



# Effectiveness of Sri Sathya Sai Method of Teaching on Anxiety of Adolescents

Mrs.Punita Upadhyay<sup>1</sup>

Prof. Nivedita Paul<sup>2</sup>

<sup>1</sup> Research Scholar, R.D.V.V., Jabalpur (M.P.)

Asst. Prof. St.Aloysius Institute of Technology, Gaur, Jabalpur(M.P.)

<sup>1</sup> Prof. Jabalpur Public College, Jabalpur (M.P.)

## Abstract

*Everyone wants to see the world as a happy place. Education is said to have the power to make it possible. Everyone is aware of the present state where anxiety has become a major issue worldwide and adolescents, too, are affected by the problem caused due to high anxiety. With the view to find out a solution, the researcher conducted an experimental research. The objective of the research was to study the effectiveness of Sri Sathya Sai Method of teaching on anxiety of adolescents. Sampling was done through Simple Random Sampling. The sample included 520 students, both boys and girls, of class IX, from both government and private schools of Jabalpur, Madhya Pradesh. The duration of treatment was 3 months. The researcher used experimental research method. The tool used was 'State Anxiety Scale' by Dr. A.N.Singh. The Data was analyzed statistically using mean, standard deviation and ANOVA. The findings showed significant decrease in the level of anxiety where the mean scores reduced from to 55.20 to 34.12. The findings suggested that Sri Sathya Sai Method of Teaching can help the students in general and adolescents in particular when inculcated in the system of education in reduction of anxiety.*

Keywords: Sri Sathya Sai Method of Teaching, Anxiety, Adolescents.

## Introduction

'Loka Samasta Sukhino Bhavantu', 'May all be happy' has been the prayer of Indians since ancient times and it has become even more relevant after the world experienced pandemic. Everyone wants to be happy and at peace. Anxiety and stress related problems become a hindrance to a happy and peaceful life. Unfortunately, there has been rise in the mental problems and anxiety over the years. WHO reports that half of all mental health conditions start by 14 years of age. There is a dire need to help adolescents lead a good life. Adolescence is a crucial age where several physical, emotional and psychological changes take place in the life of an individual. This is the age which marks the transition period in the life of a person. A person gradually changes from a child to an adult. Right inner and outer environment plays a major role at this period of development. In it's absence, the adolescents are, many a times, not able to handle their emotions, which results in stress, depression and anxiety and the like mental problems.

Solution to the existing problem may be found in Education. Education can develop spiritual and moral values of an individual. Education according to Mahatma Gandhi is the all-round development of

Body, Mind and Soul. If such education is received by the students and adolescents, they may have control over anxiety related problems. Many philosophers suggest that the present state of the world is due to lack of Human Values in the system of education. The Radhakrishnan Commission (1948) and the Kothari Commission (1952) and the present National Policy of Education (2020), lay stress on value based spiritual education for training the young minds in the proper manner for a healthy moral and physical development. Researcher went through various researches conducted at national and international levels which talked of value education, spiritual education and measures to reduce the level of anxiety. To mention a few, **Khandadia, Faranak Baria** (2017) revealed that there was a positive impact of Sri Sathya Sai Bal Vikas on the character development in children. **Jennings, Samuel J. and Jennings, Jerry L.** (2013) revealed significant positive effect of meditation on general and social anxiety. **Dutney, Andrew** (2012) revealed the effectiveness of prayer on spiritual and emotional well-being. **Zak, Paul** (2015) showed that story-telling was an effective way to help direct people lead a virtuous life which in-turn makes a man happy. Researcher found that there are institutions which are inculcating values in students through their system of education which is positively influencing the students. The Sri Sathya Sai System of Education lays emphasis on both spiritual and worldly education.

“Just as two Wings are essential for a bird to fly high in the sky, two wheels for a cart to move, so too, the two types of education are needed for man to attain the goal of life. Spiritual education is for life, whereas worldly education is for living. Only when men is equipped with these two aspects of education can he be deserving of respect and adoration in society.”

