

Study Of Wellness Program Effects On Anxiety

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ABSTRACT

In this research paper the present investigation was undertaken to understand the relationship between anxiety and effects of wellness program of elementary school students. The sample for the investigation consists of 50 boys and girls from government school of Gautam budh Nagar district within the age range of 12-15 years. To examine the anxiety level of elementary school students, Anxiety tool GASC (General anxiety scale for school going children) developed by Anil Kumar (2020) was used which provides five dimensions viz. very high, high, average, low and very low as well as a total anxiety score. Pre-test, post-test with naturopathy intervention experimental design was setup. The wellness program was conducted for 21 days, and results were statistically inferred through paired T test technique.

Outcomes: According to the Anxiety Assessment Scale Girls were shown to have higher anxiety levels than boys. Analysis of the Data collected after implementing the intervention wellness programme showed that student's anxiety levels were reduced substantially.

Keywords: Anxiety, Elementary School Students, Naturopathy, Wellness program

Introduction:

Adjustments are common place for students in the academic setting. From one year to the next, everything about a student's educational experience is different: teachers, classrooms, school and class policies, performance requirements, work difficulty, and classmates How well they deal with these problems shows how well they will do in school. In today's tough world, students have to do a lot of things. Also, time is running out for them. This work load makes their lives hard and often makes them anxious, depressed, or stressed out. **V. Akanksha, I. Naaz (2021).**

It can be simple to spot anxiety in some cases, such as when a child exhibits nervousness before an exam at school. Sometimes, though, anxiety in the classroom can present itself as something completely different, such as a stomach-ache, agitated or disruptive behaviour, ADHD, or even a learning disability. Gary W. Ladd (1990) "investigated the potential influence that kindergarten students' classroom peer relationships play in their school adjustment during the first two months of kindergarten and the duration of the school year. The findings showed that students who had more classroom mates at the start of the school year had more positive impressions of it by the second month, and students who kept up these friendships throughout the year felt the same way about it. Gaining new friends in the classroom was linked to improvements in academic achievement, but being rejected by peers early on predicted negative school attitudes, higher rates of school avoidance, and lower academic performance over the course of the year. Moreover, less ability to speak a foreign language is also becoming a cause of anxiety. After the COVID pandemic, there has been a rapid rise in the use of ICT in education. All information and contact is done in English only.

Since English may not be the first language of many students, it might be difficult for them to express themselves and be understood in an online classroom setting, especially if they are from a nation where their native language is not English. **Verma A., Naaz I. (2022.).**

Online courses were not widely used in India's primary schools. Children struggled greatly to adapt to the technology-based curriculum. That is becoming a major source of anxiety as well. Online courses also face the challenge of providing insufficient individual attention. Two-way communication with pupils can be challenging. No amount of lecture or textbook reading can fully prepare pupils for success in the real world. **Verma A., Naaz I. (2021).**

A person's behaviour and attitude change as a result of emotional adjustment. An extended state of terror is anxiety. It is a challenging emotion to articulate, and it is even more challenging to accurately identify in performance. According to Garrison (1960), "excellent adjustment was connected with extroversion while bad adjustment was associated with introversion." Adolescents' ability to cope with stress has never been more relevant as they face more stressors than ever before. The ability to manage stress has many perceived benefits, including the minimization of mental health crises (Khalsa et al., 2012)

Anxiety is a bad feeling condition that is distinct from other emotional states and has physical side effects, according to Puebush (1963). Anxiety, as defined by Epstein (1967), is "an unfocused state of arousal in response to the perception of danger." Every child deals with anxiety at some point in their lives, and it causes serious functional impairment when it reaches clinical levels. Both parents and educators have a responsibility to nurture their children. The teens require medical attention and physical care. Their fitness level must be satisfactory. They can only learn effectively if they are in good health. According to Jansen (1958), low achievers have greater trouble adjusting to their new environments than high achievers do. Nishi Fatima Gupta and Mehak Gupta (2014)

The practise of naturopathy places an emphasis on a person's food, level of physical activity, and mental health in order to promote healing and wellness. **V. Akanksha, I. Naaz (2022)**. This old science is a health science and a safe life. It tells us how to live safely, what to eat and what to do with our everyday routine. There is a famous phrase comes from Satire X of the Roman poet Juvenal which is translated and read as –a healthy mind in a healthy body. **Wintrol, Kate (2010)**.

