

ABSTRACT

Background

Exams are identified as a major source of concern to many children, and the overall prevalence of exam anxiety appears to be increasing, possibly due to increased testing in schools and pressures associated with this. Previous studies have reported the effects of yoga in school going children showing physical, cognitive, emotional, memory, attention and mindfulness benefits.

Aim

The aim of the present research is to study the impact of yoga intervention on exam anxiety, mindfulness, attention, and memory in school going children.

Methodology

Both group pre-post design was used in this study. Eighty school students of 8 th to 9 th standard within the age range of 13 to 15 years who were able to perform yoga asanas were selected for yoga intervention. The number of samples who had undergone regular yoga practice was forty. They practiced one hour daily for six days a week for one month. The Yoga intervention includes asanas and breathing exercises to regulate the breath and also seated mindfulness breathing, loosening, pranayama, relaxation, and meditation techniques. Children's test was assessed before and after the intervention. Subjects who are physically challenged and under medication were excluded. Test anxiety, exam anxiety, mindfulness, attention, and memory were assessed using appropriate assessment tools before and after one month of yoga intervention. Data were analyzed using RStudio.

Results

Statistically significant improvement was found in mindfulness, DLST and magnitude of increase in test-anxiety score in yoga group was significantly lower compared to control group. Conclusion One month of yoga practice is more beneficial in improving memory, anxiety, mindfulness, and attention.

Keywords: Exam anxiety, mindfulness, attention, memory, yoga, school going children