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## **EFFECT OF COMPREHENSIVE YOGIC PRACTICES PROGRAMMES ON CONCENTRATION OF COLLEGE STUDENTS**

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### **ABSTRACT**

Memory and concentration is relevant problem in students across the country. A student under a certain level of anxiety and stress does bring out his or her best in examination. However, an extreme level can result into stress induced disorders and deteriorating the academic performance. Since, past studies revealed that Yoga can help to reduce stress; this study aims to investigate the “Effect of Comprehensive Yogic Practices Programs on Psychological Characteristics like concentration of college students”.

### **INTRODUCTION**

Memory and concentration are two critical factors that can have a massive impact on one’s academic performance. Sound memory, consists of the ability to recall past events precisely with ease. Sound memory helps in achieving targeted grades and marks irrespective of challenging course of study. Being able to concentrate in class or while studying is another critical factor that can set a student apart. Excitingly, these things are not that difficult to improve. Some of the common causes for lack of concentration and focus are as under

**Attention deficit hyperactivity disorder (ADHD).** It is common developmental difference that affects the parts of the brain that control attention, impulses and concentration. Common symptoms are short attention span, restlessness and constant fidgeting and being impulsive. People with the condition lack the filters to ignore what is going on around them resulting in a lack of focus. It can occur in people of all intellectual ability and is common in people with learning difficulties.

**Lack of sleep.** Sleep is vital to our ability to concentrate and while the amount of sleep we need varies from person to person, not having enough of it slows down our thought processes. We find it difficult to perform tasks that require any kind of complex thinking. Too little sleep also affects our working memory which is important in helping us focus and concentrate on tasks.

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**Stress.** Affect any student of any age, and most of the time it's manageable. However, it starts to have a negative affect when it becomes chronic and ongoing. Everyday worries and concerns can make it hard to concentrate. Stress can also be a manifestation of Specific learning difficulties. Often we don't even notice it until it becomes completely overwhelming and starts to affect concentration and focus. So it's a good idea to try and identify the underlying causes of stress and help develop strategies to deal with it.

**Emotional/psychological problems** – these can be a number of things from anxiety, bipolar disorder, depression etc. to a learning difference such as ADHD, dyslexia, Asperger's Syndrome or physical disabilities. These can also impact negatively on concentration.

**Environment** – this may affect focus and concentration. Make your classroom an environment where everyone feels comfortable by thinking about noise levels, lighting, temperature and avoiding busy walls with too many notices and posters on them.

**Hunger and dehydration** – especially with younger learners can also be a problem.

**Lesson content** – the materials and tasks you present may be something your students find difficult to work with and this can lead to loss of interest and focus. Find out what works, what doesn't work and remember every class is different, so what works with one group, may not work with another. Adapt your teaching style and your materials accordingly. The investigation made by various researches proved that yogic practice improves memory of the college students. With this background, the researcher selected the study. The present study examines an effect of yoga module on concentration, of college students.

## **OBJECTIVE**

To study the effect of yoga on concentration of college students

## **METHODOLOGY**

For the purpose of this study 60 female college students from Maharana Pratap Government P.G College, Bilsa (Badaun) were selected. Among those participants 30 subjects were randomly selected for experimental group and control group each. D2 Test by Bricken Kamp was applied on the students. Comprehensive yogic exercises were given for 3 months under the supervision of yoga expert and researcher. The students performed for 90 minutes (including warm up and relaxation) daily in the morning. The examinations anxiety was tested before and after the three month of training program.

Data collected on Academic anxiety as pre and post –test for experimental and control groups are subjected to descriptive and inferential statistical analysis. In descriptive analysis measure of central tendency as mean, minimum and maximum score was described to give an idea of central characteristics while analysis of variance and analysis of co-variance were mainly employed to find out effect of comprehensive yogic practices on each parameter by comparing an experimental and control group.