The strategies of Naturopathy enable a person to free themselves from disease and can achieve positive and vigorous health through their daily use. Naturopathy is also sometimes called normal life. Its main goal is to improve people's unhealthy lives and to teach children safe lifestyles under the laws of nature. In this direction, the clinical outcomes of Naturopathy are very successful. **V. Akanksha, I. Naaz (2020)**.

Miller et al. (2014) found that students who were at risk of dropping out of school reported that after 20 sessions of mindful yoga curriculum, they felt better equipped to manage stress. The relaxing effect of yoga can transfer to all parts of the day, and yoga breathing techniques and stretches can help improve students' ability to relax, change focus, and calm down (Conboy et al., 2013). Schulte (2015) found that yoga practice helped adolescents successfully control emotions and gain more confidence.

In India few manualized intervention programs have targeted anxious children. Parental programs are used to access children. However, specialized CBT programs for anxiety as such could be found in the research literature of Kandasamy, Girimaji, Seshadri, Srinath & Kommu, (2019).

The majority of children with anxiety disorders have been treated with medication and/or psychotherapies (Cresswell, waite, & Cooper, 2014). But the US Food and Drug Administration warned doctors that antidepressants made young people more likely to commit suicide. (Food and Drug Administration of the United States, 2004).

When stress and anxiety interfere with a person's ability to function normally in their daily life, it becomes a serious issue, as stated by Frank, (2003). Almost 19 million Americans suffer from anxiety problems. Children may react positively or badly to stress. Everyone needs a little bit of stress in their lives; it helps us stay vigilant and aware of our surroundings. On the other hand, a child's health might suffer greatly from prolonged exposure to high levels of stress. Professionals can start to spot "stressed" children by looking at how stress can show up both inside and outside of the child. The body reacts to things like headaches, cold hands and feet, fast heartbeat, dry mouth, aggressive behaviour, stomach aches, long-lasting depression, digestive problems, unusual sweating, poor school performance, hyperactivity, aggressive behaviour, excessive worry, and sweating. Frank (2003).

In a study on 7-12 year-old children diagnosed with anxiety symptoms, the researchers Mendlowitz et al., (1999), examined the effectiveness of CBT intervention with groups with parental involvement. Results indicated significant reduction in symptoms and the use of active coping strategies is increased (for example, problem solving).

Vance, S. M. (2022) High school yoga programs are gaining popularity throughout the United States. The many perceived benefits of such programs among adolescent groups have shown promising outcomes. This mixed-method evaluation of a high school yoga program aims to evaluate the effects of the program on student-reported stress, resilience, and academic outcomes. Program participants include high school students in yoga classes (n = 61) and comparison classes (n = 37), who completed pre- and post-measure surveys along with social validity measures. Overall findings showed a decrease in stress levels among yoga students compared to comparison students, which approached statistical significance, no significant differences between groups on the resilience and academic measures, and high social validity among teachers and students in yoga classes. Future research should include larger sample sizes, interrater reliability for fidelity ratings of yoga practice, and compare yoga to other forms of students' physical activity.

Researcher has reviewed various articles, Books and papers regarding anxiety in children, and observed that some factors affects the mental health of a child such as the nature of the family, the gender of the child, the parent-child relationship, the various behaviours of the parents, the level of parental control, the student-teacher relationship, the teacher's behaviour towards children with behavioural problems, the teaching experience of the teachers, the socioeconomic status of the parents, and other environmental aspects all have a significant bearing on psychological state of a child.

Wellness:

It is very important for a person to take care of their health so they can do well in all parts of life. Success depends on being healthy. Here, it's important to know what health is. According to the World Health Organisation, to be healthy means to have "a state of complete physical, mental, and social well-being and not just the absence of disease or infirmity." Being healthy is an admirable objective because it signifies you're in a state of well-being. Wang and Hagins (2016) found in a qualitative study that high school students who regularly practiced yoga reported better anger control, improved relationships, open-mindedness, and the ability to gain better control of emotional reactions. Yoga may contribute to building a lifestyle of habit among adolescents that help them cope with everyday stressors.

Wellness is an active process that enables individuals to become aware of what they must do to live a better existence and then choose how to implement these changes.

Wellness is multifaceted, encompassing the needs of the body, the mind, and the soul. The eight interconnected facets of wellness are one's physical, intellectual, emotional, social, spiritual, vocational, financial & environmental.

