

# Does The Teaching Of The Bhagavat Gita And Daily Yogic Practices Help To Reduce Pre-Competition Anxiety Experienced By Student Athletes Of The Physical Education Institutes In Assam?

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## **Abstract:**

**Background:** Student athletes in India frequently experience heightened pre-competition anxiety due to the dual pressures of academic obligations and athletic performance. Such anxiety, comprising somatic, worry, and concentration disruption, can impair performance and overall well-being. Contemporary research supports the therapeutic value of holistic interventions, such as yoga and philosophical teachings, particularly from the Bhagavad Gita, in fostering psychological resilience.

**Aim:** This study aimed to investigate the effectiveness of daily yogic practices and the teachings of the Bhagavad individually and in combination in reducing pre-competition anxiety among student-athletes enrolled in physical education in Assam.

**Methods:** A randomized controlled trial was conducted with 320 student-athletes aged 18-25 from B.P.E.S, B.P.Ed, M.P.Ed, and Diploma in Sports Coaching programs. Participants were randomly assigned to one of the four groups within each course: regular yogic practices, Bhagavad Gita classes, combined intervention, and control. Interventions lasted 6 weeks (3 sessions/week). Anxiety levels were assessed pre-and post-intervention using the Sports Anxiety Scale-2 (SAS-2), which measured somatic anxiety, concentration disruption, and worry. Data were analyzed using Friedman and Kruskal-Wallis tests due to non-normal distribution.

**Result:** Within-group analyses revealed a statistically significant reduction in all anxiety subscales ( $p < 0.05$ ) across intervention groups, with the combined Yoga\*Bhagavad Gita group demonstrating the greatest improvements, particularly in cognitive domains. The control group showed negligible change. Between-group comparison revealed significant differences in overall anxiety levels among Yoga participants ( $p = .016$ ), with Diploma course students showing the highest reduction.

**Conclusion:** The findings confirm that daily yogic practices and the Bhagavad Gita teachings, both separately and more effectively in combination, are potent non-pharmacological strategies for mitigating pre-competition anxiety among student athletes. These results justify the integration of culturally grounded, holistic interventions into physical education curricula to enhance athletes' psychological preparedness and performance.

**Keywords:** Yoga, Bhagavad Gita, Physical Education, Pre-Competition Anxiety, Student Athletes

## I. INTRODUCTION

It is a well-known fact that participating in competitive sports helps athletes grow physically and mentally, which improves their self-worth, self-control, resilience, and psychological well-being (Weinberg & Gould, 2019). However, these sporting events are inherently evaluative, and

athletes are frequently subjected to increased psychological demands such as heightened performance pressure, fear of failure, and uncertainty about their performance outcome; all of these factors can lead to pre-competition anxiety (Craft et al., 2003). As per (Martens et al., 1990), Pre-competition anxiety is a temporary emotional state that manifests through cognitive, somatic, and behavioral symptoms before

participating in competitions. Excessive worry, somatic arousals, and concentration disruption characterize it. According to the Inverted-U hypothesis, moderate levels of arousal may promote optimal performance, but excessive anxiety impairs cognitive and motor functioning, making it more difficult for athletes to perform skills under pressure (Hanin, 2000). The empirical evidence suggests that high levels of anxiety before the competition are linked to decreased self-esteem, poor decision-making, difficulty in focusing, and worse athletic results (Kais & Raudsepp, 2005; Wilson et al., 2007). Furthermore, studies highlight that student athletes are more susceptible to elevated anxiety, which can negatively impact their academic performance and athletic accomplishments because they often have to balance their academic responsibilities with competitive sports (Nicholls et al., 2010). These results highlight the paradox that while competitive sports can foster personal development, they also stimulate psychological difficulties, especially in the form of performance-related anxiety, which calls for the creation of efficient, culturally appropriate interventions to lessen their detrimental effects.

