

The effect of Yoga based Intervention on Mental Well-being and Emotional Stability of Adolescents

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Abstract: *This experimental study was undertaken to determine the impact of a yoga-based training intervention on the mental well-being and emotional stability of secondary school students. A sample of 120 adolescents were taken from secondary schools of Aligarh city. The total sample was divided into two groups 60 students were kept in each group. Mental well-being scale and emotional stability test were administered to both the groups. The students of experimental group were given opportunity to attend regular training sessions of yoga classes for two months while students of control group did not attend any such class. After the period of two months students of both the group i.e. control group and experimental groups were again tested for mental well-being and emotional stability. The comparative analysis of mean scores of students on mental well-being depicts a significant difference between the control group and experimental group. The mean score of students in experimental group (52.92) who attended yoga classes was higher than their counterparts in control group (50.42). The calculated 't' value (3.95) for the difference between these two mean scores was found significant at .01 level. The similar results were obtained on emotional stability test i.e. a significant difference ($t = 3.15$) was observed between control and experimental groups after yoga-based intervention. The outcomes of the research revealed that participation in the yoga-based intervention contributed positively and significantly to the improvement of students' mental health and emotional steadiness.*

Keywords: *Yoga-based intervention, mental well-being, emotional stability, secondary school students, adolescents, experimental study, control group, psychological assessment, t-test results, student mental health.*

Introduction

Adolescence is perceived as one of the healthy periods of life. It is the age at which various physical, emotional, mental, and psychological changes occur most quickly. However, during this transition stage adolescents face many challenges and adjustment issues; their psychological health is negatively impacted

by a variety of physical, mental, and social variables, which can cause them strain, apprehension, and behavioural issues. Such kind of mental and emotional health issues may influence their relationships, adjustment, academic performance, productivity at workplace and general quality of life.

The modern age, characterized by globalization and dynamic social transitions, has witnessed evolving social norms, consumer-driven lifestyles, and heightened competitiveness, which impose considerable stress on individuals of every age, often resulting in psychosomatic conditions like frustration, anxiety, and tension (Muchhal & Kumar, 2015). During adolescence age, rapid changes in physical, mental, emotional and social aspects of life may lead adolescents to anxiety, stress, frustration, negativity, aggression and many other behavioural problems.

In order to cope up with such issues and challenges, Yoga has been found as an effective therapy for them. Within the ancient Indian way of life, yoga constituted a daily practice aimed at achieving equilibrium among the physical, psychological, emotional, and spiritual facets of being, rather than serving solely as a philosophical pursuit. In the modern era, its value has been reaffirmed, and yoga has emerged as a globally recognized discipline for promoting health and well-being.

Yoga is not confined to a series of exercises, postures, or breathing and meditation practices; rather, it embodies a holistic philosophy that integrates the mind and body into a balanced way of life. Yoga is an efficient, non-invasive method of treating a range of mental and physical conditions. Yoga provides a useful strategy to young students for managing aggression, stress, anxiety, frustration, sadness, suicidal thoughts, and violent attitudes during adolescence.

Adolescents, being in a critical stage of growth, can greatly benefit from the practice of yoga as it helps them cope with peer and academic pressures as well as emotional challenges. Yoga has been shown to enhance teenagers' self-esteem, confidence, happiness, emotional maturity, optimism, and overall quality of life. Furthermore, it fosters improved concentration, memory, self-awareness, attentiveness, and better peer relationships. Regular practice of yoga can also assist students in managing suicidal tendencies and achieving improved academic performance.

Numerous studies have established yoga as a multidimensional holistic practice beneficial for adolescents' psychological health and emotional balance. The subsequent systematic review highlights the positive influence of yoga on teenagers' psychological and emotional well-being.

Kauts and Sharma (2009) investigated the influence of yoga on adolescents' academic performance in relation to stress. The researchers reported a notable decline in stress levels and a substantial increase in students' self-confidence after a seven-week yoga intervention.

