

The Effectiveness of Sahajayoga and Yoga Mind Strengthening Training in Reducing Children's ADHD Test Anxiety with Gastrointestinal Problems

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Abstract

Objective: The present study was conducted to investigate the effectiveness of Sahajayoga and Mind Strengthening Yoga exercises on the anxiety test of female children with attention deficit hyperactivity disorder with gastrointestinal problems in Karaj.

Method: The study is semi-experimental in the form of pre-test-post-test with the control group. According to the input and output criteria, 30 people were selected and divided into 3 groups (two experimental groups and one control group). Data collection tool was a questionnaire for diagnosing hyperactivity disorder along with attention deficit disorder and Abolghasemi exam anxiety questionnaire. The interventions took place in eight sessions and the subjects were examined before and after the interventions with the test anxiety test.

Results: The results of the present study, after collecting and analyzing the data by covariance analysis test, show that Sahajayoga and Mind Strengthening Yoga exercises significantly (at $p < 0.05$) confirm the assumption that the sessions performed were effective. In other words, after the intervention of Sahajayoga technique, about 98% and after the implementation of mind strengthening yoga, about 94% of the change in the dependent variable is due to the change in the independent variable. In fact, the Sahajayoga and Mind Strengthening Yoga training is effective in reducing the anxiety test of this group of children.

Conclusion: The overall findings suggest that yoga-based training has a positive effect on reducing anxiety in children with attention deficit hyperactivity disorder and gastrointestinal problems. Therefore, it is recommended to use this method in medical centers to improve the anxiety and digestive problems of children with ADHD (Attention Deficit Hyperactivity Disorder).

Keywords: Sahajayoga, Mind Strengthening Yoga, Exam Anxiety, Attention Deficit Hyperactivity Disorder, Gastrointestinal Problems.

Introduction

One of the most common problems that may affect children and their families is attention deficit hyperactivity disorder, in which hyperactivity, inattention, and sudden behavior are more severe than in other children. This disorder causes significant problems in students' academic, cognitive, social, and emotional functioning. Early detection and intervention can help identify and treat other

disorders. Most of these children in school cannot sit still for a while and act as if they have a motor (Sadok and Kaplan, 2011). In children with this disorder, in addition to the main problems of attention and hyperactivity, other problems such as; Low tolerance for failure, low self-esteem, poor mood, poor social skills and gastrointestinal problems (Afstratopol and Janson, 2012). The prevalence of this disorder among school-age children is reported to be between 5 and 8% (Thomas and Saunders, 2015). A study by Macvan et al. On 32,773 children with ADHD found that constipation and fecal incontinence were significantly higher in these children than

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in the control group, which is the cause of this association in neurobiological disorders. Defects in the connection between the nervous system of the gastrointestinal tract and the central nervous system and delayed maturation of the gastrointestinal tract (McQueen and Williams, 2010). It is also associated with problems in a variety of educational areas, including poor academic performance, dropping out of school, poor family relationships and friendly relationships, anxiety, depression, and aggression (David and Gaspar, 2005).

Anxiety disorders, on the other hand, are most common throughout the population. One form of the disorder is test anxiety (Levitt, 2015). Sometimes this anxiety is so severe that it makes their daily and educational life difficult. Exam anxiety is a common type of performance anxiety that affects 10 to 30 percent of students in various studies (Sadok and Kaplan, 2011). Exam anxiety is the feeling of discomfort or emotional state that people experience during formal exams or other assessment situations. Students with high test anxiety are less likely to do homework and exams than other students, which reduces their performance. Exam anxiety can be considered the most common and persistent fear among students, which is associated with dysfunctional performance in academic exams (David and Gaspar, 2005). Researchers believe that the performance of people with high anxiety on tasks that require the use of working memory is significantly slower and lower than those with less anxiety (Levitt, 2015). In general, test anxiety is a general term that refers to a type of specific social anxiety or fear that makes a person doubt his or her abilities, resulting in decreased ability to cope with the test situation (David and Gaspar, 2005). Exam anxiety as a common and important phenomenon of the subject is closely related to the performance of academic achievement of children and adolescents (Lee, 1999). Exam anxiety is also related to children's personality and self-confidence. As it is more common in introverted children and children with low self-esteem (Wonder and Search, 2018)