Martens et al., (1990) says, pre-competition anxiety is a temporary situational type of stress that athletes suffer right before competition. It is characterized by cognitive worry, somatic symptoms, and concentration disruption. As per Craft et al., (2003) Somatic symptoms include physiological arousal, such as elevated heart rate, blood pressure, and sweating. Cognitive anxiety consists of negative thoughts about performance, and concentration disruption impairs focus while participating in any competition. Athletes' performance, confidence, and decision-making can all be adversely affected by excessive pre-competition anxiety (Wilson et al., 2007). Student-athletes specifically in India represent a unique population constantly striving to balance the demanding dual role of academic achievements and competitive sports performance. They are more vulnerable to increased performance anxiety because of their combined pressure from the demands of competitive sports and academic obligations (Cosh & Tully, 2014; Nicholls et al., 2010). Striving to balance between academic achievement, competition expectations, and demanding training schedules can lead to increased cognitive anxiety, somatic stress reactions, and disruption in performance, all of which negatively impact academic and athletic performance (Wilson et al., 2007). This dual burden emphasizes how important it is to control pre-competition anxiety in student-athletes

For addressing anxiety and improving human performance, integrative approaches—incorporating modern psychological frameworks with ancient Indian wisdom, such as teachings from the Bhagavad Gita and yogic practices—have gained increasing attention in recent years (Balkrishna et al., 2012; R. Gupta et al., 2021). Modern cognitive-behavioral and performance-related psychological concepts are strongly aligned with the holistic nature of Indian philosophical traditions, which emphasize self-regulation, mindfulness, and emotional stability (Deshpande, 2008a; Telles et al., 2015). In athletes, techniques such as yoga, meditation, and philosophical discussion are effective in lowering physiological arousals, cognitive concerns, and improving attention control (Bhat & Srinivasan, 2020; Sarkar & Fletcher,

2014). Reading the Bhagavad Gita is a way to manage anxiety in competitive situations because it offers psychological insights on self-discipline, mental clarity, and detachment from outcomes (Rangan, 2014). This convergence of ancient and modern viewpoints is indicative of a new multidisciplinary movement that aims to support psychological resilience and optimal performance. Additionally, with its emphasis on self-regulation, detachment from results, duty-oriented action (Karma yoga), and mental equanimity, the Bhagavad Gita, considered a foundational text in classical Indian philosophy-offers profound psychological insights that are closely aligned with contemporary cognitive-behavioral approaches to anxiety management (Deshpande, 2008a; Rangan, 2014). The Gita enables athletes to develop resilience against performance-related anxiety and intrinsic drive by promoting an emphasis on effort rather than results. In addition to these philosophical lessons, yoga techniques like meditation, asanas (physical postures), and pranayama (breath regulation) have been shown to increase parasympathetic nervous system activity, lower physiological arousal, and promote emotional stability (Balkrishna et al., 2012; Telles et al., 2015).

By lowering anxiety and enhancing focus, these techniques not only lessen physical symptoms like tense muscles and an increased heart rate, but they also improve cognitive control (Bhat & Srinivasan, 2020; R. Gupta et al., 2021). Thus, combining yoga with the philosophical ideas of the Bhagavad Gita provides a thorough, culturally grounded, and scientifically supported framework for student athletes to manage their anxiety holistically, promoting mental health and peak performance.

#### OBJECTIVES OF THE STUDY

- ✓ To assess the level of Somatic Anxiety, Concentration Disruption, Worry, and Anxiety experienced by student athletes of B.P.E.s, B.P.E.d, M.P.E.d, and Diploma of Sports Coaching after 6 weeks of yogic practices.
- ✓ To assess the level of Somatic Anxiety, Concentration Disruption, Worry, and Anxiety experienced by student athletes of B.P.E.s, B.P.E.d, M.P.E.d, and Diploma of Sports Coaching after 6 weeks of teaching of the Bhagavad Gita.
- ✓ To assess the combined effect of 6 weeks of yogic practices and teaching of the Bhagwat Gita on the level of Somatic Anxiety, Concentration Disruption, Worry, and Anxiety experienced by student athletes of B.P.E.S, B.P.Ed, M.P.Ed, and Diploma of Sports Coaching after 6 weeks of yogic practices.