Physical wellness is more than just not being sick; it also means living a healthy life. Emotional health includes things like positivity, self-esteem, self-acceptance, and the ability to feel and deal with emotions on your own and with other people.

Social wellness is about connecting with the community and the people around you, as well as being aware of your own social and cultural background. This helps you understand diversity and make places that are safe and welcoming for everyone. Intellectual wellness pushes people to do things that make.

Vocational wellness means getting ready for and doing work that makes us happy and adds to our lives in a way that fits with our values, goals, and way of life.

Spiritual wellness means that your life has a meaning and a goal. It's not just praying and having faith in a greater power.

Environmental wellness means living in a way that is respectful of our surroundings and aware of how people and the world are connected. To be financially healthy, we need to know how to manage our money, live within our means, make smart financial choices, and invest. them think and are creative.

Wellness can be tracked back to India, China, Greece, and Rome, all the way to the east and west. AYUSH, which stands for Ayurveda, Yoga, Naturopathy, Unani, Siddha, and Homoeopathy, is a method to wellness that looks at the whole person. This helps people in India understand what it means to be healthy. (Ayushman Bharat Health and Wellness Centres, Operational Guidelines for Wellness Interventions) Yoga appears to benefit adolescents in terms of resilience, stress reduction, mood, and emotional regulation (Reddy & Ammani, 2013; Schulte, 2015; Suldo & Shaunessy-Dedrick, 2013).

Anxiety:

Anxiety is a natural response that the body has when it is under a lot of pressure. It's a sensation similar to worry or apprehension about something that's going to happen in the future. Some situations, such as going to an interview for a job or giving a speech on the first day of school, are known to bring on feelings of dread and nervousness in some individuals. Stress is one of the greatest dangers of the information era because it can disturb one's mental, physical, emotional, and behavioral balance (Reddy & Ammani, 2013)

Significance of the study:

Adolescence is a time of stress and pressure, and elementary school pupils have to learn to cope with a wide variety of challenges just like their older peers. Adolescents are especially vulnerable to the character-altering effects of anxiety and stress. It has a negative impact on pupils' mental health. Some psychologists and researchers even go so far as to call anxiety "life's greatest theme" due to its potentially immense impact on every aspect of one's personal and professional life. Assuming that those who have faith in themselves and their talents are more likely to succeed, it stands to reason that mental and physical fitness is crucial to achievement. The phrase "a healthy mind lies in a healthy body" was originally written by the Roman poet Juvenal. Several researchers have emphasised the need for wellness programmes in schools. A wellness intervention programme was developed with the growing problem of anxiety among school children in mind. This programme delivers an influence that lasts for a long time and makes pupils aware of a healthy lifestyle and their own body. Ayesha Khan, Shah Alam (2015)

Objective:

- To study the effect of wellness program interventions on anxiety systems of elementary school students.
- To study the naturopathy and its therapies for curing anxiety in elementary school students.

Study Design:

Method Adopted for the Study.

Pre-test and post - test on anxiety levels were conducted with intervention of 21 days' wellness program using naturopathy. The sample of the present study was 50 boys and girls. The sampling was being taken from government school of Gautam budh Nagar district, Uttar Pradesh. Generalized Anxiety Scale for Children was used to measure the level of anxiety and adjustment. Scoring was done according to the manuals, relevant statistical tools were applied and results obtained were tabulated. Interpretation of the results was drawn. Mean, SD, Statistical technique and paired T-test were applied to the raw data.

Population: The children of one government school were chosen in Greater Noida's Gautam Budh Nagar as the population for the current study., in which 90 students of 7th standard was taken as total population for this research. These 90 students were given anxiety test out of which 50 students were selected for intervention. Purposive sampling technique was used in the whole process for setting up the experimental setup.

Specific Consideration of Inclusion and Exclusion Criteria:

Inclusion Criteria:

- Students who were willing to participate in the study.
- Students who knows Hindi and/or English.
- Students who falls in the age group of 12-15 years

Exclusion Criteria:

Participants, who were not willing to participate in intervention and with a history of any acute or chronic disease, recent surgery, or under any long-term antipsychotic medications were excluded from the study.