Studies by Kokinakis (2011), Noggle et al. (2013), and Daly et al. (2015) found that adolescents who underwent yoga interventions exhibited greater improvements in emotional self-regulation than their counterparts engaged in physical education programs.

Kumar & Tiwary (2014) concluded that by following the yoga intervention, students' levels of academic anxiety were decreased significantly, and they benefited in every facet of their academic careers.

Menezes (2015) conducted a review study on yoga and emotional regulation to find out the physiological correlates and their psychological outcomes. According to the results of the study, yoga improves emotional functioning in both healthy individuals and those with certain medical conditions, especially in psychological self-reported characteristics.

The results of a study conducted by Dubey et al. (2016) reported that after three months yoga intervention program there was a significant decline in the levels of stress and academic anxiety among students. The study concluded significant impact of yoga on effective mind and body. Kumari and Sahu (2018) conducted research to study the impact of Yoga on emotional intelligence. The results of the study indicated that yoga plays a significant role in emotional regulation and enhancing emotional intelligence.

Janjhua et al. (2020) examined the impact of yoga on emotional regulation, self-esteem, and affective states among adolescents enrolled in senior secondary schools in the Mandi district of Himachal Pradesh. The results indicated that students who practiced yoga differed significantly from the non-yoga group in terms of emotional regulation, self-esteem, and overall affective

responses. The study concluded that incorporating yoga into school curricula can enhance students' resilience, mood, and emotional self-regulation in managing stress.

Jatwa and Gangrade (2024) conducted a comparative study to explore the level of mental health among male and female adolescents who are routinely performing yoga. After detailed study the researchers concluded that Yoga exercise done as a routine by adolescents does not influence mental health significantly.

A perusal of the review of related literature presented above signifies the impact of yoga on mental and emotional health of young students, however no study explored the role of yoga intervention particularly on mental well-being and emotional stability of secondary school students. Thus, the present research is an attempt to examine the level of mental well-being and emotional stability among secondary school students before and after yoga intervention.

Objectives

1. To examine the level of mental well-being and emotional stability among secondary school students before yoga intervention.
2. To compare the level of mental well-being and emotional stability (Control Group vs. Experimental Group) of adolescents after yoga intervention.

Methodology

Sample & Data Collection

A sample of 120 adolescents studying in Secondary Schools of Aligarh district (Uttar Pradesh) was selected for the present study. The purposive or judgmental sampling technique was applied for the collection of data. The total sample was divided into two groups i.e. control group (N=60) and experimental group (N=60). Mental well-being scale and emotional stability test were administered to both the groups. The students of experimental group were given opportunity to attend regular training sessions of yoga classes for two months. After the period of two months students of both the groups (Control vs. Experimental) were again tested for mental well-being and emotional stability.

Tools

Warwick-Edinburgh Mental well-being scale (WEMWBS, Tennant et al., 2007) a 5-point Likert scale was used to measure mental well-being of adolescents under study. It is 14 items scale with scores in the range of 14-70 and high test-retest reliability (0.83). Emotional stability test for children (ESTC) developed by Dr. A.Sen Gupta and A.K.Singh in 1985 was used for the present

study. The test consists of 15 positive and negative items, each item of the test is scored either +1 or 0 with maximum possible score 15. The low score on the test depicts high emotional stability while high score indicates low level of emotional stability or emotional control. The present test is valid (.61) and reliable (.72).

Data Analysis

The data collected by the investigator on mental well-being and emotional stability tests were compiled using MS:Excel and analyzed using SPSS 20.0 software (IBM Corporation, NY, USA). Suitable statistical techniques i.e. descriptive and inferential statistical techniques were used for data analysis. Keeping in view the objectives of the study frequencies and percentages were calculated to know the level of mental well-being and emotional stability of secondary school students. Further, to examine the significance of difference between non-yoga and yoga group on both the variables i.e. mental well-being and emotional stability mean, standard deviation and 't' test was also computed.