#### SIGNIFICANCE OF THE STUDY

The study's significance lies in its multidisciplinary approach, which addresses student-athletes' pre-competition anxiety by combining modern mind-body techniques with traditional Indian philosophical teachings. Participating in different sports competitions is often accompanied by increased psychological distress, especially anxiety, which has

a negative impact on performance, focus, and overall well-being. Despite advancements in sports psychology in recent years, there is still an increasing demand for holistic, culturally appropriate interventions that support mental readiness and emotional control. This study investigates how daily yoga practices and the teachings of the Bhagavad Gita can work synergistically as a non-pharmacological method to reduce anxiety and improve performance readiness.

## II. METHODS

**SUBJECTS:** A total of 320 subjects aged between 18 to 25 from different Physical Education institutes of Assam, India, were selected for the study. The inclusion criteria for subjects were: Subjects having 3 years of training age, and having participated in at least 4 to 5 sports competitions (Irrespective of competition level).

**SAMPLING TECHNIQUE:** The researcher used a Convenience Sampling Method for selecting subjects (student athletes) by visiting different Physical Institutes to meet the inclusion criteria. Additionally, the subjects were sampled from four different courses offered by these institutes: Bachelor's in Physical Education and Sports (B.P.E.S.), Bachelor's of Physical Education (B.P.Ed.), Master's of Physical Education (M.P.Ed.), and Diploma in Sports Coaching.

**TREATMENT AND VARIABLES:** The study aims to assess the pre-competition anxiety and subscales of anxiety, i.e., somatic anxiety, concentration disruption, and worry, experienced by student-athletes of different courses of Physical Education Institutes after the teaching of Bhagavad Gita and daily yogic practices. The treatment duration lasted for 6 weeks. The athletes were subjected to strategic yogic practices of 3 days/week for 6 weeks in the early morning under the guidance of a certified yoga instructor. The same procedure, starting with meditative prayer, followed by loosening and stretching exercises, Asanas, and lastly Pranayama, including Bhramari, was followed for 3 days a week to ensure uniformity and adherence within subjects.

The classes of the Bhagavad Gita were conducted for 3 days/week for 6 weeks, ensuring gradual Chapter-wise discussion with subjects of philosophical concepts by the experts in Bhagavad Gita philosophy, with prior experience working with adults in India.

**INSTRUMENTS:** To assess the level of anxiety and subscales of anxiety experienced by subjects, the Sports Anxiety Scale-2 (SAS-2) developed by (Smith et al., 2006) consist of 15 items. The responses of the subjects were measured on a 4-point Likert scale. Somatic anxiety is measured by questions 2, 6, 10, 12, and 14. Concentration Disruption is measured by questions 1, 4, 7, 13, and 15. Worry is measured by questions 3, 5, 8, 9, and 11.

**SCORING:** The sub-scales' scores can range from 5 to 20. Each subscale's score is determined by adding together the subjects' responses to five items. That particular attribute is more likely to be possessed by athletes who score higher on sub-scales, and vice versa. The sum of all the 15 items will determine the overall anxiety scores, which can be anywhere between 15 and 60. Subjects who scored higher on the average

of all 15 items are more likely to experience anxiety before or during the competition, and vice versa.

**RESEARCH DESIGN:** The researcher employed a pre- and post-test Randomized Controlled Trial (RCT) with various control and experimental groups to assess the effectiveness of yogic practices and the teachings of the Bhagavad Gita on the level of pre-competition anxiety experienced by subjects.

Four academic courses were included: B.P.E.S., B.P.Ed., M.P.Ed., and Diploma in Sports Coaching. Subjects were randomized to one of four groups (N = 20 per group) for each academic stream: Group A, Group B, Group C, and Group D. The pre-and post-test was conducted before and after the 6-week treatment, where Group A underwent regular Yogic practices 3 day/week and Group B were underwent regular classes of Bhagavat Gita 3 day/week. Group C, the interaction group, was assigned both Yogic Practices \* Bhagavata Gita classes, and Group D control group underwent their usual regular training schedule.

**STATISTICAL ANALYSIS:** SPSS version 27 was used for statistical analysis of the data. The nature of the data of subjects from different courses was explained by descriptive statistics (mean and standard deviation). The Shapiro-Wilk test was used to check the normality of the data at 0.05 %. After confirming the non-normal distribution of data, the Friedman test was used for within-group comparison, and the Kruskal-Wallis test was used for between-group comparison at a 0.05% significance level to assess whether the sample findings are statistically significant or not.

