULE YOUR TIME FOR YOUR DAILY ACTIVITIES</b>		
	<b>Yes</b>	<b>106</b>	<b>53.535</b>
	<b>No</b>	<b>92</b>	<b>46.465</b>
<b>19</b>	<b>DO YOU HAVE ANY PAST HISTORY OF HEALTH ISSUES</b>		
	<b>Yes</b>	<b>31</b>	<b>15.657</b>
	<b>No</b>	<b>167</b>	<b>84.343</b>
<b>20</b>	<b>CURRENTLY DO YOU HAVE ANY HEALTH PROBLEMS</b>		
	<b>Yes</b>	<b>26</b>	<b>13.131</b>
	<b>No</b>	<b>172</b>	<b>86.869</b>
<b>21</b>	<b>HOW DO YOU RATE YOUR QUALITY OF SLEEP?</b>		
	<b>Good</b>	<b>76</b>	<b>38.384</b>
	<b>Average</b>	<b>102</b>	<b>51.515</b>
	<b>Poor</b>	<b>20</b>	<b>10.101</b>
<b>22</b>	<b>ARE YOU ABLE TO MANAGE YOUR DAILY ACTIVITIES ?</b>		
	<b>Yes</b>	<b>112</b>	<b>56.566</b>
	<b>No</b>	<b>86</b>	<b>43.434</b>
<b>23</b>	<b>WHETHER YOGA PRACTICING IS DONE IN DAILY LIFE</b>		
	<b>Yes</b>	<b>29</b>	<b>85.354</b>

<b>No</b>	<b>169</b>	<b>14.646</b>
-----------	------------	---------------

**SECTION -II**

This section deals with the estimation of mean. Academic performance and stress level prior to yoga intervention. Academic stress levels before and after the yoga practice change significantly. Academic performance before and after the yoga session differs significantly. Academic performance and academic stress are significantly correlated.

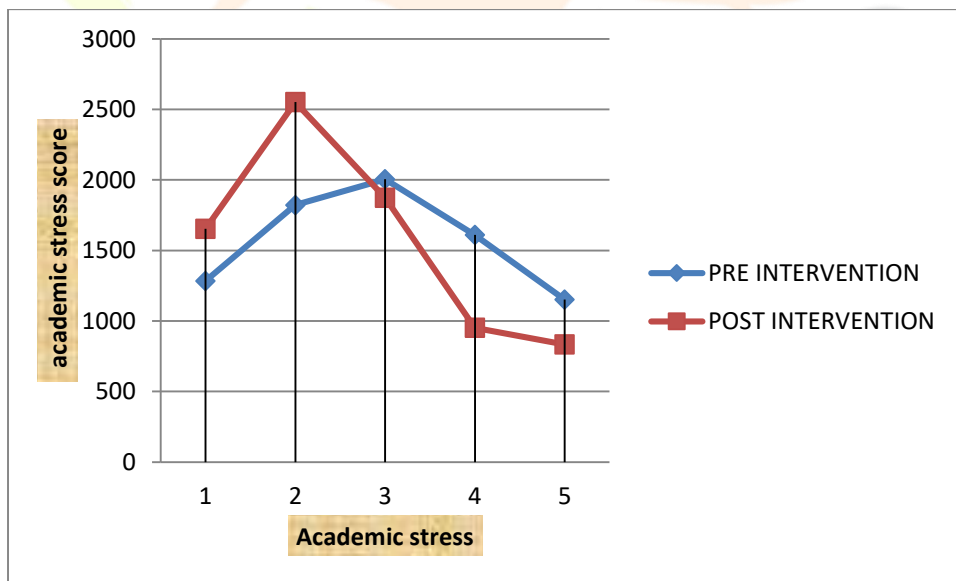
SECTION III This section addresses debate in line with the study's goals.

The finding of the present study has been discussed with the reference to the objectives and in relation to the findings of the other studies .

