

## Alternative Therapies to Reduce Academic Stress: Finding Balance and Wellness

Jagriti Vyas, Research Scholar, Malwanchal University Prof.Dr.Jinu K Rajan,Research Supervisor,Malwanchal University Introduction

As the demands of academic life continue to increase, students are experiencing higher levels of stress and anxiety. The pressure to excel academically, meet deadlines, and balance personal and social commitments can take a toll on their mental well-being. While conventional methods such as exercise and meditation are effective in managing stress, alternative therapies offer unique approaches to promote relaxation and restore balance. This article explores various alternative therapies that can help students reduce academic stress, improve focus, and enhance overall well-being.

 Mindfulness and Meditation :Mindfulness and meditation practices have gained popularity as effective stress reduction techniques. By training the mind to focus on the present moment, students can alleviate anxiety and promote mental clarity. Mindfulness meditation involves paying attention to bodily sensations, thoughts, and emotions without judgment. It helps students develop self-awareness and cultivate a sense of calmness. Meditation techniques such as deep breathing, guided imagery, and progressive muscle relaxation can be integrated into daily routines to alleviate stress and promote relaxation.

- 2. Acupuncture : Acupuncture, an ancient Chinese therapy, involves the insertion of thin needles into specific points on the body to stimulate energy flow and restore balance. This practice has shown promising results in reducing stress and anxiety. By targeting specific points associated with stress relief, acupuncture can help students relax, improve sleep quality, and enhance overall well-being. Regular acupuncture sessions may also promote a sense of calmness and increase resilience in the face of academic pressures.
- 3. Aromatherapy : Aromatherapy utilizes essential oils extracted from plants to promote relaxation and improve mood. The inhalation or application of these oils can have a profound impact on reducing stress and anxiety levels. Essential oils such as lavender, chamomile, and bergamot have calming properties and can be used in diffusers, baths, or as massage oils. Aromatherapy can create a soothing environment and help students unwind after a long day of studying, enabling them to achieve a more balanced state of mind.
- 4. Art Therapy : Engaging in creative activities can be therapeutic and provide an outlet for emotional expression. Art therapy involves using various artistic mediums such as painting, drawing, and sculpting to reduce stress

and improve well-being. Students can explore their emotions and thoughts through art, allowing them to process and release stress in a non-verbal manner. Art therapy can enhance self-esteem, promote relaxation, and foster a sense of accomplishment, providing a much-needed break from academic pressures.

5. Herbal Remedies : Herbal remedies offer natural alternatives to manage stress and anxiety. Herbal supplements such as ashwagandha, passionflower, and valerian root have been traditionally used to promote relaxation and reduce anxiety symptoms. However, it's important to consult with a healthcare professional or herbalist before incorporating any herbal remedies into one's routine to ensure safety and effectiveness.

Conclusion : Academic stress is a prevalent issue among students, but it doesn't have to be overwhelming. Incorporating alternative therapies into their routines can provide valuable tools for stress management, helping students find balance and improve their overall well-being. Mindfulness and meditation practices, acupuncture, aromatherapy, art therapy, and herbal remedies are just a few examples of alternative therapies that offer unique approaches to reducing academic stress. It is essential for students to explore these options and find what works best for them. By prioritizing their mental health and incorporating alternative therapies into their self-care routine, students can navigate the challenges of academia with greater resilience, focus, and overall well-being.

## Reference

1. Viner RM, Ozer EM, Denny S, Marmot M, Resnick M, Fatusi A, et al. Adolescence and the social determinants of health. Lancet. 2012;379:1641–52. [PubMed] [Google Scholar]

2. World Health Organization. Maternal, Newborn, Child and Adolescent Health. World Health Organization. 2019. [Last accessed on 2019 Mar 24]. Available from: https://www.who.int/maternal\_child\_adolescent/en/

3. Chandramouli C. Release of Social and Cultural Tables: Age Data Highlights, August, 2013. Census of India. 2011. [Last accessed on 2018 Nov 20]. Available from: https://www.slideserve.com/varden/socialand-cultural-tables-age.2014.

4. Huan VS, See YL, Ang RP, Har CW. The impact of adolescent concerns on their academic stress. Educ Rev. 2008;60:169–78. [Google Scholar]

5. LaRue DE, Herrman JW. Adolescent stress through the eyes of high-risk teens. Pediatr Nurs. 2008;34:375–80. [PubMed] [Google Scholar]

6. Chandra A, Batada A. Exploring stress and coping among urban African American adolescents: The shifting the lens study. Prev Chronic Dis. 2006;3:A40. [PMC free article] [PubMed] [Google Scholar]



7. Jayanthi P, Thirunavukarasu M, Rajkumar R. Academic stress and depression among adolescents: A cross-sectional study. Indian Pediatr. 2015;52:217–9. [PubMed] [Google Scholar]

8. Sun J, Dunne MP, Xiang-Yu H, Ai-Qiang X. Educational stress among Chinese adolescents: Individual, family, school and peer influences. Educ Rev. 2013;65:284–302. [Google Scholar]

9. Hussain A, Kumar A, Husain A. Academic stress and adjustment among high school students. J Indian Acad Appl Psychol. 2008;34:70–73. [Google Scholar]

10. Gould MS, Greenberg T, Velting DM, Shaffer D. Youth suicide risk and preventive interventions: A review of the past 10 years. J Am Acad Child Adolesc Psychiatry. 2003;42:386–405. [PubMed] [Google Scholar]

11. Kendall PC, Peterman JS. CBT for adolescents with anxiety: Mature yet still developing. Am J Psychiatry. 2015;172:519–30. [PubMed] [Google Scholar]

12. Brunner R, Parzer P, Haffner J, Steen R, Roos J, Klett M. Prevalence and psychological correlates of occasional and repetitive deliberate self-harm in adolescents. Arch Pediatr Adolesc Med. 2007;161:641–9. [PubMed] [Google Scholar]



13. Cartwright M, Wardle J, Steggles N, Simon AE, Croker H, Jarvis MJ. Stress and dietary practices in adolescents. Health Psychol. 2003;22:362–9. [PubMed] [Google Scholar]

14. Schraml K, Perski A, Grossi G, Simonsson-Sarnecki M. Stress symptoms among adolescents: The role of subjective psychosocial conditions, lifestyle, and self-esteem. J Adolesc. 2011;34:987–96. [PubMed] [Google Scholar]

15. Bouma EM, Ormel J, Verhulst FC, Oldehinkel AJ. Stressful life events and depressive problems in early adolescent boys and girls: The influence of parental depression, temperament and family environment. J Affect Disord. 2008;105:185–93. [PubMed] [Google Scholar]