## III. FINDINGS

Course	Group	Pre-Test Somatic Anxiety (Mean ± SD)	Pre-Test Concentration Disruption (Mean ± SD)	Pre-Test Worry (Mean ± SD)	Pre-Test Anxiety (Mean ± SD)	Post-Test Somatic Anxiety (Mean ± SD)	Post-Test Concentration Disruption (Mean ± SD)	Post-Test Worry (Mean ± SD)	Post-Test Anxiety (Mean ± SD)
B.P. E.S	Yoga	20.02 ± 1.78	13.4 ± 3.08	17.34 ± 3.08	50.91 ± 5.47	18.19 ± 1.72	11.81 ± 3.53	15.24 ± 4.83	45.25 ± 5.89
	Bhagavad Gita	20.75 ± 2.77	14.12 ± 2.62	16.99 ± 3.40	51.87 ± 4.30	18.54 ± 2.91	12.01 ± 2.38	15.07 ± 3.59	45.63 ± 4.31
	Yoga*Bhagavad Gita	20.62 ± 2.66	16.45 ± 2.72	16.11 ± 2.76	53.19 ± 3.75	18.68 ± 3.11	14.77 ± 2.48	14.39 ± 3.05	47.85 ± 4.18
	Control	19.93 ± 3.44	15.55 ± 2.67	19.31 ± 3.12	54.80 ± 5.50	19.84 ± 3.58	15.49 ± 2.75	19.35 ± 3.40	54.68 ± 6.47
B.P. Ed	Yoga	20.66 ± 1.96	14.87 ± 2.91	17.07 ± 3.81	52.60 ± 4.68	18.67 ± 2.35	13.65 ± 2.78	15.53 ± 3.62	47.85 ± 4.94
	Bhagavad Gita	19.88 ± 3.24	14.23 ± 3.73	18.23 ± 4.38	52.35 ± 6.06	17.79 ± 3.40	12.37 ± 3.84	16.40 ± 4.20	46.57 ± 6.54
	Yoga*Bhagavad Gita	21.17 ± 2.68	14.76 ± 3.02	16.76 ± 3.91	52.70 ± 5.93	19.25 ± 2.86	13.09 ± 3.24	14.62 ± 3.94	46.96 ± 6.33
	Control	19.72 ± 2.09	15.28 ± 2.60	20.24 ± 3.72	55.26 ± 4.50	19.78 ± 2.33	15.62 ± 2.64	20.51 ± 3.70	55.92 ± 4.24
M.P. Ed	Yoga	20.91 ± 2.48	15.60 ± 2.41	18.29 ± 4.11	54.82 ± 4.47	19.00 ± 2.71	14.34 ± 2.81	16.06 ± 4.06	49.41 ± 4.58
	Bhagavad Gita	20.73 ± 3.05	15.92 ± 3.12	17.67 ± 4.01	54.33 ± 5.99	18.75 ± 3.23	14.22 ± 3.20	15.62 ± 3.67	48.59 ± 5.97
	Yoga*Bhagavad Gita	20.10 ± 2.29	14.72 ± 2.5	16.78 ± 4.39	51.60 ± 5.96	17.62 ± 2.45	13.07 ± 2.47	14.82 ± 4.12	45.52 ± 5.73
	Control	20.85 ± 2.66	14.43 ± 3.33	17.37 ± 3.48	52.66 ± 6.00	21.31 ± 2.93	14.30 ± 3.44	17.44 ± 3.67	53.07 ± 6.39
Diploma in Sports Coaching	Yoga	20.91 ± 2.79	15.88 ± 2.81	19.72 ± 4.72	56.52 ± 6.60	18.90 ± 3.27	14.50 ± 3.03	17.84 ± 4.73	51.24 ± 6.68
	Bhagavad Gita	20.02 ± 2.84	14.81 ± 2.61	18.21 ± 5.51	53.05 ± 6.55	17.92 ± 2.90	13.10 ± 2.68	16.21 ± 5.36	47.24 ± 6.56
	Yoga*Bhagavad Gita	20.76 ± 2.14	14.74 ± 3.11	18.33 ± 4.11	53.83 ± 5.26	18.47 ± 1.92	13.17 ± 3.48	16.62 ± 4.36	48.26 ± 5.82
	Control	20.31 ± 3.12	15.02 ± 2.82	18.95 ± 2.60	54.28 ± 4.76	20.48 ± 3.01	14.60 ± 2.95	18.56 ± 2.78	53.65 ± 4.93