Table 1. Effectiveness of pre and post yoga intervention score on academic stress

<b>B.SC(N)</b>	<b>NS</b>	<b>SS</b>	<b>MS</b>	<b>HS</b>	<b>ES</b>
<b>Pre intervention Score</b>	1284	1822	2005	1610	1151
<b>Post intervention score</b>	1654	2551	1873	952	834

Table 1 depicts the effectiveness of pre and post yoga intervention score on academic stress among undergraduate nursing students.



1-NS ,2- SS,3- SS,4- MS,4- HS,5- ES

Table 2 Estimation of mean and standard deviation of academic stress level before and after intervention of yoga among undergraduate students.

<b>B.SC(N)</b>	<b>PREINTERVENTION (MEAN)</b>	<b>SD</b>	<b>POSTINTERVENTION (MEAN)</b>	<b>SD</b>
<b>1<sup>ST</sup> YEAR</b>	1.6535	.46844	1.7631	.78576
<b>2<sup>ND</sup> YEAR</b>	2.1867	.66032	1.6748	.68307
<b>3<sup>RD</sup></b>	2.1668	.63752	1.4385	.54301

n=198

<b>YEAR</b>				
<b>4<sup>TH</sup> YEAR</b>	1.6933	.42492	1.4687	.46040

Table 2.1 Estimation of mean and standard deviation of academic performance level before and after intervention of yoga among undergraduate

n=198

<b>B.SC(N)</b>	<b>PREINTERVENTION (MEAN)</b>	<b>SD</b>	<b>POSTINTERVENTION (MEAN)</b>	<b>SD</b>
<b>1<sup>ST</sup> YEAR</b>	57.5510	6.24770	69.4337	3.25141
<b>2<sup>ND</sup> YEAR</b>	62.3249	4.86370	70.2303	2.59116
<b>3<sup>RD</sup> YEAR</b>	48.1647	10.98157	66.1843	4.54860
<b>4<sup>TH</sup> YEAR</b>	43.6400	20.01264	64.3040	4.52462

### SECTION C

This part examines the relationships between academic stress and performance both before and after a yoga intervention. Using SPSS version 20, the correlation was computed using the Karl Pearson correlation coefficient method. The following hypothesis was put forth in order to determine the relationship between academic performance and academic stress

H3: Academic performance and academic stress are significantly correlated following a yoga intervention.

Table 3 Academic Performance and Academic Stress Correlation before yoga.

#### PREINTERVENTION

n=198

ACADEMIC YEAR (2021-22)	MEAN		95% confidence interval		r value	p value at (0.05)
	ACADEMIC SCORE	STRESS SCORE	Lower Limit	Upper Limit		
FIRST YEAR	57.5510	1.6535	-.416	.146	-.168	.250
SECOND YEAR	62.3249	2.1867	-.309	.380	.039	.792
THIRD YEAR	48.1647	2.1668	-.267	.559	.163	.259
FOURTH YEAR	43.6400	1.6933	-.163	.327	.093	.520

Table 3 indicates that, among the chosen batches (first year  $r = -.168$ ,  $p = .250$ ), second year  $r = .039$ ,  $p = .792$ ), third year  $r = .163$ ,  $p = .259$ ), and fourth year  $r = .093$ ,  $p = .520$ ), there is no discernible relationship between academic performance prior to yoga intervention and academic stress. H3 is thus recognized as the null hypothesis.

Table 4 : Post intervention Correlation of Academic Stress and Academic Performance

n=198

ACADEMIC YEAR	MEAN		95% confidence interval		r value	p value at (0.05)
	ACADEMIC SCORE	STRESS SCORE	Lower Limit	Upper Limit		
FIRST YEAR	69.4337	1.7631	-.314	.231	-.029	.844
SECOND YEAR	70.2303	1.6748	.123	.574	.365**	.010
THIRD YEAR	66.1843	1.4385	-.516	.207	-.150	.298
FOURTH YEAR	64.3040	1.4687	-.388	.323	-.076	.600

\*\* CORRELATION IS SIGNIFICANT AT 0.01 The data presented in the table 3 revealed that there is negative correlation between academic performance with academic stress post yoga intervention with selected batches viz.(1st year  $r = -.029, p = .844$ ), (3rd year  $r = -.150, p = .298$ ), (4th year  $r = -.076, p = .600$ ). Hence the null hypothesis is accepted.