Recently, yoga has been considered as one of the easiest and cheapest methods for children with attention deficit / hyperactivity disorder (Steinmeier et al., 1994). Douglas et al. (2008) concluded that the nature of yoga exercises is to control the mind and central nervous system, which, unlike exercise, has a moderating effect on the functioning of the body's internal nervous system, the secretion of internal hormones and physiological factors. And it has the regulation of nervous messages and other things. In a study titled *The Effect of Mindfulness-Based Stress Reduction Training on Negative Emotions with Gastrointestinal Problems*, Javanmard Goli (2019) showed that negative emotions and digestive problems decreased after receiving Mindfulness. Therefore, yoga is effective in reducing mental disorders (Aghili and Afzali, 2017).

In Iran, the effects of yoga practice on children with ADHD have already been studied by Saadatabadi (2017) and Beck et al. (2013).

One of the methods of meditation is called Sahaja yoga; Research shows that meditation can be helpful in treating and reducing certain illnesses, including asthma, constipation, urinary incontinence, headaches, high blood pressure, hyperactivity, anxiety, and more. Also, the Super Brain Yoga technique is a system designed by Master Chukok Sui, which activates the acupuncture points of the brain, the energy of the lower parts flows upwards, and finally the left hemisphere and The right side of the brain is synchronized, and the deeper the state, the slower it enters the body. In this case, the person reaches his desired condition (Manucha, 2003). Sahaja Yoga is a type of yoga and can be said to be a unique way to meditate on self-awareness that enhances creativity, mindfulness and concentration, and harmony between mind and body. The Sahajaoga training describes how our body and energy system work properly (Pack and Kelly, 2005). Rashidipour et al. (2014) in a study entitled: "The effect of yoga and neurofeedback on reducing attention deficit / hyperactivity disorder in children aged 5-10 years in the city" concluded that

yoga therapy has a greater effect than neurofeedback in improving Children have been inactive. Research shows that hyperactive children are significantly more likely to develop chronic constipation and fecal incontinence. The study was conducted on more than 750,000 children, during which researchers found that constipation among these children was almost threefold and fecal incontinence in These children are 6 times more likely than others. Because of the side effects of constipation, anxiety is too active for this group of children, its long-term treatment and relapse are common (McQueen and Williams, 2010). Sometimes these anxieties are so severe that they make life difficult. Therefore, test anxiety is a common type of anxiety that is closely related to the academic progress of children and adolescents (Varavani Farahani et al., 2016). In the field of the effect of yoga on reducing the anxiety of hyperactive adolescent girls in Isfahan in the obtained results, it was shown that teaching yoga sports techniques at a level of 95% confidence had a significant effect on anxiety. This means that yoga training reduces anxiety. Mousavi and Ghiasvand (2016) showed in their research that the effect of yoga training on perceived stress as well as increasing academic achievement has been significant.

Using the findings, DadashAli (2015) showed that Sahajaoiga exercises made a significant difference between the experimental and control groups in attention deficit / hyperactivity disorder symptoms. Beck et al. (2013) showed that yoga exercises had a significant effect on attention deficit / hyperactivity disorder in children and yoga exercises can be used to improve the signs of selective attention and time.

He used reaction time in schools and medical centers. In a study (Mousavi and Ghiasvand, 2016) entitled; Beneficial effects of mind-strengthening yoga on short-term memory and selective attention of students The pre-test-post-test design was used. . Farahani et al. (2018) in a study aimed at determining the effectiveness of mind-strengthening yoga for children with ADHD showed that there was a significant difference between the mean severity of

ADHD before and after the intervention. In the field of domestic research, Saadatabadi (2011) conducted a study entitled The effect of yoga on the treatment of children with ADHD. This study was performed for 2 months on children referring to the Center for Behavioral Disorders of Shahid Tahvili Shiraz with Attention Deficit / Hyperactivity Disorder in 2008. Based on the findings of the present study and similar research, it can be concluded that yoga techniques can be used as useful methods in reducing the symptoms of ADHD in schools and medical centers.

One study (Joyce et al., 2017) showed that there was a significant improvement in short-term memory from pre-test to post-test. Although there was no significant increase in short-term memory and selective attention based on student gender from pre-test to post-test for the whole study, there was a significant difference in changing the length of panic energy levels in the left and right hemispheres before and after mind-strengthening yoga practice. .

