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## Students stress level and yoga practices toward wellness intervention program

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### Abstract

This study was conceptualized to determine the relationship between stress and yoga. Specifically, it looked into the extent of respondents' yoga practice outside the classroom and assessed the stress level of students in cognitive, emotional, behavioral, and academic aspects. Tests of significant differences in the extent frequency of practicing yoga and stress level of respondents were also done using their profile as a test factor. Further, a test of a significant relationship between frequency and stress level was also conducted. This descriptive-correlative technique research was conducted in select ten universities in China. It was participated in by 1000 students selected through purposive sampling. Findings disclose that participants were mostly women, sophomores, and under the program of Liberal arts. The extent of the respondents' practice of Yoga outside the classroom records an adjectival rating of "sometimes" which means the execution is on some occasions only. The tests of significant differences in the extent of the frequency of yoga practice recorded the results that rejected the null hypotheses for all demographics including sex, course, and year level. The results of the assessment on the level of students' stress including cognitive, emotional, behavioral, and academic registered an adjectival rating of "rarely" which means that the stress level is slow when students practice yoga. The tests of significant differences in the assessment of respondents on the level of their cognitive, emotional, behavioral, and academic stress registered the results of rejecting all the null hypotheses for all demographics including sex, course, and year level. Finally, the test of a significant relationship between Yoga practice frequency and stress level registered a result of Weak Negative Correlation.

**Keywords:** yoga practice cognitive emotional behavioral academic seated yoga poses standing yoga poses supine yoga poses prone yoga poses

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### Introduction

Alberto (2022) <sup>[1]</sup> further shares that yoga is an excellent choice to provide young people with non-competitive and peaceful methods to participate in physical exercise. It is especially well suited for this purpose. At first look, yoga may seem to be an excellent stretching technique; yet, when paired with the practice of deep breathing, the diversity and consistency of positions offer an immensely diversified and successful approach of strengthening a number of health-related abilities. School meditation programs or yoga may have an impact on the atmosphere of the classroom as well as the efficiency of the teaching staff. The preliminary findings of research on yoga programs designed for teachers reveal that Yoga is excellent for both the physical and mental well-being of instructors.

Practicing yoga and meditation in school by maximizing the development of academic, social, and emotional competence, in addition to the benefits that teachers receive and the benefits that are created by the creation of a supportive classroom environment. Students may find healthy methods to express themselves, find balance, and learn to control their actions through the practice of yoga.

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It also leads to a condition that is more comfortable and calm, which is the optimal state for effective learning. Yoga has a beneficial impact on the overall academic performance of students. Practicing yoga makes one more aware of their immediate surroundings, which is a prerequisite for effective education. In the classroom, communication and feeling connected to one another are fostered via the practice of yoga. Practicing yoga allows more opportunities to take wholesome breaks throughout the day. Yoga is effective in reducing both anxiety and stress. Yoga has been shown to lessen feelings of rage, despair, and weariness. Practicing yoga may help create healthy psychological and physiological responses to stress, including the management of stress, the reduction of issue reactions to stress, and the reduction of cortisol production. Practicing yoga may help boost focus as well as memory. Yoga helps build tolerance and understanding, which in turn leads to a reduction in problem behaviors such as lethargy, bullying, skipping without a valid cause, impulsivity, aggressiveness, and reactivity. Flexibility, strength, and other physical traits may be improved through yoga. This study has been conceptualized to determine the relationship between stress and yoga. The research will look into the profile of the respondents, and how often the respondents practice yoga outside the classroom like Mountain Pose, Raised Arms Pose, Standing Forward Bend, Garland Pose, High Lunge Pose, Plank, Staff Pose, Seated Forward Bend, Head-to-Knee Pose, and Happy Baby Pose. Further, it will delve into the level of cognitive, emotional, behavioral, and academic stress among students. The tests of significant differences and significant relationship between frequency and stress level will be done.

### Methodology

This section covers the procedures that will be used to generate the results of the current investigation. These methodologies are described in depth to illustrate how the study will be done. Other aspects of the study, such as the research design, individuals, and study locations, as well as the research instrument, are also examined.