Sample: For the present study, which was conducted on 50 elementary school students having anxiety according to the anxiety scale GASC, and having age between the age group of 12-15 yrs. and not currently practicing any exercise, yoga, meditation or therapies. The research is based on experimental method (one group, pre-test and post-test design). Quantitative method was used to collect data. Anxiety disorder assessment was done using the tool GASC (general anxiety tool for children) by Anil Kumar (2020) from which data was collected from 100 students. 50 students who were having anxiety was selected. The participants were from both the genders (boys = 23 and girls = 27) and in the age ranges of 12-15 years.

Research tool for Anxiety:

General Anxiety tool for School-Going Children (GASC) (2020), which was made by Dr. Anil Kumar, is a well-known and standardised tool. It has 45 items that deal with different parts of life.

Reliability Test of Tools

Coefficient of reliability for this scale was determined by Kudur-Richardson formula-20. The following bale No.1 gives the coefficients of reliability.

Sr. No.	Method of Reliability	Reliability Coefficient
1.	K-R Formula-20 Method	0.81

Table No.1: Reliability Test of Tools
Source: GASC Tool

Wellness Program Intervention: A module of 21 days was made from the experts to be given as wellness intervention which was comprising of the following sessions:

- Asanas: Taadasan, Pada Hastasana (hand feet pose), Bhujangasana (cobra pose), Shalabhasana (locus pose), Vajrasana (diamond pose), etc.
- Pranayama: Naadishuddhi Pranayama (alternate nostril breathing), Bhramari Pranayama (humming sound while exhalation), sectional breathing, etc., breathing practices – hands in and out breathing and ankle stretch breathing
- Surya namaskara (twelve steps sun postures)
- QRT – Quick Relaxation Technique and A-U-M and OM chanting
- Deep relaxation technique OM meditation.
- Therapies: Laughter therapy, mud therapy, steam inhalation, eye washing
- Follow Healthy diet and healthy lifestyle

Observations and Result:

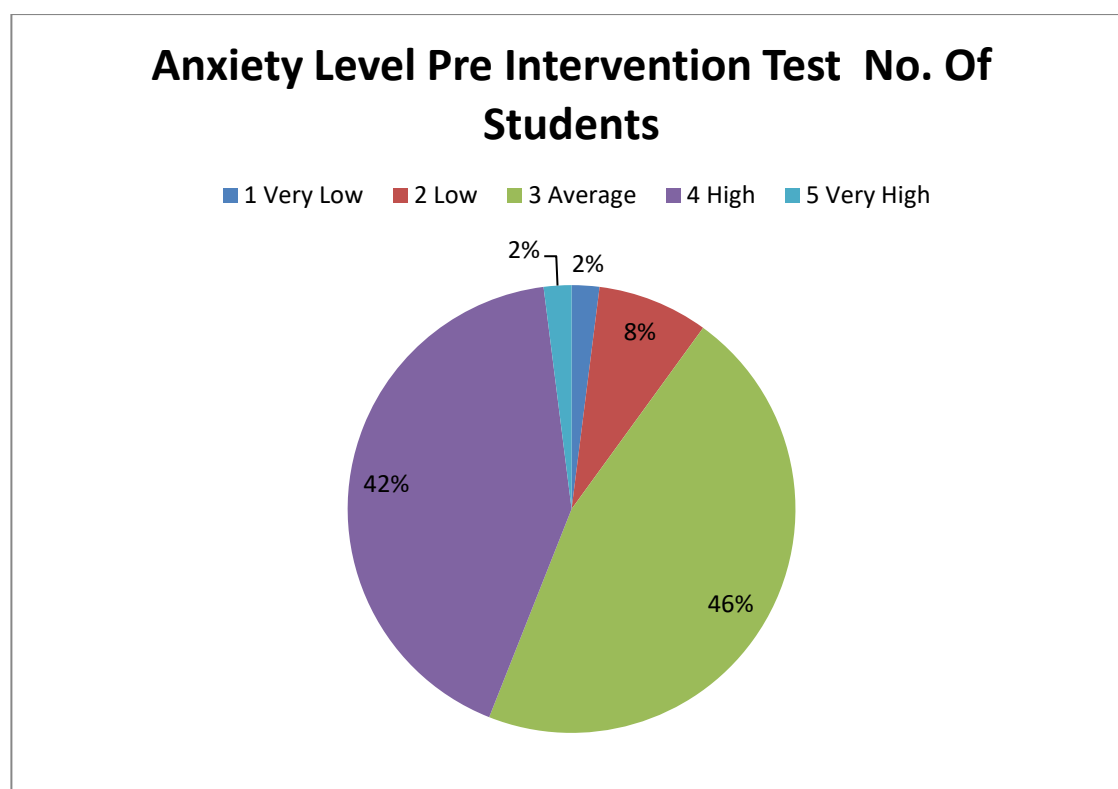
Level of Anxiety and Academic Achievement of students.