Table 1: Descriptive statistics including Means and Standard Deviation of pre-and Post-test scores of subjects from 4 different courses on SAS-2

Table No. 1 presents the mean score and standard deviation (SD) of pre-and post-test responses on the SAS-2 of

subjects from four different academic programmes, which consist of three subscales: Somatic Anxiety, Worry, and Concentration Disruption, as well as a total anxiety score. Across all courses, mean post-test scores in the treatment groups (Yoga, Bhagavad Gita, and combined Yoga-Bhagavad Gita) indicate anxiety reduction, with the most notable decline observed in the Yoga and combined Yoga-Bhagavad Gita groups, particularly in the Somatic Anxiety and Worry subdomains. Furthermore, the control groups in these courses either exhibit minimal reductions or increases in post-test anxiety scores, reinforcing the efficacy of the 6 weeks of treatment.

After assessing the normality of the data by the Shapiro-Wilk test, it was found that some of the data of subjects do not meet the assumption of normality at a 0.05 significance level. To find whether the values in Table No. 1 are statistically significant or not Friedman test will be used for within-group comparison, and the Kruskal-Wallis's test will be used for between-group comparison.

Course	Group	SAS-2 Subscales	Median	$\chi^2$	df	p-value	Interpretation
B.P.E.S	Control	Somatic Anxiety	19.43	46.26	3	<.001	Significant
		Concentration Disruption	15.49				
		Worry	19.55				
		Total Anxiety	52.71				
	Yoga	Somatic Anxiety	18.40	45.33	3	<.001	Significant
		Concentration Disruption	12.74				
		Worry	15.66				
		Total Anxiety	46.04				
	Bhagavad Gita	Somatic Anxiety	18.74	49.02	3	<.001	Significant
		Concentration Disruption	12.06				
		Worry	14.17				
		Total Anxiety	45.14				
Yoga*Bhagavad Gita	Somatic Anxiety	18.65	43.98	3	<.001	Significant	
	Concentration Disruption	14.54					
	Worry	13.97					
	Total Anxiety	46.80					

Table 2: Friedman Test Results for Within-Group Comparison of SAS-2 Subscales and Total Anxiety Scores (Post-Test) Among Different Treatment Groups from B.P.E.S Students

Students from B.P.E.S. showed statistically significant within-group differences ( $p < .001$ ) on all SAS-2 subscales and total anxiety experienced by them. Without treatment, the Control group increased post-test anxiety was indicated by their highest median anxiety responses, especially for Worry (19.55) and Total Anxiety (52.71). On all subscales, however, the Yoga, Bhagavad Gita, and Combined Yoga\*Bhagavad Gita combined groups had lower median scores. The Combined group's Worry median was the lowest at 13.97, indicating that it was more successful in lowering cognitive anxiety when subjects are attending regular yoga classes along with the Bhagavad Gita teachings.

Pre-Competition Anxiety and Subscales of Anxiety experienced by students of B.P.E.S

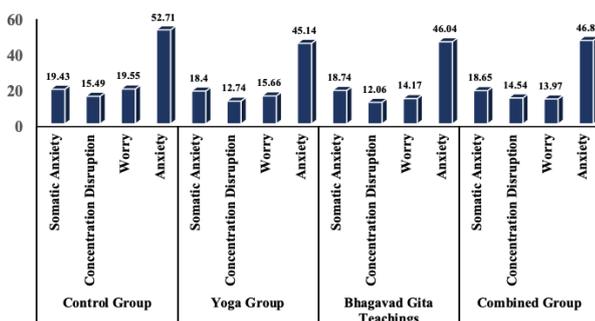


Figure 1: Graphical representation of the level of anxiety experienced by students of the B.P.E.S. of Physical Education Institutes