In this study, the descriptive-correlative technique of research is used. Both descriptive and correlational designs have distinct objectives and are capable of attaining them. Thus, descriptive research aims to describe a phenomenon; it is often conducted to enhance knowledge of the phenomenon by answering fundamental questions about it. Consequently, descriptive research is an exploratory method of inquiry, and it often entails summarizing the findings of observation, case studies, or surveys. Descriptive research cannot be used to infer; it can only describe. In contrast, correlational research is one of the predictive techniques, which vary from descriptive approaches in that they seek to identify and establish correlations between certain variables. When the variables of interest cannot be altered, correlational research is conducted; when they may be altered, experimental or quasi-experimental studies are undertaken. This session, however, is devoted to correlational investigations, in which the link between variables may be evaluated but causation cannot be established.

This research was done at Huanggang Normal University, Baoding University, Fujian Polytechnic Normal University, Zhixing College of Hubei University, Hubei University of Commerce and Trade, Nanchang Normal University, Shanxi Technology and Business College, Shenyang Sport University, Weifang Institute of Technology, Hanjiang Normal University, Guangxi Normal University of Science and Technology, Shandong Institute of Management Qingdao Huanghai University, The University of Petrochemical Technology, A ba Normal College, Guangzhou Institute of Applied Science and Technology, Hunan University of Medicine To choose the respondents, purposive sampling was used. The researcher set criteria for respondents to qualify for the study. They should be: (1) Currently taking up PE (2) Attend Yoga sessions (3) Practice Yoga outside the School. The current investigation collected data from the sample population by distributing a self-designed survey questionnaire to the selected respondents. The aforementioned questionnaire was evaluated by three specialists and pilot-tested using Cronbach Alpha.

**Table 1:** Show the Cronbach's Alpha Based on Standardized Items

Item Tested	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items	Internal Consistency
Yoga Practices	.806	.829	4	Good
Students Stress	.947	.949	28	Excellent
Combined	.936	.936	32	Excellent

The data was collected and processed using the most suitable statistical method. Analysis and interpretation were performed in order to capture the concepts, better comprehend the concept, and answer the research questions with precision. Based on the study's findings, a wellness yoga program was designed. The approach preceding the collection of data included internet research and the identification of theoretical and conceptual frameworks. The real processes for data collection entailed conducting the survey. Quantitative data analysis culminated in the use of statistical techniques to provide suitable and significant data exploration and interpretation, such as percentage and frequency distribution, Weighted Mean, One Way ANOVA, T-test and Pearson R Correlation. Using Statistical Package for the Social Sciences (SPSS), the null hypothesis is accepted if the significance level of the test findings exceeds 0.05. If the significance level of the test findings is less than

0.05, the null hypothesis is rejected.

This study project neither compromised financial or personal concerns nor affected the researcher's professional judgment. Rather, this study was undertaken in order to provide meaningful information about the link between Yoga and stress management. Prior to conducting the survey, all necessary consent documents were completed. The selected responders were instructed regarding the research and its objectives. They were informed that the research would be conducted only for academic objectives and would not compromise their safety or privacy. In addition, individuals would receive no penalty or detriment if they wanted to withdraw from the study for personal, social, or religious reasons.

### Results and Discussion

This section features the results of the study done through

survey, summary of findings, conclusions, and recommendations. Alongside, interpretation and analysis of the data is also presented in this segment.

### Profile of the Respondents

**Table 2:** Profile of the Respondents as to Sex

Sex	Frequency	Percentage
Male	115	11.5
Female	885	88.5
<b>Total</b>	<b>1000</b>	<b>100.0</b>
Course	Frequency	Percentage
Physical Education Major	135	13.5
Liberal Arts	214	21.4
Technical	31	3.1
Financial Management	43	4.3
Artistic	63	6.3
Information Technology	43	4.3
Business Course	126	12.6
Education	158	15.8
Foreign Language	37	3.7
Sciences	52	5.2
Medical Science	60	6.0
Performance	38	3.8
Total	1000	100.0

**Table 3:** Grade Level, Frequency, Percentage

Grade Level	Frequency	Percentage
First Year	181	18.1
Second Year	587	58.7
Third Year	111	11.1
Fourth Year	114	11.4
Fifth Year	7	7
Total	1000	100.0

Table 2 presents the profile of the respondents. As shown, in terms of sex, out of 1000 students who participated in the survey, 115 or 11.5% are males, and 885 or 88.5% are females. It can be told that there are really more women are into yoga than men.