As per the research design, the pre intervention and post intervention test were conducted on the selected students for anxiety using the GACS Anxiety tool. The following results were obtained.

Anxiety Level (High, Low)**a. Pre Intervention test for Anxiety of Selected Students:**

Anxiety Level Pre Intervention Test			
S.No.	Anxiety Level	No. Of Students	Percentage %
1	Very Low	1	2
2	Low	4	8
3	Average	23	46
4	High	21	42
5	Very High	1	2
Total		50	

Table No. 2: Pre Intervention test for Anxiety of Selected Students.
Source: Own

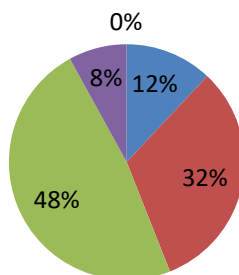
**a. Post Intervention test for Anxiety of Selected Students:**

Anxiety Level Post Intervention Test			
S.No.	Anxiety Level	Frequency (No. Of Students)	Percentage %
1	Very Low	6	12
2	Low	16	32
3	Average	24	48
4	High	4	8
5	Very High	0	0
Total		50	100%

Table No. 3: Post Intervention test for Anxiety of Selected Students.
Source: Own

Anxiety Level Post Intervention Test Frequency (No. Of Students)

■ 1 Very Low ■ 2 Low ■ 3 Average ■ 4 High ■ 5 Very High



Pre & Post Intervention Anxiety Level of Students

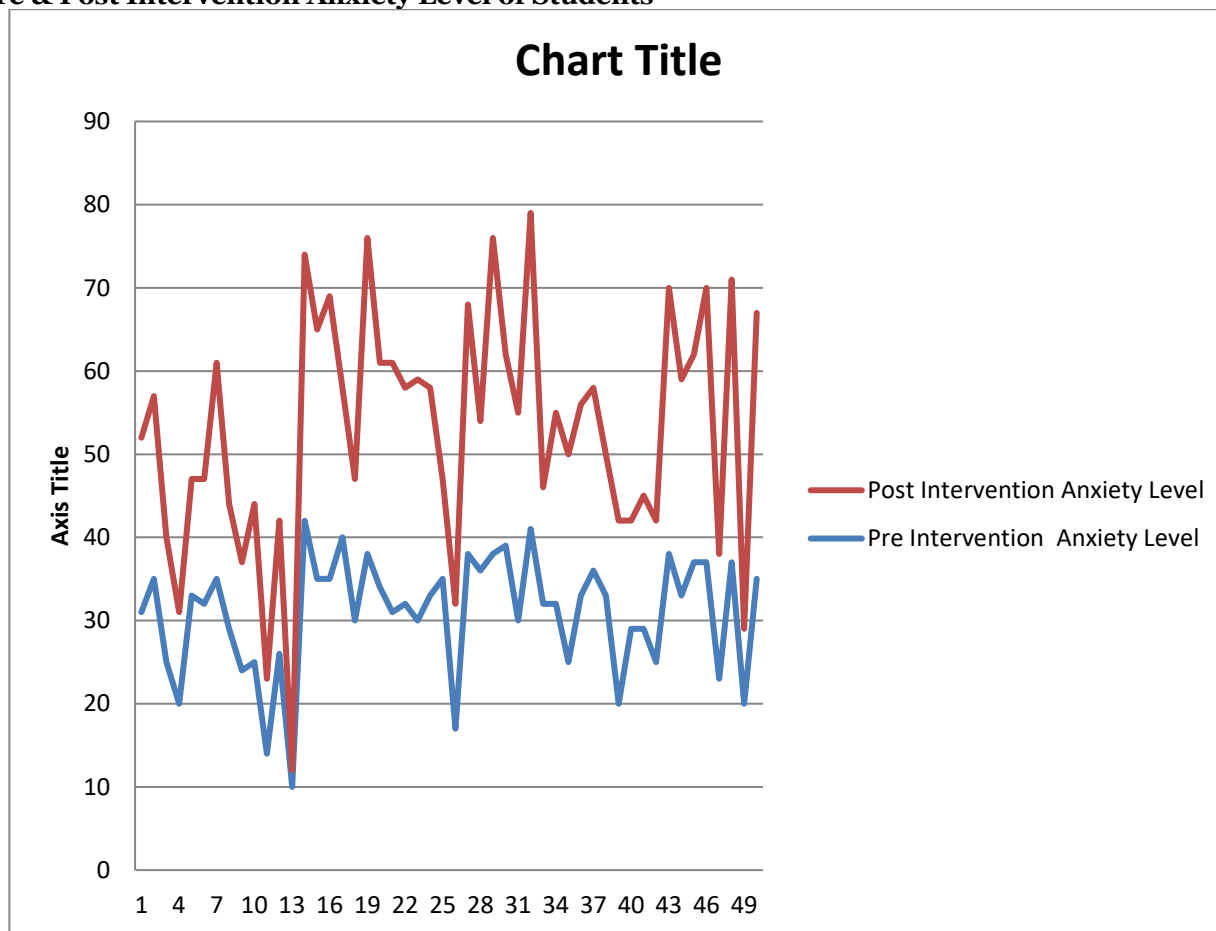


Table No. 4: Pre and Post Intervention test for Anxiety of Selected Students.

Source: Own

The above table and charts shows the anxiety levels have reduced among almost all the students who participated in the intervention program. The very high (2%) and high (42%) category of pre intervention test was reduced to (0%) & (8%) respectively. The Low (8%) and Very Low (2%) category increased to (8%) & (32%) respectively. This is very strong indication that there is significant impact of naturopathy intervention on the anxiety level of the elementary school students.

Gender wise Anxiety level (Boys & Girls)**a. Pre Intervention Test**

Anxiety Level Pre Intervention Test					
S.No.	Anxiety Level	No. Of Students			
		Boys	%	Girls	%
1	Very Low	0	0	1	4
2	Low	2	9	2	7
3	Average	10	43	13	48
4	High	11	48	10	37
5	Very High	0	0	1	4
Total		23		27	

Table No. 5: Pre Intervention test for Anxiety of Selected Students.