Course	Group	SAS-2 Subscales	Median	$\chi^2$	df	p-value	Interpretation
B.P.Ed	Yoga	Somatic Anxiety	18.51	44.34	3	<.001	Significant
		Concentration Disruption	14.04				
		Worry	14.20				
		Total Anxiety	47.35				
	Bhagavad Gita	Somatic Anxiety	17.61	42.18	3	<.001	Significant
		Concentration Disruption	13.06				
		Worry	15.83				
		Total Anxiety	46.07				
	Yoga*Bhagavad Gita	Somatic Anxiety	18.67	49.14	3	<.001	Significant
		Concentration Disruption	12.97				
		Worry	14.68				
		Total Anxiety	48.99				
Control	Somatic Anxiety	20.21	46.86	3	<.001	Significant	
	Concentration Disruption	16.10					
	Worry	21.14					
	Total Anxiety	55.70					

Table 3: Friedman Test Results for Within-Group Comparison of SAS-2 Subscales and Total Anxiety Scores (Post-Test) Among Different Treatment Groups from B.P.Ed Students

The results of the Friedman test show that all students from the treatment group from the B.P.Ed course had statistically significant within-group variations in post-test anxiety scores ( $p < .001$ ). Strong anxiety-reducing benefits were demonstrated by the yoga group, which displayed the lowest median overall anxiety (47.35) as well as decreased worry (14.04) and concentration disruption (14.04). Improvement was also seen in the group that attended the teachings of the Bhagavad Gita, which had the lowest worry score (15.83) and a median overall anxiety of 46.07. The combined Yoga\* Bhagavad Gita group had a slightly higher overall anxiety level (48.99), indicating mixed effects, but reported the least amount of concentration disruption (12.97). With a median anxiety score of 55.70 overall, the control group, on the other hand, had the highest anxiety on all subscales. These results imply that yoga and the Bhagavad Gita, particularly when taken separately, can help B.P.Ed. students who are anxious about competition.

Anxiety and Subscales of Anxiety experienced by students of B.P.Ed

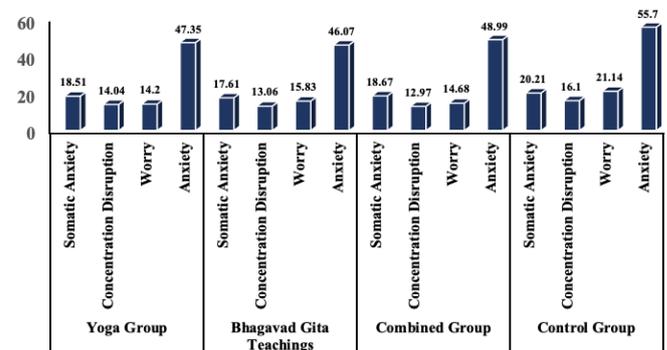


Figure 2: Graphical representation of the level of anxiety experienced by students of the B.P.E.S. of Physical Education Institutes

Course	Group	SAS-2 Subscales	Median	$\chi^2$	df	p-value	Interpretation
	Yoga	Somatic Anxiety	19.09	42.66	3	<.001	Significant
		Concentration Disruption	14.35				
		Worry	17.13				
		Total Anxiety	50.84				
Bhagavad Gita	Somatic Anxiety	19.23	44.34	3	<.001	Significant	
	Concentration Disruption	13.75					

M.P.Ed	Treatment Group	SAS-2 Subscale	Median	$\chi^2$	df	p-value	Significance		
		Worry	15.56					46.86	3
Total Anxiety	48.83								
Somatic Anxiety	17.85								
Concentration Disruption	12.90								
Worry	14.11								
Total Anxiety	45.81								
Somatic Anxiety	20.67	48.66	3	<.001	Significant				
Concentration Disruption	14.22								
Worry	17.47								
Total Anxiety	53.46								

Table 4: Friedman Test Results for Within-Group Comparison of SAS-2 Subscales and Total Anxiety Scores (Post-Test) Among Different Treatment Groups from M.P.Ed Students