## DISCUSSION

In line with the study's goals is covered in this chapter. Assessing the impact of yoga on undergraduate students' academic performance and stress levels at a particular nursing college in Guwahati, Assam, was the stated problem. The finding of the present study has been discussed with the reference to the objectives and in relation to the findings of the other studies.

The present study evaluated the Academic Stress level before intervention of yoga. The result 1st year Mean  $\pm$ SD = 1.6535, 0.46844, 2nd year = 2.1867, 0.66032, 3rd year = 2.1668, 0.63752, 4th year = 1.693.3, 0.4249.

However, the study "A Study to Assess the Academic Stress among Nursing Students at Selected Nursing College" by Sunantha M et al. According to the results, the majority of nursing students had severe stress (75%; 45), followed by high stress (16.7%; 10), and mild stress (8.3%; 5). 1.40 (SD = .548, percentage = 8.3%) was the mean for little stress, 1.57 (SD = .503, percentage = 75%) for moderate stress, and 1.57 (SD = .500, percentage = 16.7) for extreme stress. %).

Objective 2 To assess the Academic Performance among Nursing Students. The present study evaluated the Academic Performance before intervention of yoga .The result 1st year Mean  $\pm$ SD = 57.5510, 6.24770, 2nd year = 62.3249, 4.86370, 3rd year = 48.1647, 10.98157, 4th year = 43.6400, 20.01264.

The study by Thomas C. et al., on the other hand, "was a descriptive study conducted to assess the descriptive exploratory survey approach." Data was gathered using the non-probability consecutive sampling technique from 100 Rajasthani B.Sc. nursing students. The factors influencing academic success were evaluated using a self-structured rating scale. According to the results, 48% of students received scores between 50 and 59% on their university exam from the previous year. The results of the area-wise comparison of the mean, SD, and mean percentage of factors influencing the academic performance of B.Sc. Nursing students revealed that the area of test anxiety had the highest mean score (28.04  $\pm$  8.24), or 25.59% of the overall score.

Objective 3 Assess how yoga affects academic stress and performance following a yoga intervention. The current study assessed academic performance and academic stress following a yoga intervention. The result Mean  $\pm$ SD = 1.7631  $\pm$  0.78576 , 2nd year = 1.6748  $\pm$  0.68307, 3rd year = 1.4385  $\pm$  0.54301, 4th

year=1.4687±0.46040 and The result Mean ±SD =69.4337±3.25141, 2nd year = 70.2303±2.59116, 3rd year = 66.1843±4.54860, 4th year =64.3040±4.52462,therefore there is reduction in the academic stress with improvement in the academic performance .

At contrast, a quasi-experimental study by Kalavalli M et al. (2022) investigated the impact of yoga on undergraduate nursing students' perceptions of academic stress at a few Chennai colleges. 215 nursing students who met the requirements for inclusion were chosen using a non-probability purposeful sampling technique.

The degree of academic stress among undergraduate nursing students was assessed using Rajendran et al.'s Perceived Academic Stress Scale. For three months, a weekly yoga intervention was conducted. Prior to participating in a yoga session, undergraduate students' perceived levels of academic stress appeared to be very high; the yoga intervention assisted them in coping with the stress and improving their academic performance.

Objective 4 The current study assessed the relationship between academic stress and academic performance following a yoga intervention. After yoga intervention, the study found a negative link between academic performance and academic stress in a few selected batches: first year ( $r = -.029$ ,  $p = .844$ ), third year ( $r = -.150$ ,  $p = .298$ ), and fourth year ( $r = .076$ ,  $p = .600$ ). However, there is a highly significant positive link between second-year academic stress scores and academic achievement (2nd year  $r = .365^{**}$ ,  $p = .010$ ).