Research (Hariprasad, 2013) reports that yoga training is possible for treatment and can be used as an adjunct therapy to reduce the anxiety of hyperactive children with gastrointestinal problems such as constipation. The study found that about 5.8 percent of students with attention deficit hyperactivity disorder had gastrointestinal problems with functional constipation. Due to the relatively high prevalence of Attention Deficit Hyperactivity Disorder in primary school students and its adverse effects, it is recommended that some programs be provided to identify and treat this disorder early to increase the mental health of this group of students (Hariprasad, 2013). .

Method

The study is semi-experimental and field-based, and because it aims to grow and improve the routine of an activity in real-life situations and provides an immediate solution to real problems, it is used in applied research. research). According to the above, the researcher used experimental and field methods to collect information and also used library and

internet search methods to collect some information for some seasons such as background collection and research literature (Smith, 2015). The statistical population of the study included all hyperactive children between the ages of 10-13 years with gastrointestinal problems, referred to Karaj Medical Center, and the available sample was used for ease of research. Considering the input criteria such as hyperactivity disorder, having digestive problems, having age conditions and high test anxiety score from the cutting line of the relevant questionnaire. Output criteria are age, lack of hyperactivity disorder, low test anxiety score, no gastrointestinal problems, and other physical illnesses.

After identifying children with these conditions, considering that the sample size is recommended for experimental research of at least 10 people in each group (Delavar, 2010); A total of 30 girls were randomly selected into three groups of 10 people (two experimental groups and one control group). Then group 1 experiment for 8 sessions, 2 sessions per hour for one week

They were trained in the Sahajaoga exercises and were required to perform the relevant exercises for about 20 minutes a day. Group 2 of the experiment also learned how to practice mind-strengthening yoga and were required to do this exercise for 2 minutes every day. After the training sessions, post-test was taken from both groups.

It is noteworthy that all the girls entered the study with full knowledge of the conditions and steps of the work and written consent from the parents. The duration of the sessions, assessments, and interventions were adjusted so as not to lead to fatigue and lack of cooperation from the subjects, and the subjects could continue to cooperate at any time when they had problems or did not want to continue the cooperation. Cancel.

Research tools

-Hyperactivity Disorder Diagnosis Questionnaire with Attention Deficit Hyperactivity Disorder

Made by Savari et al .; This questionnaire has a

relatively good reliability (Cronbach's alpha for the whole questionnaire is 70%, the first factor is 85%, the second factor is 72%, the third factor is 81%, the fourth factor is 68% and the fifth factor is 65%). With a lack of attention, the analysis of the main components was initially used. Therefore, to identify the fundamental factors that form the basis of the scale, the method of orthogonal rotation was used. Exploratory factor analysis shows that the specific value of the first to fifth factors is higher than the number one. In analyzing the factors of this questionnaire, factor loads of 40% and above were used. The results of factor analysis showed that out of 35 extracted substances, 9 substances were on the first factor, 9 substances were on the second factor, 8 substances were on the third factor, 5 substances were on the fourth factor and 4 substances were on the fifth factor.

-Ex test anxiety questionnaire

This questionnaire (Abolghasemi, Beigi and Narimani, 2017) consists of 25 articles that respondents answer based on a scale of 4 options. The minimum score in this test is zero and the maximum is 75. The higher a person's score, the more anxious they are. While explaining the steps of constructing and validating this scale, the researchers describe the internal consistency, retest validity and validity of this scale as follows.

Internal consistency: Cronbach's alpha coefficient was used to measure the internal consistency of the questionnaire. Based on the results of alpha coefficients, for example, male and female subjects were 0.94, 0.95 and 0.92, respectively. Re-examination validity: To measure the validity of the questionnaire scale, this test was given again after 4 to 6 weeks to 90 male and female subjects who participated in the first stages. The average of all subjects, female subjects and male subjects (34.42, 19.28, 34.24.24), respectively. The correlation coefficients between the scores of the subjects in the two tests, ie the test and re-test for all the subjects (0.77) of the female subjects (0.88) and the male subjects (0.67), which is satisfactory.

Execution process:

The first session was an introductory session on anxiety and its effect on people's performance, and the last was a brief description of relaxation and relaxation techniques and its effects on anxiety symptoms and a summary of how sahajaya yoga and mind-strengthening yoga work. Both experimental groups participated.