— Sri Sathya Sai Baba

Not many researches were conducted on Sri Sathya Sai System of Education and it's impact on the personality of adolescents. Thus, with a view to find the solution to the prevailing problem of anxiety, the researcher conducted her study on the effectiveness of Sri Sathya Sai Method of Teaching on adolescents.

**Objective-**To study the effectiveness of Sri Sathya Sai Method of Teaching on Anxiety.

**Hypothesis-**There is no significant effect of Sri Sathya Sai Method of Teaching on Anxiety.

**Delimitation of Study-**The study was confined to Jabalpur, Madhya Pradesh, only. The study was conducted on Class IX students of Jabalpur, Madhya Pradesh. The students in the experimental group had been exposed to the independent variable, i.e., Sri Sathya Sai Method of Teaching, for a limited period of time.

**Research Method**—The data was collected by first obtaining the List of schools from the District Education Officer, Jabalpur. Selection of schools was done randomly from the list of government and private schools for the selection of girls and boys which would be required in the sample. The sample size was 520 students, both boys and girls. The selected schools were further divided into Experimental and Control groups. Standardized tool used was ‘State Anxiety Scale’, by Dr. A.N.Singh. Anxiety Scale was given to the students of both experimental and control group at the start of research as a pre-test. No intervention was given to the control group. Sri Sathya Sai Method of Teaching was adopted for the experimental group. The **Sri Sathya Sai Method of Teaching** consists of five modes of teaching: -Prayer; Silent Sitting/Meditation, Story Telling; Group Singing and Group Activities. Anxiety Scale was given to both experimental and control group after the conclusion of teaching by Sri Sathya Sai Method of Teaching. Using statistical methods namely, Mean, Standard Deviation, t-test, Analysis of Variance (ANOVA) the result was analyzed. Verification of hypotheses and drawing of conclusions was done.

Table No. 1

## Sample Distributions

School	Experimental Group		Control Group		Total
	Boys	Girls	Boys	Girls	
Government School	65	65	65	65	260
Private School	65	65	65	65	260
<b>Total</b>	<b>130</b>	<b>130</b>	<b>130</b>	<b>130</b>	<b>520</b>

Tool used – State Anxiety Scale -Dr. A.N.Singh

**Results and discussion-**The results are presented below-

Table No.2

## Effectiveness of Sri Sathya Sai Method of Teaching on Anxiety of Boys and Girls- Comparative Results

Experimental Group	Experimental Condition	N	Mean	S.D.
Control	Pre	260	51.12	12.59
	Post	260	54.43	12.52
Experiment	Pre	260	55.20	11.09
	Post	260	34.12	8.36

Summary ANOVA Table

Source of Variation	d.f.	Sum of Squares	Mean Square	F – Ratio
Between Groups	3	76285.40	25428.47	200.13**
Among Groups	1036	131635.48	127.06	