As to course, Physical Education Major has 135 or 13.5%, Liberal Arts has 214 or 21.4%, Technical has 31 or 3.1%, Financial Management has 43 or 4.3%, Artistic has 63 or 6.3%, Information Technology has 43 or 4.3%, Business Course has 126 or 12.6%, Education has 158 or 15.8%, Foreign Language has 37 or 3.7%, Sciences has 52 or 5.2%, Medical Science has 60 or 6.0%, and Performance has 38 or 3.8%. It can be told that the course that has the most number of yoga participants is Liberal Arts, while Foreign Language has the least. As to year level, First Year level has 181 or 18.1%, Second Year has 587 or 58.7%, Third Year level has 111 or 11.1%, Fourth Year has 114 or 11.4%, and Fifth Year has 7 or 0.7% participants. It can be told that the bulk of the respondents are from second year level.

### Extent of the respondents practice yoga outside the Classroom

**Table 4:** Extent of the Respondents Practice of Yoga outside the Classroom

Indicators	Mean	SD	Interpretation
1. Seated Yoga Poses	3.22	.86	Sometimes
2. Standing Yoga Poses	3.15	.82	Sometimes
3. Supine Yoga Poses	3.01	.92	Sometimes
4. Prone Yoga Poses	2.34	1.00	Rarely
Overall	2.93	.90	Sometimes

Legend: Always (4) =3.51-4.0); Sometimes (3) =2.51-3.50); Rarely (2)=1.51-2.50); Never (1)=1.0-1.50

Table 4 discloses the extent of the respondents' Practice of Yoga Outside the Classroom. As shown, the overall mean is 2.93, which is interpreted as "sometimes", which means that the frequency of the practice is on some occasions only. For some, it's obvious that they don't practice yoga outside the classroom because it may hamper their work and time with the family. The whole point of yoga is balance. Thus, leaving the home only to practice yoga or making yoga a higher

priority than spending time with loved ones is problematic. She then reminds everyone to maintain a healthy equilibrium between the many aspects that make up one's existence. Yoga may be a part of the solution, but it's just one piece. It is equally crucial to put into practice what is learned in yoga courses which is to simply pay attention to one's body and a complement for the whole being.

### Significant differences in the extent frequency of practicing yoga when profile variables were used as the test factor

**Table 5:** Significant Differences in the Extent frequency of Practicing Yoga As to Sex

Indicators	Sex	Mean	SD	F-Value	SIG Value	Decision on Ho	Interpretation
1. Seated Yoga Poses	Male	3.30	.93	3.36	.07	Accept	Not Significant
	Female	3.20	.845				
2. Standing Yoga Poses	Male	3.21	.94	6.53	.01	Reject	Significant
	Female	3.14	.81				
3. Supine Yoga Poses	Male	3.31	.85	.00	1.00	Accept	Not Significant
	Female	2.97	.93				
4. Prone Yoga Poses	Male	2.77	1.01	.06	.81	Accept	Not Significant
	Female	2.29	.98				
Overall	Male	3.15	.79	4.77	.03	Reject	Significant
	Female	2.90	.69				

@.05 Level of significance

Table 5 Significant Differences in The Extent Frequency of Practicing Yoga as To Sex. It can be told that Seated Yoga Poses, Supine Yoga Poses, and Prone Yoga Poses got a sign value that is higher than 0.05. Thus, this means that the null hypothesis is accepted, signifying that there is no significant difference in the extent frequency of practicing Yoga as to Sex. Meanwhile, Standing Yoga Poses got a sig. value that is lower than 0.05, affirming that there is significant difference in the extent of frequency of yoga practice among respondents when sex is considered as a test factor. Perhaps, this is a difficult pose and it takes a lot of endurance to

execute. Thus, the frequency of practice varies as to sex. Even the overall r value is less than 0.05, which means that in terms of sex, the extent of practice really varies. Nonetheless, the difference doesn't affect the fact that there are physical and mental health advantages, such as increased mobility, improved digestion, enhanced rest, and enhanced well-being and it's a kind of physical activity that can be done almost anywhere whether inside or outside the classroom (Thomason, 2021). Standing yoga poses are done while standing without a mat. This might be the reason why the extent of the frequency of the practice differs with men and women.