The significance of all the statistical techniques were kept at 0.05. In addition to statistical analysis graphical representation of mean values were also made for comprehensive understanding of each parameter as pre and post values between the control and experimental group. This statistical analysis were presented on table and group representation in the form of bar- diagram

**FINDINGS** .Detail work of data analysis and interpretation is as under:-

**Table – 1**

Descriptive Statistics of Concentration of Experimental Group (comprehensive yogic practices) and Control Groups in Pre-Test and Post-Test

		Mean	Std. Deviation	Std. Error	Minimum	Maximum
Pre Test	Experimental Group	77.03	8.38	1.53	66.00	92.00
	Control Group	75.30	6.17	1.12	66.00	88.00
Post Test	Experimental Group	82.03	6.68	1.22	72.00	94.00
	Control Group	75.46	6.12	1.11	67.00	88.00

Table-1 shows the descriptive means of experimental group (comprehensive yogic practices) and control group in Concentration .For pre- test of Experimental group ,observed values are 77.03(Mean) ,8.38(Standard deviation), 1.53 (Standard error),66.00(Minimum Score) and 92.00(Maximum Score).

For pre test of control groups, observed values are 75.30(Mean) ,6.17 (Standard deviation), 1.12 (Standard error ),66.00(Minimum Score) and 88.00(Maximum Score).

For post test of experimental group, observed values are 82.03 (Mean), 6.68 (Standard deviation), 1.22 (Standard error), 72.00(Minimum Score) and 94.00(Maximum Score).

For post test of control groups, observed values are 75.46(Mean) ,6.12 (Standard deviation), 1.11(Standard error), 67.00(Minimum Score) and 88.00(Maximum Score).

**Table –2**

Adjusted Post Test Means of Experimental Group (comprehensive yogic practices) and Control Group in relation to Concentration

GROUPS	Mean	Std. Error
Experimental Group	81.30	.299
Control Group	76.19	.299

Table-2 shows the adjusted means of experimental group (comprehensive yogic practices) and control group in Concentration. Adjusted means for experimental group was found 81.30; on the other hand adjusted means for control group was found76.19

**Table – 3**

Analysis of Variance of Comparison of Means of Experimental Group (comprehensive yogic practices) and Control Group in Concentration

		Sum of Squares	df	Mean Square	F	Sig.
Pre Test	Between Groups	45.06	1	45.06	.83	.366
	Within Groups	3145.26	58	54.22		
Post Test	Between Groups	646.81	1	646.81	15.73	.000
	Within Groups	2384.43	58	41.11		

\*Insignificant at .05 level

F value required to be significant at 1, 58 df = 4.006

In relation to pre test, table 15 revealed that the obtained ‘F’ value of .83 was found to be insignificant at 0.05 level, since this value was found lower than the tabulated value 4.006 at 1, 58 df. This proves that random assignment to experimental group and control group was quite successful. As the F values implies that there is no significant difference in Concentration between experimental and control group where the pre- test values were compared.

In relation to post test, significant difference was found among experimental group and control groups pertaining to Concentration, since F value of 15.73 was found significant at .05 level. as the value was much higher than the tabulated 4.006 required to be significant Since, groups were not equated during division of experimental and control groups analysis of co –variance for comparison of adjusted post-test means were conducted and presented in table 16

**Table –4**

Analysis of Covariance of Comparison of Adjusted Post Test Means of Experimental Group (comprehensive yogic practices) and Control Group in Concentration

