



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

CODEN: IJRSFP (USA)

International Journal of Recent Scientific Research
Vol. 9, Issue, 1(J), pp. 23614-23616, January, 2018

**International Journal of
Recent Scientific
Research**

DOI: 10.24327/IJRSR

Research Article

EFFECT OF SPIRITUAL EDUCATION MODULE ON LEVEL OF ANXIETY

Manisha*

Department of Pedagogical Sciences, Dayalbagh Educational Institute
(Deemed University), Dayalbagh-Agra

DOI: <http://dx.doi.org/10.24327/ijrsr.2018.0901.1500>

ARTICLE INFO

Article History:

Received 17th October, 2017
Received in revised form 21st
November, 2017
Accepted 05th December, 2017
Published online 28th January, 2018

Key Words:

Spiritual Education, Anxiety, Happiness,
Modern Education.

ABSTRACT

The aim of this study was to study the effect of Spiritual Education Module on level of Anxiety. To achieve the objectives of the study and answering its questions, the researcher used the pre-test post-test two group design. Both the groups Experimental and Control comprised of 30 pupil teachers selected purposively from Dayalbagh Educational Institute (Deemed University) situated in Agra district of Uttar Pradesh. A treatment of 30 days was given to the experimental group through Spiritual Education Module and no treatment was given to the control group. Tool used in the study was Sinha's comprehensive Anxiety Test (1973). Pre and Post test scores on SCAT were used to see the difference between two groups. The data was analyzed using Mean, Standard deviation and Mann Whitney U- test. Result revealed significant effect of Spiritual Education Module in terms of anxiety.

Copyright © Manisha, 2018, this is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

The future of mankind depends on education and the spirit of education is inherent in the word 'education' itself. It lies in the fact that the individual must have a correct consciousness in regard to his physical body and the soul or the spirit which he has within himself. At present the spiritual education is the most important and neglected aspect of life. It is not even recognized as a part of our education system. As in present scenario we found that every one's life is full of stress, strain, jealousy, chaos, competition, avarice and anxiety. An emerging problem not only in our country but all over the world is that students are more stressed than ever. In fact, India has one of the highest rate of suicides among people aged between 15 and 29. Although the reasons are myriad but failure in examination, unemployment, and depression are some the reasons why people put their life at risk (Kundi, 2016). The majority of the problems we see in today's world are due to this unhealthy attitude. It is important to create a balance between the external and the internal, the body and the soul. Spiritual education is training people for life. Education without spirituality does not meet the whole person – particularly the part of humanity so closely connected to general happiness and wellbeing. Besides this daily newspapers are even full of news like rape cases, robbery, murders, terrorist attacks, which tend to develop an unstable mind full of stress and anxiety. Anxiety is a common phenomenon of everyday life. It plays a crucial role in human

life because all of us are the victims of anxiety in one way or another. Anxiety is a failure to meet a standard, or fear that one does not hold the appropriate standards. Among students anxiety can have a negative effect on the information processing system. People with anxiety have difficulty storing and retrieving information (Nelson & Harwood, 2011). But the enduring problem is that the teachings of modern education are money and job-oriented, to get a job is not the ultimate purpose of life. So many people live this way and then die, not of old age, but of deep disappointment with the life they have led. If you don't know how to be truly happy, money won't buy it for you. Spiritual education means knowing our own true self and the power that controls our life. The basis of spiritual education is to prepare child for society in a way that will help them to remain idealistic. This education ensures human progress and prepares each soul for its entry into the next level of existence. Holder *et al.*, (2010) carried out a research for testing spirituality, religiousness and happiness in children aged 8-12. Their findings show that those children who said they were more spiritual were happier. Education must therefore be divine as well as material. It should be capable of enabling our students to face the challenges of the present world and serve mankind.

Objectives

1. To develop a Module of Spiritual Education.

*Corresponding author: **Manisha**

Department of Pedagogical Sciences, Dayalbagh Educational Institute (Deemed University), Dayalbagh-Agra

- To study the effect of spiritual education module on level of anxiety.

Hypothesis

Null hypothesis formulated was: There will be no effect of Spiritual Education Module on level of anxiety.

Sample of the Study

30 students each for experimental and control group were selected from B.Ed. through purposive sampling. In experimental group those B.Ed. students were selected who were studying teacher education as elective course and in control group those students were selected who were studying guidance and measurement as elective course.

Tool Used In the Study

In the present study, for measuring Anxiety, Sinha’s comprehensive Anxiety Test was used. It can be administered in group as well as for an individual.

Method of the Study

Keeping in view the nature and the objectives of the study, the experimental method has been adopted for the present study.

Research Design and Procedure

Two group pre- test post- test design. These two groups were experimental and control group. Pre-test was administered before implementation of Spiritual Education Module and post-test was administered after implementation of Spiritual Education Module.

Spiritual Education lesson plans. Which were further divided into 30 days activities (1 hr a day).

Phase II (Implementation Phase)

In this phase, the following schedule was followed by the researcher.

Administration of Pre-test on Both the Groups

The test was administered in two stages as a pre-test and post-test. The purpose of the pre- test was to examine the student’s prior level of anxiety. The post- test was administered to measure the student’s anxiety level after spiritual education lesson plans were taught to only experimental group. The pre-test was administered on experimental group and controlled group during this phase.

Implementation of the Developed Spiritual Education Module

During this phase spiritual education lesson plans were taught only to experimental group comprising 30 students. These were taught for 30 days (1 hr. a day). On the other hand no treatment was given to the control group.