Degree of freedom - 3, 1036

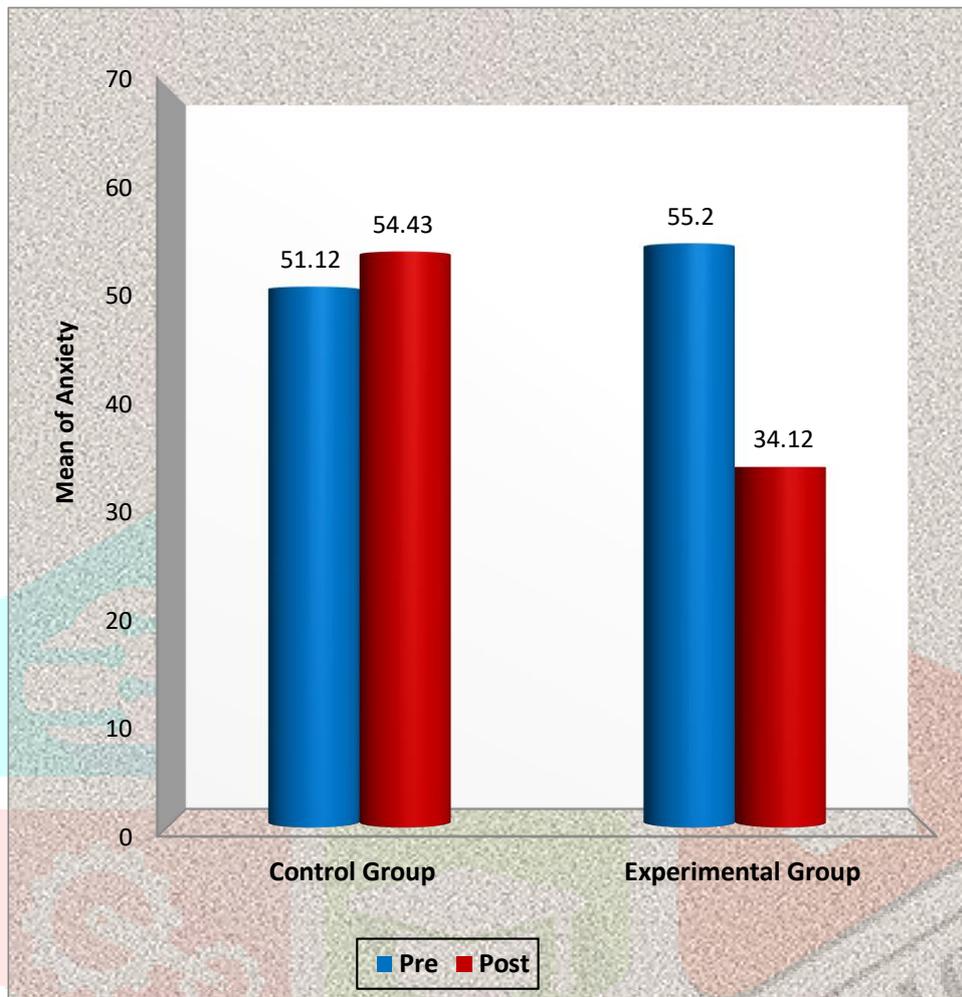
The result presented in the above table show that there is a statistically significant difference among the four groups namely, control and experimental with pre- and post-experimental conditions. The obtained F-value (200.13) which is significant at 0.01 level of significance. Experimental Post- Group of boys and girls has benefitted the most from Sri Sathya Sai Method of Teaching.

Thus, from the above results, it may be inferred that Sri Sathya Sai Method of Teaching has positive effect on reduction of Anxiety of adolescent boys and girls.

The above results have been presented in graph no.1.

### Graph No. 1

**Graphical presentation of the Effectiveness of Sri Sathya Sai Method of Teaching on Anxiety of Adolescent Boys and Girls.**



The results of anxiety of boys and girls show that there is a positive effect of Sri Sathya Sai Method of Teaching on Anxiety. Results made it clear that the students have benefitted from the Sri Sathya Sai Method of Teaching as far as their Anxiety is concerned. The scores of post-tests are lower than the pre-tests. As such, there is reduction in anxiety of the experimental group.

The characteristics of the Sri Sathya Sai Method of Teaching -prayer, meditation/silent sitting, story-telling, group singing and group-activities, may have produced this positive effect on the adolescents. It is significant to mention that the five components of Sri Sathya Sai Method of Teaching are the basic foundation of spiritual and moral teaching which help in the development of positive thinking. The prayer and meditation help in relieving mind of unnecessary and undue stress and lead to a peaceful mind. It helps in enhancing concentration and development of the ability to find solutions to the daily life problems. So also, it helps in the leading a life full of composure and internal peace thus reducing stress which causes anxiety. The Other components of Sri Sathya Sai method of teaching help in better cooperation and discipline which is basis for better world. During the tenure of research, the researcher was able to observe overt changes in the experimental group. If these are practiced

regularly there are chances that we will get adolescents of sound positive personality which will glow in society.

Many a times, students and especially adolescents are so much influenced by anxiety that they take steps which are harmful for them. A person who can maintain his calm and composure under testing circumstances show better performance in things like examination, interviews, sports etc. On the contrary, high anxiety level reduces the performance. The findings of **Narasimha, T.L., Ammani, S. (2013)** revealed that there was reduction in stress among Professional students after Yoga and Meditation training. Similarly, the research of **Jennings, Samuel J. and Jennings, Jerry L. (2013)** had shown positive effect of meditation on anxiety. So also, the conclusion of **Dutney, Andrew (2012)** show effect of prayer on spiritual and emotional well-being. Similar were the findings of the researcher where the anxiety level of the students in the experimental groups reduced noticeably. The results of the post-test of experimental group indicated that there is reduction in Anxiety of the experimental groups of boys and girls studying in government and private schools. This, once again shows that the reduction in anxiety may be due to the Sri Sathya Sai Method of Teaching program. We need sincere and honest teachers to implement this method in schools on regular basis from early school education.