In the second session, the subjects of group 1 (Sahajayoga) experienced, in practice, being in unconscious consciousness. Also, the delicate body system in Sahajayoga and the method of cleansing the two energy channels (left and right channels) were taught in the form of videos, slides and pamphlets on how to use the "spray with water and salt" technique to cool your liver and right canal and use this technique. Reduce feelings of tension and restlessness.

In the third to eighth sessions, energy centers (chakras) were taught to group 1 subjects along with cleansing and meditation

techniques.

Group 1 subjects were required to practice Sahajayoga-trained techniques for 20 minutes each day. Group 2 subjects (mind-strengthening yoga) were also taught to practice this type of yoga separately and practiced for 2 minutes each day for a month.

Learn the steps of yoga to strengthen the mind

1. Stand in one direction, preferably east.
2. Stick your tongue to the roof of your mouth.
3. Gently press the right earlobe with your thumb and left hand, and gently press the left earlobe with your thumb and right hand.
4. The left hand should be inside and the right hand should be outside.
- 5 - When sitting at the same time enter the lungs and when getting up at the same time take the air out of the lungs.
6. Repeat the last step 14 times. (Farahani et al., 2018).



All individuals entered the study with full knowledge of the terms and conditions of the work and written consent of the parents. During the sessions, assessments and interventions were organized in a way that did not lead to fatigue and lack of cooperation from the subjects.

Findings**Descriptive characteristics of test anxiety**

Table 1 shows the descriptive indicators related to test anxiety scores in the pre-test and post-test stages by group. (48.90), in the experimental group (2) (47.60) and in the control group (49/40). In the post-test phase, the test anxiety scores were obtained in the experimental group (1) (36.40), in the experimental group (2) (33.70) and in the control group (48.90).

Investigating research hypotheses

Hypothesis 1: Performing Sahajayoga exercises has a significant effect on reducing anxiety in children with attention deficit hyperactivity disorder with gastrointestinal problems. It should be noted that the assumptions of the covariance analysis test were all examined and then covariance analysis was used in this study.

Covariance Analysis Test Defaults**1. Checking the normality of the data**

Kolmogorov-Smirnov test was used to check the normality of the research data; Therefore, Table (2) shows that the test anxiety scores are normal in the pre-test and post-test stages in both experimental and control groups. According to the above table, it can be concluded that the significant levels of

Table 1: Data on test anxiety scores

	exam stress	Number	Average	Standard deviation
Experiment (1)	pre-exam	10	48/9	7/34
	Post-exam	10	36/40	6/67
Experiment (2)	pre-exam	10	47/60	8/19
	Post-exam	10	33/70	7/54
Control	pre-exam	10	49/40	7/73
	Post-exam	10	48/90	7/37

Table 2: Check the normality of variables

the level	group	Test value Kolmogorov-Smirnov	Significance level
pre-exam	Experiment 1	0/477	0/977
	Experiment 2	0/694	0/721
	Control	0/62	0/837
Post-test	Experiment 1	0/59	0/878
	Experiment 2	0/71	0/695
	Control	0/543	0/93

distribution of test anxiety scores in pre-test and post-test are more than 0.05, so the scores have a normal distribution.

2. - Investigate the homogeneity of the regression slope

Table 3 examines the homogeneity of regression slopes, which is one of the conditions for using the covariance analysis test.

In Table (3), the interaction effect of the group and the test anxiety test scores were investigated to investigate the homogeneity of regression slopes. Regression scales are confirmed.

$$F = 0.725 \cong 0.407 > 0.6$$

3. Equality of variance

Another condition for using the covariance test is the equality of variances in both communities, so Table

4 uses the Loon test to examine the equivalence of variances. As it turns out, the significance level obtained from the F statistic is greater than 0.05. Therefore, the variances are equal in both societies.

Analysis of covariance

Table 5 examines the effect of Sahajayoga exercises on test anxiety using a covariance test. The set R2 value indicates that about 98% of the change in the dependent variable is due to a change in the independent variable.

Hypothesis 2: Mind-strengthening yoga exercises have a significant effect on reducing anxiety in children with attention deficit hyperactivity disorder and gastrointestinal problems.

