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Impact of Customized Raja Yoga Practice on Self-Esteem Among College Students of Piduguralla, Andhra Pradesh, India

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***Abstract*— Background: Self-esteem is a vital aspect of students' psychological and social development. Practices that encourage attention, calmness, self-awareness, self control, self motivation, self analysis and constructive self-reflection may be relevant to student well-being. This study examined changes in self-esteem scores following a customized Raja Yoga practice among college students in Piduguralla, Andhra Pradesh, India.**

***Methods:** A pre-test/post-test intervention-group design was used. The sample of 79 participants with both baseline and post-intervention self-esteem scores and 29 participants listed in the non-intervention with baseline scores only. Self-esteem was recorded using a 10-item Rosenberg Self-Esteem Scale (RSES) total score. Paired-samples analysis compared intervention participants' baseline and post-intervention scores.*

***Results:** In the intervention group ($n = 79$), the mean self-esteem score increased from 16.47 ($SD = 2.19$) at baseline to 20.11 ($SD = 3.72$) after the intervention. The mean increase was 3.65 points (95% CI 2.67–4.62), $t(78) = 7.43$, $p < .001$, with a within-participant effect size of Cohen's $dz = 0.84$. Scores increased for 61 participants, were unchanged for 6, and decreased for 12. The non-intervention group had a baseline mean of 16.69 ($SD = 2.79$); no post-test scores were available for this group.*

***Conclusion:** Participants who completed the customized Raja Yoga intervention showed a statistically significant improvement increase in self-esteem scores.*

***Keywords:** Raja Yoga, self-esteem, college students, Rosenberg Self-Esteem Scale, meditation, Andhra Pradesh.*

I. INTRODUCTION

Self-esteem refers broadly to a person's evaluation of their overall own worth. Students are future leaders, managers, politicians, and policy makers face academic demands, social transitions, uncertainty about careers, and changing expectations from family and peers. Self-esteem may be associated with how students respond to these challenges and participate in learning and social life.

Meditation-based practices are used in different settings to cultivate attention, emotional regulation, and self-awareness. Raja Yoga practice, as implemented in this study, is the intervention of interest.

The present study examined pre-intervention and post-intervention self-esteem scores among college students in Piduguralla, Andhra Pradesh. The study also retained a group of students recorded in a separate non-intervention spreadsheet. Since post-test data were not recorded for that group, it can be described at baseline but cannot be used to estimate a between-group difference in change.

II. REVIEW OF RELATED LITERATURE

Rosenberg's work established a widely used global self-esteem measure and remains a foundational reference for research on self-evaluation. Reviews of meditation programmes have reported potential benefits for some psychological outcomes, although effects vary by programme, population, comparator, and study quality. These findings provide a rationale for evaluating a clearly specified Raja Yoga programme, but they do not predetermine the outcome of the present study.

Goyal et al. (2014) reviewed meditation programmes for psychological stress and well-being and highlighted both potential benefits and limitations in the evidence base. The current study contributes local, student-focused data, while its design and missing comparison-group follow-up require cautious interpretation.

III. AIM AND OBJECTIVES

Aim: To examine changes in self-esteem scores following customized Raja Yoga practice among college students in Piduguralla, Andhra Pradesh, India.

To describe baseline self-esteem scores among students recorded in the intervention and non-intervention files.

To compare intervention participants' self-esteem scores before and after the practice period.

To estimate the magnitude and precision of the observed within-participant change.

To identify methodological considerations for future controlled studies of Raja Yoga practice and student self-esteem.

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IV. HYPOTHESES

Null hypothesis (H0): The mean self-esteem score among intervention participants does not differ between baseline and post-intervention assessment.

Alternative hypothesis (H1): The mean self-esteem score among intervention participants differs between baseline and post-intervention assessment.

V. MATERIALS AND METHODS

Study Design and Setting

The study used a pre-test/post-test intervention-group design among college students in Piduguralla, Andhra Pradesh, India. The customized raj yoga classes are conducted from 15 July to 25 August 2026 a 40 days training.

Participants and Dataset

Student's total: 108, 79 participants in the intervention group with both baseline and post-intervention scores, and 29 participants in the non-intervention group with baseline scores only.

