



ISSN: 2249-894X  
IMPACT FACTOR : 5.7631 (UIF)  
UGC APPROVED JOURNAL NO. 48514  
VOLUME - 8 | ISSUE - 8 | MAY - 2019



## EFFICACY OF PROGRESSIVE MUSCLE RELAXATION TRAINING IN MANAGEMENT OF ACADEMIC STRESS AMONG COLLEGE STUDENTS

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### ABSTRACT:

Transition from school to college life is stressful for so many students because of its entirely different educational and social scenario. To reduce the academic stress in college students various methodologies have been suggested. In the present study efficacy of progressive muscle relaxation training in management of academic stress among college students was experimentally observed. To conduct the study 30 collegiate students (Average age 19.12 years) from colleges operational under the jurisdiction of Pt. Ravishankar Shukla

University Raipur were selected as sample. One week progressive muscle relaxation training was imparted to each subject. To assess academic stress in college students, Stress Inventory prepared by Rani and Singh (2008) was used. In this pre-post experimental design data was collected twice. Results revealed that after participating in one week progressive muscle relaxation training program the academic stress of college students decreased significantly as compared pre-test scores. It was concluded that progressive muscle relaxation training is a good medium to effectively manage academic stress in college students.

**KEYWORDS:** Progressive muscle relaxation, academic stress, college students.

### INTRODUCTION:

Transition from school to college life is entirely different. Student needs to adjust in completely new academic environment. If a student fails to adjust to new surroundings they may be academically stressed. Predisposing thoughts towards academic failure may be the cause of academic stress. Academic stress may be due to pressures of examinations, project and increased competition. Bisht (1980) defined academic stress as a requirement related to

academics that takes toll on available internal and external resources as cognitively perceived by the student involved. Bisht opined that academic stress reflects perception of individual's academic frustration, academic conflict, academic pressure and academic anxiety. So many researchers like Agolla & Ongori, 2009; Shah, Hasan, Malik, & Sreeramareddy, 2010; Busari, 2011 have identified factors such as inadequate learning materials, expectations of family members, financial constraints, academic demands etc. associated with academic stress. To address this issue progressive relaxation training may be used as a tool to

manage academic stress because it is well known fact that this technique is used since ages to decrease anxiety and stress. Some scientific experiments were carried out by Khanna et al. (2017) in this regard and they found that Jacobson's muscle relaxation is an effective medium to address the issue of muscular tension and anxiety. Park in this textbook also opined that quality of life can be improved by progressive muscle relaxation

technique in the form of cognitive-behavioural therapy. Apart from use of progressive muscle relaxation technique in controlling physiological conditions such as blood pressure, headaches it has also been used in stress management. Although role of progressive muscle relaxation technique is advocated in various types of physical, physiological and psychological ailment, its role in management of academic stress in college student has not been assessed so far. Hence this experimental study was carried out to assess the efficacy of progressive muscle relaxation training in management of academic stress in college students.

### OBJECTIVE:

The main objective of the present study is to find out the effect of one week progressive muscle relaxation training on academic stress among college students.

### METHODOLOGY

#### Sample :

To conduct the study 30 collegiate students (Average age 19.12 years) from colleges operational under the jurisdiction of Pt. Ravishankar Shukla University Raipur were selected as sample. Random sampling was used to select the desired number of subjects. The selected subjects were studying in different educational streams.

#### Tools

##### Academic Stress Inventory

Academic stress inventory prepared by Rani and Singh (2008) was used to assess academic stress in college students. It consists of 40 items with four options for each item. The odd-even coefficient of 0.79 makes this inventory highly reliable with high face validity.

##### Progressive Muscle Relaxation Training Program:

The progressive muscle relaxation program of one week was designed as per the standard protocol. The training program was of 30 minutes duration. The training program was administered under the supervision of researchers.

#### Procedure:

First of all 30 college students were selected randomly. Academic stress inventory prepared by Rani and Singh (2008) was administered to each subject. After pre test assessment of academic stress, selected college students were subjected to 30 minutes a day progressive muscle relaxation program of one week. After completion of training program, academic stress of college students was reassessed. Paired sample 't' test was used as statistical tool for pre-post changes in academic stress. Results depicted in table 1.

### RESULT AND DISCUSSION:

**Table 1**  
**Comparison of Pre-Post test Mean Academic Stress Score of College Students in Relation to Progressive Muscle Relaxation Training Program**

Variable	N	Measures				Mean Difference	't'
		Pre Test		Post Test			
		Mean	S.D.	Mean	S.D.		
Academic Stress	30	103.30	16.32	100.46	14.43	2.83	2.39, p<.05

A comparison of pre-post score on academic stress revealed significant impact of progressive muscle relaxation training. It was observed that post test mean score on academic stress (Mean=100.46) was significantly lower as compared to pre-test mean score (Mean=103.30) on academic stress. The calculated paired  $t=2.39$  also confirms this findings at .05 level of significance.

D'Souza Josmitha Maria et al. (2015) in their study also found the same results but the subjects were secondary students. The results also consistent with principles of progressive muscle relaxation in which focus is on stress reduction. So when stress is reduced students start to think clearly and analyse the stressors in much more relaxed manner. This may be the reason that after progressive muscle training program collegiate students experienced lower magnitude of academic stress as compared to pre test scenario.

### CONCLUSION

On the basis of results it may be concluded that progressive muscle relaxation training program is effective in reducing the academic stress of collegiate students. It may also be concluded that college student should be encouraged to practice techniques like progressive muscle relaxation so that they can strength their psychological and emotional shortcomings.

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