It should be noted that a covariance analysis test

Table 3: Homogeneity of regression slopes

	sum of squares (SS)	Degrees of freedom (df)	Average squares (MS)	Statistics (F)	Significance level (P)
Corrected model	1647/25	3	549/08	377/15	0/001
Width of origin	2/51	1	2/51	1/72	0/208
group	8/160	1	8/16	5/60	0/031
pre-exam	859/43	1	859/43	590/33	0/001
Pre-test group	1/055	1	1/055	0/725	0/407
Error	23/29	16	0/725	-	-
Total	38051	20	-	-	-
Corrected total	1670/550	19	-	-	-

Table 4: Investigation of equality of variances

Statistics	The first degree of freedom (df ₁)	Second degree of freedom (df ₂)	Significance level (p)
F			
2/174	1	18	0/158

Table5 :Covariance Analysis to Investigate the Impact of Sahajayoga on Test Anxiety

	sum of squares (SS)	Degrees of freedom (df)	Average squares (MS)	Statistics (F)	Significant level	Eta ² (P)
Corrected model	1646/20	2	823/10	574/67	0/0001	0/985
Width of origin	2/67	1	2/67	1/86	0/190	0/099
pre-exam	864/95	1	864/95	603/89	0/0001	0/973
group	723/96	1	723/96	505/46	0/0001	0/967
Error	24/34	17	1/43			
Total	38051	20	0/984			
Totally corrected	167/55	19				
R ²	0/985					
	R2 set					

was used to investigate the second hypothesis of the study. In the above hypothesis, mind-strengthening yoga exercises as an independent variable, post-test anxiety test scores as a dependent variable, and pre-test anxiety test scores as a control or diffuse variable play a role.

The set R2 value indicates that about 94% of the change in the dependent variable is due to a change in the independent variable. Also, due to the fact that the significant level obtained for the corrected model is less than 0.05, so with the 95% confidence level, the model can be explained (correctly). Also, the significance level obtained from the F statistic in the pre-test variable is less than 0.05. Therefore, the random variable is related to the dependent variable. The results obtained from the main effect

of the group showed that the group had a significant effect on the dependent variable. Therefore, it can be concluded that mindfulness yoga exercises have reduced test anxiety. In other words, mindfulness yoga exercises are effective in reducing the anxiety of children's exams. Therefore, the second hypothesis of the research is confirmed and the null hypothesis is rejected.

Side effects:

Hypothesis: There is a significant difference between the anxiety of the Yoga Mind Exercise Group and the Sahaja Yoga. It should be noted that the analysis of covariance was used to study the above hypothesis. In the above hypothesis, yoga exercises as an independent variable, post-test anxiety test scores as a dependent variable, and pre-test anxiety scores as

Table 6: Covariance Analysis to Investigate the Effect of Mind Strengthening on Test Anxiety

	sum of squares (SS)	Degrees of freedom (df)(MS)	Average squares (F)	Statistics level	Significant (P)	Eta ²
Corrected model	2037/61	2	1018/80	146/04	0/0001	0/945
Width of origin	0/824	1	0/824	0/118	0/735	0/007
pre-exam	882/41	1	882/41	126/49	0/0001	0/882
group	914/33	1	914/33	31/07	0/0001	0/882
Error	118/59	17	6/97			
Total	36270	20	0/939			
Totally corrected	2156/2	19				
R ²	0/945					
	R2 set					

Table 7 : Covariance Analysis to Investigate the Difference Between Test Anxiety Exercise Yoga Mind Strengthening Mind and Sahajayoga

	sum of squares (SS)	Degrees of freedom (df)	Average squares (MS)	Statistics (F)	Significant Level (P)
Corrected model	817/18	2	408/9	52/71	0/0001
Width of origin	15/37	1	15/37	1/98	0/177
pre-exam	780/73	1	780/73	100/72	0/0001
group	12/69	1	12/69	1/63	0/218
Error	131/76	17	7/75		
Total	25519	20	0/845		
Totally corrected	984/95	19			
R ²	0/861				
R2 set					

a control variable play a role.

Analysis of covariance

The significance level obtained from the F statistic in the test variable is greater than 0.05. Therefore, the random variable is not related to the dependent variable. The results obtained from the main effect of the group showed that the group did not have a significant effect on the dependent variable. Therefore, it can be concluded that there is no significant difference between his two experimental groups and the level of test anxiety.