Source: Own

a. Post Intervention Test

Anxiety Level Post Intervention Test					
S.No.	Anxiety Level	No. Of Students			
		Boys	%	Girls	%
1	Very Low	2	9	4	15
2	Low	9	39	7	26
3	Average	10	43	14	52
4	High	2	9	2	7
5	Very High	0	0	0	0
Total		23		27	

Table No. 6: Post Intervention test for Anxiety of Selected Students.

Source: Own

The above table and charts shows gender wise anxiety levels, i.e. both boys and girls have anxiety. Anxiety levels have reduced among almost all the girls who participated in the intervention program. The very high (4%) and high (37%) category of pre intervention test was reduced to (0%) & (7%) respectively. The Low (7%) and Very Low (4%) category increased to (15%) & (26%) respectively. Even in the boys same pattern was seen, The very high (0%) and high (48%) category of pre intervention test was reduced to (0%) & (7%) respectively. The pre intervention Low (9%) and Very Low (0%) category increased to post intervention as (39%) & (9%) respectively. This is very strong indication that there is significant impact of naturopathy intervention on the anxiety level of the elementary school students.

Impact of Naturopathy intervention on Anxiety of students with paired t test.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Anxiety	30.9400	50	7.04913	0.99690
	Post-test Anxiety	22.0200	50	8.46720	1.19744

Table 7: Paired Samples Statistics

Source : Own

Paired Samples Correlations				
	N	Correlation	Sig.	
Pair 1	Pre-test Anxiety & Post-test Anxiety	0.712	0.000	

Table 8: Paired Samples Correlations

Source: Own

Paired Samples Test									
	Paired Differences						t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test Anxiety Post-test Anxiety	8.92000	6.03338	0.85325	7.20533	10.63467	10.454	49	0.000

Table 9: Paired Samples Test
Source: Own

Data analysis:

Data were analysed using the SPSS version 24 (IBM SPSS data analytics, headquartered in Armonk, New York, United States). t-test was applied to find pre–post difference in the anxiety level.