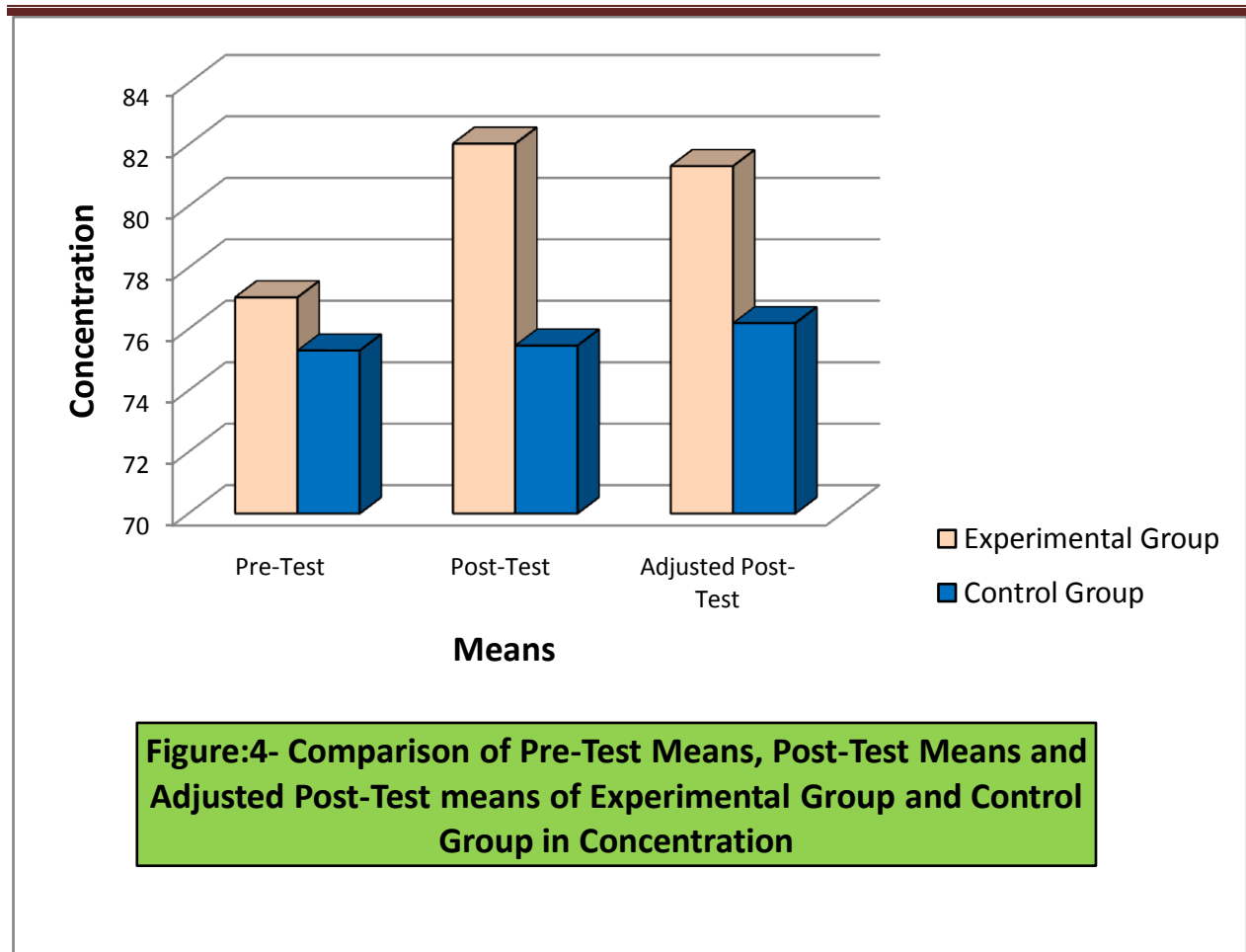
	Sum of Squares	df	Mean Square	F	Sig.
Contrast	385.60	1	385.60	144.50	.000
Error	152.10	57	2.66		

\*Insignificant at .05 level

F value required to be significant at 1, 57 df = 4.009

Table 4 revealed that the obtained ‘F’ value of 144.50 was found to be significant at 0.05 level, since this value was found much higher than the tabulated value 4.009 at 1, 57 df.

On the basis of results, it may be concluded that comprehensive yogic practices is proved to be effective in bringing changes in Concentration.



## RESULT

The statistical analysis revealed that comprehensive yogic exercises programme significantly improves concentration of college level female students.

## SUMMARY

The benefits of yoga are to maintain the concentration level as well as increase your ability to concentrate. Yoga works to relax the mind and body so we can think more clearly, and in time increase our ability to concentrate. Practices of many yogic techniques stimulate the brain and nervous system to improve memory and concentration. In this study selective yoga practices improve memory because it involves chanting, recalling and visualization which strengthen certain verbal awareness and attention.

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