Results and Discussion

Table 1: Comparison of Students on Mental well-being and Emotional stability before Yoga Intervention

Variables	Groups	N	Mean	SD	't' value	Level of Significance
	Control group	60	50.43	4.15		

Mental Wellbeing	Experimental group	60	50.20	4.12	0.31	Not Significant
Emotional Stability	Control group	60	10.52	1.44	0.26	Not Significant
	Experimental group	60	10.43	1.98		

The table 1 shows the results on two variables under study i.e. mental well-being and emotional stability. It is clear from the above table that mean scores of students on both the variables have no significant difference before yoga-based intervention. Since the 't' value (0.31) on mental

well-being and 't' value (0.26) on emotional stability were found insignificant. It indicates that students of control and experimental group were similar on mental well-being and emotional stability before any kind of treatment is given to them.

Table 2: Comparison of Students on Mental well-being and Emotional stability after Yoga Intervention

Variables	Groups	N	Mean	SD	't' value	Level of Significance
Mental Wellbeing	Control group	60	50.42	3.47	3.95	.01 level
	Experimental group	60	52.92	3.45		
Emotional Stability	Control group	60	10.48	1.57	3.15	.01 level
	Experimental group	60	9.52	1.78		

The table given above presents the results on students' mental well-being and emotional stability after yoga-based intervention to the experimental

group. The mean score (52.92) of the group exposed to yoga -based intervention on mental well-being was higher than the mean score (50.42)

of control group. The calculated 't' value (3.95) was significant at .01 level indicating noteworthy impact of yoga-based intervention on mental well-being of students. Further, the examination of mean scores of students in control vs. experimental group on emotional stability also depicts the similar results. The mean scores of students in experimental group (who attended yoga classes) on emotional stability was lower than their counterparts in control group. The lower mean score of students on the test is an indicator of their high emotional stability. The 't' value (3.15) calculated for this difference of mean scores was found significant at .01 level. The results on both the variables confirm the significant impact of yoga-based intervention in enhancing students' mental well-being and emotional stability.

The results given in above tables clearly indicate the positive impact of yoga-based interventions on students' mental well-being and emotional stability. The findings of the present study are corroborated by research studies conducted by Kauts, & Sharma (2009); Dubey et al. (2016); Kumari & Sahu (2018); Janjhua et al.(2020) who reported the significant impact of yoga on the emotional self-regulation, enhancing self-esteem & self-confidence of the adolescents. Moreover, significant reduction in academic anxiety and stress among students was also reported after practising yoga intervention. On the contrary the research report presented by Jatwa and Gangrade (2024) concluded that the yoga exercises done as a

routine by adolescents do not influence mental health significantly.

Conclusion and Suggestions

A detailed examination of the findings of this research study highlights the pivotal influence of yoga on the overall well-being of young adolescents. The practice of yoga emerges as a powerful means to help students cope effectively with academic stress, peer pressure, and emotional disturbances that often characterize adolescence. Regular engagement in yoga can foster self-control, self-esteem, self-confidence, happiness, mental equilibrium, emotional stability and maturity, while nurturing optimism and enhancing the overall quality of life.

As a holistic discipline, yoga provides a constructive framework for managing aggression, alleviating anxiety, frustration, and depressive tendencies, promoting mental clarity and inner composure. Its sustained practice cultivates resilience and builds enduring self-assurance.

Considering multifaceted benefits of yoga, it should be given a formal place in the secondary school curriculum, both as a theoretical subject and as a practical activity. Furthermore, appointing qualified yoga instructors and organizing regular sessions can ensure its consistent implementation in schools. Awareness about the transformative impact of yoga should also be extended to students, parents, and the wider community to foster a generation that is mentally strong, emotionally balanced, and socially harmonious.

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Received: 08 October,2025; Accepted: 20 November,2025. Available online: 30 November, 2025

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