The mean pre-test score for anxiety is 30.94, while the mean post-test score is 22.04. (as shown in table 7). These data were subjected to the t test for paired samples, with the results showing a statistically significant gain ($t = 10.454$; $n = 50$; $p = .0000$). (as shown in table 9). The effect size is 1.26, which means that the post-test scores are slightly more than a standard deviation better than the pre-test scores. This is considered a high effect size.

Discussion:

21 days of Naturopathy intervention may help in reducing anxiety and depression in elementary school students. However, further randomized controlled studies are required to confirm these findings. The limitations of this study were a short period of intervention. However, this research has brought new insights into the potential positive role of Naturopathy as wellness program on psychological states in elementary school students.

Nearly all of the students who took part in the intervention programme reported feeling significantly less anxious as a result of their participation.

The number of children who scored in the very high (2%) and high (42%) categories of anxiety levels in the pre-intervention exam has dropped to 0% and 8%, respectively. This is a significant improvement over the previous situation.

The percentage of students who fell into the Low (8%) and Very Low (2%) categories of anxiety levels in the pre-intervention test climbed to 8% and 32% respectively. The number of students who fell into these categories increased.

There was a significant decrease in the amount of anxiety experienced by almost all of the girls after they participated in the intervention programme.

Results from a pre- and post-intervention test showed that the percentage of girls in the very high (4%) and high (37%) categories dropped to 0% and 7%, respectively.

The number of girls whose percentages put them in the Low (7%) or Very Low (4%) group rose to 15% and 26%, respectively, from those previous levels.

Even in the boys, the similar effect was observed; the very high category (0%), and the high category (48%), which had been present before the intervention, were both reduced to 0% and 7%, respectively.

The number of boys who were classified as belonging to the Low (9%) or Very Low (0%) group prior to the intervention increased to 39% and 9% respectively following the implementation of the program.

According to the findings of this study, there is a discernible and positive impact of naturopathic intervention on the levels of anxiety of elementary school students.

Conclusions:

Twenty-one days of Naturopathy wellness intervention program has helped in reducing anxiety elementary school students. More randomised controlled trials are needed to validate these results, though. The short length of the intervention and the absence of a control group were significant limitations of this study. While only a pilot study, this investigation sheds light on how primary school children' mental health may benefit from a focus on physical health and wellness.

There is an immediate requirement to address and eliminate the obstacles to implementing wellness programmes for early prevention of anxiety disorders in children and adolescents. Recent research has demonstrated that wellness intervention programs can lower the number of cases detected in schools, which is encouraging given the alarming incidence of anxiety symptoms and disorders among adolescents. Teachers and other school employees require formal education to learn how to recognise and help children with embracing symptoms, and this is in addition to increasing the amount of school-based interventions. When it comes to educating students and faculty about these issues and encouraging them to take preventative actions, the services provided by school-based practitioners are invaluable.

IMPLICATION OF THE STUDY

The findings of the study help to understand the benefits of wellness program in students to reduce their anxiety. To control the student's anxiety is very essential, otherwise it will negatively affect student's mental health. High level of anxiety can lead to difficulty concentrating, experiencing racing thoughts, and negative self-talk. Due to the anxiety Students may experience sudden forgetfulness, difficulty in concentrating, and feelings of dread. This behavioural issues can lead them to antisocial activities, and may be force them to attempt suicide. Researchers have also found that many highly anxious students endorse criteria for psychopathology. Wellness program should be applied to students to avoid those issues due to the anxiety. Its highly recommended to the school teachers to observe the students deeply and design the daily time table supporting with wellness program to reduce anxiety and boost up the confidence level of students regarding their all over progress.

Naturopathy Therapies can influence on locus of control and achievement motivation in students with learning problems. Research findings indicated that naturopathy therapies and other physical and mental activities include in wellness program increases the level of confidence level and achievement Motivation. This intervention method is effective for enhancing confidence and reducing students test anxiety. It's true that Government has already started looking towards the mental health of the students, along with physical health, but still the implementation of wellness programs in school should be specified. Seminars and webinars by the experts should be conducted in schools to educate the teachers and students.

From the feedback report of the students it was cleared that wellness program is helping students to improve their confidence on all the aspects, as well as decreasing their anxiety and stress. It is helping them to improving their academic skills also. It is help them to feel peace of mind during the period of mindful practicing. Over all students feeling energy and increasing calm. The finding of the study helps to understand the benefits of wellness program intervention for elementary school students.

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