The research, i.e., Sri Sathya Sai Method of Teaching, can prove to be of a great aid for parents, teachers and educationists who want to shape the future of the adolescents so that they may lead a happy and stress free life with no mental or emotional problems, Thus helping in Total Development of personality.

### Conclusion

There is a significant effect of Sri Sathya Sai Method of Teaching on reduction of Anxiety of adolescent Boys and Girls.

### References—

- Chung, Sheng Chia; Brooks, Maria M.; Rai, Madhur; Balk, Judith L.; Rai Sandeep, (2012) “Effect of Sahaja Yoga Meditation on quality of life, Anxiety and Blood pressure control”. *The Journal of Alternative and Complementary Medicine, New York*, Vol.18, No.6, 2012
- Jennings, S. J. & Jennings, J. L. (2013). ‘Peer-Directed Brief Mindfulness training with adolescents.’ *International Journal of Behavioural Consultation and Therapy*, Vol.8, No.2.
- Khandadia, F. B. (2017), ‘A Psychological Survey on the Impact of Bal Vikas Education on character development in children in India’ *Sri Sathya Sai Bal Vikas, Bi-Monthly Magazine*, issue No.1, January- February , RNI NO.39821/82
- Kothari, C.R. (2004), *Research Methodology*, New Delhi, New Age International Publication, 2<sup>nd</sup> edition, 256-271

- Koul, L.(2009), 'Methodology of Educational Research', Noida, , Vikas Publishing House Pvt. Limited, 4<sup>th</sup> Edition ,202-216
- Oliver, Ian N.; Dutney, Andrew (2012) "A Randomized, Blinded Study of the impact of Intercessory Prayer on Spiritual Wellbeing in patients with cancer" *Alternative Therapies*, Sept./Oct. , Vol.18, No.5
- Padmanabhan, T.M. (2015), 'The Role of Spiritual Education in Modern Society based on the philosophy of Swami Vivekanand'. *Journal of Educational & Psychological Research C.L.D.S. Memorial Education Society*, Rewari (Harayana) Vol.5-Jan. ISSN:2230-9586.
- Pitre, B.G.; Pandya, G. Nimish (2007), Sri Sathya Sai Educare for Universal Peace, a Historical Review of Sri Sathya Sai Bal Vikas 1969 to 2006, Sri Sathya Sai Books and Publication Trust For Institute of Sathya Sai Education, Dharmakshetra, Mumbai.
- Zak, P. (2015), 'Why Inspiring Stories Make Us React: The Neuroscience of Narrative' *Cerebrum: The Dana Forum on Brain Science*, ncbi.nlm.nih.gov
- Reddy, Narasimha T.L.; Ammani, S.(2013), 'Stress Management:A Case Study on Professional Students on Impact of Meditation and Yoga on Stress levels' *I-manager's Journal of Educational Psychology*, Vol.6 No.4, Feb.
- Selvi, Tamil B.; Thangarajathi S. (2011), 'Development and validation of yoga video package and it's effectiveness on depression, anxiety and stress of school teachers' *I Manager's Journal on School Education and Technology*, Vol.7, No.1 June-August
- Singh A. N., *State Anxiety Scale Manual*
- Srivastava, Malini.; Talukdar Uddip.; Vivek Lahan.(2011), on 'Meditation for management of adjustment disorder, anxiety and depression.' *Complementary Therapies in Clinical Practice* Vol-17, 241-245.
- Sultana, Y. (2015), 'Adjustment and Anxiety as Related to academic achievement of school students of South Assam'. *Behavioural Scientist* ISSN: 0972-5911, Vol.16, No.2, August 15, Reg.No.4PENG/2001/50/8