Within-group differences in SAS-2 subscales and overall post-test anxiety scores among M.P.Ed students across all intervention groups are statistically significant ( $p < .001$ ). With median scores for somatic anxiety (19.09), concentration disruption (14.35), and worry (17.13), the students practicing yoga reported a median overall anxiety score of 50.84, suggesting some reduction of anxiety symptoms. With significant improvements in worry (15.56) and concentration disruption (13.75), the teachings of the Bhagavad Gita group a somewhat lower median total anxiety (48.83), indicating positive cognitive-emotional effects. The combined effect had the best results, with the lowest levels of worry (14.11) and concentration disruption (12.90), as well as a lower median score for overall anxiety (45.81). Conversely, the control group displayed the greatest levels of anxiety on the majority of subscales, including somatic anxiety (20.67), worry (17.47), and overall anxiety (53.46), suggesting that there would be no change in the absence of intervention. According to these results, M.P.Ed. students' competitive anxiety can be effectively reduced by practicing yoga and the teachings of the Bhagavad Gita, especially when combined.

Anxiety and Subscales of Anxiety experienced by students of M.P.Ed

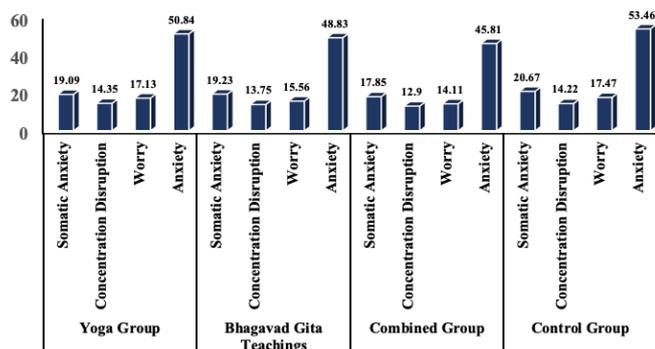


Figure 3: Graphical representation of the level of anxiety experienced by students of the B.P.E.S. of Physical Education Institutes

Control	SAS-2 Subscale	Median	$\chi^2$	df	p-value	Significance
	Concentration Disruption	13.75				
Worry	18.58					
Total Anxiety	51.46					

Table 5: Friedman Test Results for Within-Group Comparison of SAS-2 Subscales and Total Anxiety Scores (Post-Test) Among Different Treatment Groups from students of Diploma in Sports Coaching

All SAS-2 subscales and overall anxiety scores after the intervention showed statistically significant within-group differences among the students in the Diploma in Sports Coaching ( $p < 0.05$ ). The teachings of the Bhagavad Gita demonstrated their effectiveness in emotional regulation by recording the lowest median in overall anxiety (47.52) and favourable scores in worry (15.55) and concentration disruption (13.48). Although its worry score (16.25) was somewhat higher, the Yoga\*Bhagavad Gita combined group likewise showed significant benefits, with a total anxiety median of 47.96 and decreased concentration disruption (13.41). Although its overall anxiety remained high (52.04), the group assigned regular yogic practices showed the greatest reduction in somatic symptoms (19.47). In contrast, the control group exhibited the highest somatic anxiety (21.00) and worry (18.58), and a total anxiety median of 51.46, indicating minimal improvement without psychological or behavioural strategies.

Anxiety and Subscales of Anxiety experienced by students of Diploma in Sports Coaching

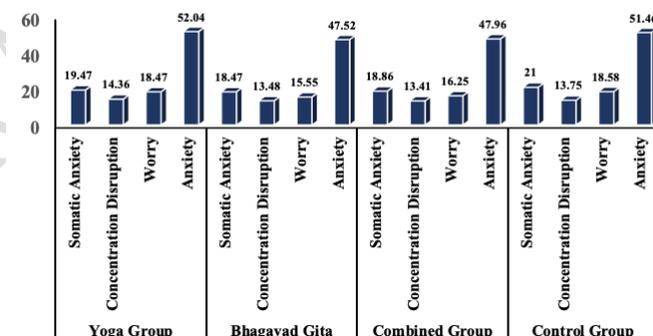


Figure 4: Graphical representation of the level of anxiety experienced by students of the B.P.E.S. of Physical Education Institutes

For assessing the between-group comparison of somatic anxiety, concentration disruption, worry, and overall anxiety between students of B.P.E.S, B.P.Ed, M.P.Ed, and Diploma in Sports Coaching are significant or not, the Kruskal-Wallis's test will be used at a 0.05 significance level.

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