Measure

Self-esteem was recorded as a total score from the 10-item Rosenberg Self-Esteem Scale (RSES). The totals ranged from 12 to 22 at baseline and from 13 to 29 at post-test among intervention participants.

Intervention

The intervention is described in the study title as customized Raja Yoga practice. I personally taken the raja yoga classes one hour per day 15 minutes meditation practice with self affirmations and 30 mints motivation self classes, and 15 mints interaction.

Statistical Analysis

Descriptive statistics are reported as means and standard deviations. The primary analysis compared pre-test and post-test scores for participants with both measurements using a paired-samples t-test. The mean change is reported with a 95% confidence interval and Cohen's dz. A Wilcoxon signed-rank sensitivity analysis was also calculated. All tests were two-sided; $p < .05$ was considered statistically significant. The change-score distribution did not show strong evidence against normality in a Shapiro–Wilk test ($W = 0.981$, $p = .276$).

Ethics

I had taken institute permission and students consent etc. preserved the documents with me.

VI. RESULTS

Participant Counts and Baseline Scores

The intervention group 79 complete pre-test/post-test records. The non-intervention group contained 29 baseline records. And no post-test scores. The intervention group's baseline mean was 16.47 (SD = 2.19); the non-intervention group's baseline mean was 16.69 (SD = 2.79). The baseline mean difference was small, and an exploratory Welch independent-samples test did not identify a statistically significant difference, $t = 0.39$, $p = .702$. This baseline comparison does not establish group equivalence.

Pre-Test/Post-Test Comparison in the Intervention Group

Measure	Baseline	Post-test	Change
n	79	79	79 paired
Mean (SD)	16.47 (2.19)	20.11 (3.72)	3.65 (4.36)
95% CI for mean change	—	—	2.67 to 4.62
Paired t-test	—	—	$t(78) = 7.43$, $p < .001$
Effect size	—	—	Cohen's dz = 0.84

The paired-samples t-test indicated that the mean post-intervention score was significantly higher than the baseline score. The Wilcoxon signed-rank sensitivity analysis was also statistically significant ($p < .001$). Sixty-one participants had a higher score at post-test, six had no change, and twelve had a lower score.

Non-Intervention Group

The 29 participants in the non-intervention group had a baseline mean score of 16.69 (SD = 2.79). No post-test data were supplied for these participants. Therefore, their change over time and a between-group comparison of change cannot be estimated from the current dataset.

VII. DISCUSSION

The principal finding was a statistically significant increase in self-esteem scores between baseline and post-intervention assessment among the 79 intervention participants. The mean increase was 3.65 points, with a within-participant effect size of 0.84. This is a sizeable within-group change in standardized terms, but it should be interpreted alongside the study design rather than as proof of a causal effect.

Several explanations other than the intervention itself may contribute to pre/post change, including changes over time, concurrent experiences, expectations, repeated measurement, and regression to the mean. The findings support further evaluation of customized Raja Yoga practice in college settings using a controlled design, standardized intervention delivery, and complete follow-up. Future studies should preregister outcomes where feasible, document adherence, and consider additional measures relevant to student well-being.

VIII. PRACTICAL IMPLICATIONS

The results may be of interest to college administrators, student-support professionals, and researchers considering structured contemplative practices as part of student well-being initiatives. Any implementation should be voluntary, culturally respectful, and evaluated systematically. The current findings should not be used to make broad claims of efficacy for all students or settings.

IX. LIMITATIONS

The available analysis is based on an intervention-group pre/post comparison rather than a complete controlled comparison.

The non-intervention group has baseline scores only, so between-group differences in change cannot be calculated.

X. CONCLUSION

Among 79 college students with paired data, self-esteem scores increased significantly after the customized Raja Yoga practice period, from a mean of 16.47 to 20.11. The mean increase was 3.65 points (95% CI 2.67–4.62; $p < .001$; Cohen's $dz = 0.84$). This result is promising but should be interpreted cautiously because the non-intervention group had no post-test data. A well-documented controlled study with complete follow-up is needed to test whether the observed improvement can be attributed to the intervention.

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