Phase III (Evaluative Phase)

Administration of the post-test on both the groups

After teaching of 30 lesson plans, a post-test was administered on both the groups to measure the anxiety level of the students. In this phase comparison was done between the scores of pre-test and post-test control group and experimental group.

Table 1 Two Group Pre-test and Post-test Design.

Groups	Pre-test	Treatment	Post- test
Experimental group	Pre- test of anxiety	Teaching with Spiritual education Module for 30 days (1hr/day)	Post-test of anxiety after treatment
Control group	Pre -test of anxiety	No treatment was given	Post-test of anxiety without treatment

Procedure of the Study

Procedure of the present study was divided into following three phases viz. Planning, Implementation and Evaluative phase

Phase I (Planning Phase)

This phase includes following steps:

Analysis of the Content Related to Spiritual Education

For finding various causes and controlling measures of anxiety researcher has gone through various websites related to spiritual education and anxiety (www.anxietybc.com, www.adam.mb.ca/about.asp, www.edu.gov.mb.ca/k12/cur/physhlth, www.cmha.ca/highschool/>)

Development of Spiritual Education Module from the Selected Content

The measures which were found effective for controlling anxiety were selected for the construction of Spiritual Education Module. These are as: Opening prayers, Meditation, Value related paragraphs, yoga, life applications and closing prayer. Including these effective measures researcher has developed Spiritual Education Module consisting of 30

Statistical Techniques Employed

In order to analyze and interpret the data following statistical techniques were used in the present study, i.e., Mean, Standard deviation and Mann Whitney U- test.

RESULTS AND DISCUSSION

Results of the present study are as

- Insignificant difference was found in the mean and S.D. of pre-test scores of experimental and control group.
- On applying Mann-Whitney U-test for comparison of pre-test scores of the experimental and control group, the Z value was found to be .147 which was insignificant at both the levels, i.e., .01 and .05.
- Significant difference was found in the mean and S.D. of post-test scores of experimental and control group.
- When pre-test and post-test scores of control group were compared using Mann-Whitney U-test the Z value was found to be .0295 which was insignificant at both levels.
- In the comparison of pre-test and post-test scores of the experimental group, the Z value was found to be .28537, which was significant at both levels i.e., .01 and .05.
- For testing null hypothesis post-test scores of control and experimental group were compared using Mann Whitney U-test and the Z value was found to be 3.016

which was significant at both the levels i.e., .01 and .05 levels of significance.

7. Thus the null hypothesis made by the researcher i.e., there will be no effect of spiritual education on level of anxiety was rejected at .01 level of significance.

Thus it can be said that Spiritual Education Module have significant effect on level of Anxiety. This finding was in line with the studies of Rasic, *et al.* (2010), Banner *et al.* (2009), Rajgopal *et al.* (2002).

CONCLUSION

On the basis of given results it can be concluded that Spiritual Education Module really proved to be highly beneficial in decreasing anxiety level of students in experimental group. The main aspects which seem to have contributed in decreasing the anxiety level were: Opening prayer, meditation, oral lessons, life applications, yoga and closing prayer. These were involved in formulating the Spiritual Education Module. Prayers were helpful in creating stress free zone. Meditation including three oms prayer helps the students in having feeling of calmness. It was exercised by the students in the starting of the spiritual education programme, as it helps in increasing concentration power. Most emotional issues, including depression and anxiety results from the nervous system being out of balance. Breathing derives the nervous system. For this meditation and yoga were exercised by the students. Meditation and different yoga like anulom vilom were included, as they are helpful in developing more alert mind and better cognition function. These are also helpful in increasing natural brain chemistry that supports happiness and well- being. Meditation was followed by oral lessons which include: The Soul, The God and The nature, Who am I, Where is peace etc. Knowledge related to their life applications were also provided, so the students can apply them to their own life. Thus we can say that decrease in the anxiety scores of students in the experimental group was due to the treatment provided to them in form of Spiritual Education Module.

References

- Banner, T. and Zeno, D. (2009). The effect of spirituality on anxiety and depression among cancer patients. *Journal of Palliative medicine*. 19:346-358
- Holder, M., Coleman, B., & Wallace, J. (2010). Spirituality, religiousness and happiness in children aged 8-12 years. *Journal of happiness studies*, 11 (2): 131-150.
- Kundi, G. (2016). Why Indian Students are more stressed than ever. Retrieved from: <http://www.studyin-uk.in/blog/why-indian-students-are-more-stressed-than-ever/>
- Nelson, J. M., & Harwood, H. (2011). Learning disabilities and anxiety: A meta-analysis. *Journal of Learning Disabilities*, 44(1), 3-17. doi:10.1177/0022219409359939
- Rajagopal, D. and Mackenzie, E. (2002). The effectiveness of a spirituality based intervention to alleviate subsyndromal anxiety and minor depression among older adults. *Journal of Religion and Health*. 41:153-166.
- Rasic and Robinson, D. (2010). Longitudinal relationships of religious worship attendance and spirituality with major depression, anxiety disorders and suicidal ideation and attempts: findings from the baltimore epidemiologic catchment area study. *Journal of Psychiatric Research*.45:848-854.

How to cite this article:

Manisha.2018, Effect of Spiritual Education Module on Level of Anxiety. *Int J Recent Sci Res*. 9(1), pp. 23614-23616. DOI: <http://dx.doi.org/10.24327/ijrsr.2018.0901.1500>