Discuss

The present study aims to investigate the effect of Sahajaoga and Mind Strengthening Yoga exercises on the test anxiety of children with attention deficit hyperactivity disorder with gastrointestinal problems in both experimental groups and a control group and before and after work to achieve Scientific and realistic knowledge will take a step towards achieving information in this field.

Test anxiety is one of the variables that affects people with attention deficit hyperactivity disorder and digestive problems. The results of various studies have shown that approximately 73% of children with attention deficit hyperactivity disorder have one or more other disorders. Among them, anxiety with approximately 15% is one of the disorders that has affected children with ADHD with digestive problems. As children grow older, they experience

a range of anxieties. Sometimes these anxieties are so severe that they make life difficult. Thus, test anxiety is a common type of anxiety that is closely related to the academic achievement of children and adolescents (Mousavi and Ghasvand, 2016).

One of the results of the present study is that performing Sahajayoga exercises is effective in reducing anxiety test in children with attention deficit hyperactivity disorder with gastrointestinal problems.

So far, different therapies for children's anxiety have been considered. In the meantime, since yoga requires long-term concentration and relaxation in your workouts; Therefore, it seems that it can be effective in reducing attention deficits and reducing anxiety.

Research on the effectiveness of yoga on controlling behaviors, strengthening concentration and calming the individual has shown that yoga is effective in achieving the above goals and leads to increased attention and concentration, awareness and reduction of anxiety.

(Levitt, 2015). Also, yoga-based curricula improved attention and focus on lessons by reducing test anxiety (Aghili and Afzali, 2017). On the other hand, the Sahaja Yoga exercises include all the other light yoga techniques, with the exercises focused on the right energy channel and its cleansing focusing on reducing anger, aggression, and hyperactivity. In addition, it cleanses the left canal to achieve peace and quiet by controlling thoughts, feelings,

mental exercises, and concentration. In fact, the Sahajayoga-style meditation claims to activate the parasympathetic-limbic pathway that calms the mind and body. By accessing parasympathetic-limbic activity through meditation and the Sahajayuga method, relaxation is achieved (Levitt, 2015).

By doing Sahajaoga exercises, mental tensions are neutralized. There is a state of mental and inner silence, and this inner silence becomes a source of inner peace that neutralizes daily stress and increases creativity and self-satisfaction. The present result is consistent with the research of Mousavi et al. (2016), Beyk et al. (2013) and Saadatabadi (2011).

Another finding is that mindfulness yoga exercises are effective in reducing anxiety in children with attention deficit hyperactivity disorder and gastrointestinal problems.

Considering the effect of mindfulness yoga training on reducing test anxiety in children with attention deficit hyperactivity disorder with digestive problems, it can be said that yoga affects the physiological state of children in the rehabilitation process and improves children's concentration and enables them to Use their energy to perform purposeful activities that instill a sense of relaxation in them. In addition, by performing mind-strengthening yoga techniques, the energy of the lower parts of the body flows upwards and nourishes the brain. This sends energy to other high-energy centers in the body (Aghili and Afzali, 2017). In general, the trainings used in this study are due to their anti-anxiety properties; It can be a source of relaxation and a sense of well-being for the person with ADHD, so it can reduce the anxiety of the exam and can predict a higher academic performance for such students, and that's where it's at. It contributes to higher social success and boosts children's self-confidence; Therefore, it seems that the theme of the conscious mind of these teachings is an important factor in the change in these children. The present results were consistent with the research of Farahani et al. (2018), Aghili and Afzali (2017), Panahi Naghan (2017) and Poliska (2009).

Given that the results of the present study provide valuable information on the effectiveness

of sahajayoga and mind-strengthening yoga exercises on reducing anxiety in children with Attention Deficit Hyperactivity Disorder along with hyperactivity with digestive problems; However, the above research has been accompanied by some limitations, such as the use of the available sample by non-random sampling method, the limitation of the research community to girls aged 10 to 13 years, and the limited number of studies that examine the effectiveness of yoga on test anxiety. Children with attention deficit hyperactivity disorder; This makes it difficult to generalize the results and findings of the research.

Therefore, it is suggested that more age groups be included in future research. In addition, the results of this study can be used for counselors and psychologists and school staff.

Conclusion

The findings show that the effectiveness of Sahajayoga and mind-strengthening yoga training in reducing test anxiety in children with attention deficit hyperactivity disorder is not significantly different from gastrointestinal problems, and both trainings successfully reduce children's test anxiety.

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