At contrast, a quasi-experimental study by Kalavalli M et al. (2022) investigated the impact of yoga on undergraduate nursing students' perceptions of academic stress at a few Chennai colleges. 215 nursing students who met the requirements for inclusion were chosen using a non-probability purposive sample technique. Undergraduate nursing students' levels of academic stress were assessed using Rajendran et al.'s Perceived Academic Stress Scale. For three months, a weekly yoga intervention was conducted. Prior to participating in the yoga session, undergraduate students' perceived levels of academic stress appear to be quite high. The yoga intervention helped them to adapt to the stress and perform academically a better way. Yoga classes have positive psychological effects for high-school students, according to a pilot study by Jessica Noggle; Teens taking yoga classes had better scores on several of the psychological tests. A study investigated the efficacy of two brief intervention programs-biofeedback and mindfulness meditation-on levels of state anxiety and perceived stress in second-year Thai nursing students as they began clinical training. Findings indicated that biofeedback and Mindfulness meditation significantly reduced anxiety and lowered stress levels in nursing students .

## REFERENCES

1. Kalavalli M, Kanniammal C, Mahendra J, Jayakumar M. Effect Of Yoga On Perceived Academic Stress Among Undergraduate Nursing Students In The Selected Colleges. *Journal of Pharmaceutical Negative Results* | Volume 13 | Special Issue 2 | 2022.
2. Sukhdeep Kaur S , Bajwa A K. Impact of Yoga Therapy on Stress Level among Nursing Students. *International Journal of Health Sciences & Research*. Vol.8; Issue: 9; September 2018.
3. Kalaivani S, Karunagari D K. Yoga as a Stress Reducer. *International Journal of Trend in Scientific Research and Development*. ISSN NO.: 2456-6470.VOL-2.ISSUE:03.Mar-Apr 2018.Pp:1936-1938.
4. Kothari C R. *Research Methodology, Methods and Techniques*. 2<sup>nd</sup> ed. New Delhi: New Age International (P) Ltd. Publishers; 2008.
5. Polit DE, Beck CT. *Nursing research*. 9<sup>th</sup> ed. Wolters Kluwer Lippincott Williams and Wilkins (India) Pvt. Ltd. 2015.
6. Kumar R. *Nursing Research and Statistics*. 1<sup>st</sup> ed. New Delhi: Jaypee Brothers Medical Publishers (P) Ltd; 2016.
7. Polit DE, Hungler BP. *Nursing Research: principles and methods*. 1<sup>st</sup> ed. New Delhi. Wolters Kluwer (India) Pvt. Ltd. 1999.
8. Wolters Kluwer Health: Lippincott Williams & Wilkins. "Yoga shows psychological benefits for high-school students." *ScienceDaily*. 4 April 2012.
9. Ratanasiripong P, Park JF, Ratanasiripong N, Kathalae D. Stress and anxiety management in nursing students: biofeedback and mindfulness meditation. *Journal of Nursing Education*. 2015 Aug 25; 54(9):520-4.
10. Bhatia M.S. *Essentials of Psychiatry*. 4<sup>th</sup> Edition. New Delhi: Jain Publishers (pvt.)Ltd. 2004: 201- 207.
11. Parshad O. Role of yoga in stress management. *The West Indian Medical Journal*. 2004 Jun; 53(3):191- 4.
12. Kleehammer K, Hart AL, Keck JF. Nursing students' perceptions of anxiety-producing situations in the clinical setting. *Journal of Nursing Education*. 1990 Apr 1; 29(4):183-7.
13. Kim KH. Baccalaureate nursing students' experiences of anxiety producing situations in the clinical setting. *Contemporary Nurse*. 2003 Apr 1; 14(2):145-55.

14. Lindop E. Individual stress among nurses in training: why some leave while other stay. *Nurse Education Today*. 1991; 11(2): 172-179.
15. Sheu S, Lin HS, Hwang SL. Perceived stress and physio-psycho-social status of nursing students during their initial period of clinical practice: the effect of coping behaviours. *International journal of nursing studies*. 2002 Feb 1; 39(2):165-75.