**Table 6:** Significant Differences in the Extent frequency of Practicing Yoga as to Grade Level

Indicators	Grade Level	Mean	SD	F-Value	SIG Value	Decision on Ho	Interpretation
1. Seated Yoga Poses	First Year	3.10	.90	7.74	.01	Reject	Significant
	Second Year	3.18	.86				
	Third Year	3.58	.58				
	Fourth Year	3.16	.93				
	Fifth Year	4.00	.01				
	Total	3.22	.86				
2. Standing Yoga Poses	First Year	3.01	.94	5.19	.01	Reject	Significant
	Second Year	3.17	.76				
	Third Year	3.32	.73				
	Fourth Year	3.04	.96				
	Fifth Year	4.00	.01				
	Total	3.15	.82				
3. Supine Yoga Poses	First Year	3.00	.89	13.02	.01	Reject	Significant
	Second Year	2.89	.94				
	Third Year	3.49	.62				
	Fourth Year	3.14	.97				
	Fifth Year	4.00	.01				
	Total	3.01	.92				
4. Prone Yoga Poses	First Year	2.14	1.01	12.06	.01	Reject	Significant
	Second Year	2.26	.96				
	Third Year	2.73	1.01				
	Fourth Year	2.68	.94				
	Fifth Year	3.14	1.21				
	Total	2.34	1.00				
Overall	First Year	2.81	.70	12.37	.01	Reject	Significant
	Second Year	2.88	.68				
	Third Year	3.28	.60				
	Fourth Year	3.01	.83				
	Fifth Year	3.79	.30				
	Total	2.93	.71				

@.05 Level of significance

Table 6 reveals the results of the test of significant difference in the extent frequency of Practicing Yoga as to Year Level. As shown, all variables, *Seated Yoga Poses*, *Supine Yoga Poses*, *Prone Yoga Poses*, and *Standing Yoga Poses*, all got a sig value of less than 0.05, hence the null hypothesis is accepted signifying that there is a significant difference in the frequency of yoga practice even outside the classroom. Indeed, each year level has a different perspective on yoga and more so about the frequency of their practice. This is perhaps all levels have different availability and loads of academic works. The first two levels have academic loads that are not the same with students from 3<sup>rd</sup> and 4<sup>th</sup> levels. Higher levels have the most challenging academics. The first year of study in all majors is quite straightforward and focuses on required courses that are taken by all students. In the second year, they learn the fundamentals of the subject area, in the third year, they're expected to have a firm grasp of the fundamentals before moving on to the more advanced material. And by the time they reach their fourth and final

year, they have gained practical experience in major and a solid foundational understanding of the area. This is exactly the reason why in the results of the test of significant difference, the null hypothesis was accepted, positing that in terms of the

### Summary of Findings

Based on the conducted survey, this research came up with this summary of findings:

1. The study was participated in by 1000 respondents who were mostly women, sophomores, and under the program of Liberal arts.
2. The extent of the respondents' practice of Yoga outside the classroom records an adjectival rating of "sometimes" which means the execution is on some occasions only.
3. The tests of significant differences in the extent of the frequency Yoga is being practiced record the results that rejected the null hypotheses for all demographics

including sex, course, and year level.

### Conclusion

Based on the summary of findings, the researcher came up with the following conclusions:

1. Yoga practitioners and enthusiasts are mostly dominated by women, sophomore, and are under Liberal Arts course.
2. Even though many are engaged in yoga practice and know the benefits alongside it, students still do see the need to practice it outside the classroom as they do it occasionally only.
3. Students' demographics influence the extent of the frequency of Yoga is being practiced even outside the classroom.

### Recommendation

In light of summary of findings and conclusions, the researcher came up with the following recommendations:

1. More men should be encouraged to engage in yoga practice as the benefits are just overwhelming for both mental and physical aspects.
2. Academic institutions must encourage students to engage in yoga as it promotes proper self-care, instills discipline, and connects with a supportive community.
3. Educational institutions should initiate programs and projects and build facilities that would cater to the cognitive, emotional, behavioral, and academic concerns of students including stress.

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