



---

## Effect of Yoga on Academic Performance of secondary School Students

Seema, Research Scholar

ITTR BPSMV

KhanpurKalanSonipat131303

Dr.Suman Dalal, Associate Professor

ITTR BPSMV

KhanpurKalanSonipat131303

### Abstract

*This article addresses yoga as just a strain therapy for kids. Mind-body training brings emotional balance via yoga. Kids and teenagers need skills to listen to their bodies, emotions, as well as thoughts. Yoga may help kids grow well, become strong, and contribute to society. First, we discuss how kids and teenagers confront many demands as well as continual stimulation from the Internet as well as other media. International exposes children to new expectations, norms, as well as possibilities, which can cause stress as well as mental health issues. There's also more pressure to succeed in school due to increased competition and a wider range of possibilities for young folks nowadays. Modern culture offers many diversions and undesirable attractions, particularly via new media. Multimedia gadgets as well as the time youngsters spent on them indicate a change in lives as well as priorities. While media technologies are valuable for communication, learning, as well as entertainment, they compete for children's attention. Yoga may help kids and teenagers deal with stress as well as contribute to balance, well-being, and psychological health, according to our article. Yoga improves children's physical and emotional health, as according to study. Yoga in classrooms increases pupils' resilience, mood, and strain abilities.*

**Keywords:** *Children and adolescents, psychological health, general well-being, and yoga*

### Introduction

As a due to globalization, young people all across the globe are now being introduced to new norms as well as opportunities. Children currently are not only provided with much more opportunities but they are likewise held to higher expectations. Families, schools, and the media all have significant roles in determining the perceptions and expectations of children and teenagers. Stress, especially in regards to the appraisal of one's performance, may result from becoming subjected to these novel requirements and pressure at an early age. Because they do not want their families to be worried



---

about them, it has been our expertise that children are very effective at hiding their anguish and emotional stress from their parents. Its because children do not want their parents to stress about them. (Murphy, 1996)They strive to act in a manner that is "acceptable" as well as "socially correct" in the hope that their parents would accept of their efforts. Children do not appreciate upsetting their parents and being the cause of additional stress being added to their parents' extremely hectic lives. The constructivist theory argues that children should be told to take an active role in the process of their very own development. In addition, as children and adolescents engage with the events that occur of daily life, they do so with world perspectives that may be distinct from all those held by adults. In accord with this idea, our belief is that kids serve as an agent with their own well-being and then have the potential to develop into wellness partners with their families, friends, and the broader society. This ability applies to all aspects of their lives. However, children's potential for growth is greatly environmental influence in that they are raised, which is mostly controlled by society.(Janis, 1982)

### **Review Of Related Literature**

- **Kumar P. (2016)**At any one time, one out of every five young persons suffers from mental health concerns. Adolescents are handled first in order to manage all challenges such as stress, tension, depression, anxiety, and others. Yoga was initially created as a way of spiritual enlightenment, but it is today known as a science of wellbeing. Yoga is currently being employed as a therapeutic therapy for health. It not only prevents and relieves disease, but it also contributes in the maintenance of good health. Yoga focuses on strengthening the intrinsic protection mechanisms of the human body and mind rather than identifying and removing certain offending causes. It improves immunity and resistance in the human body and supports the body and mind in establishing homeostatic balance. Prevention of disease starts with the development of defense mechanisms and the harmony of mind and body. As a consequence, the purpose of yoga is to attain physical, mental, social, and spiritual wellbeing.
- **Ferreira-Vorkapic, C et al. (2015)**Evidence showing academic, cognitive, and psychosocial benefits of yoga-based programmes in schools was the primary focus of this systematic review. The search was exhaustive. Research paper output between 1980 and October 31, 2014



---

(PubMed, PsycInfo, etc.) Databases such as Embase, ISI, and the Cochrane Library are examples. Examining the size of an impact using the median (the standard deviation of the data) As a result of the distinction and Hedges'g, it was possible to evaluate similar experimental conditions. Overall, nine randomised controlled studies met the study's inclusion criteria. How Big an Effect Did It Have? recognised for indicators of disposition, the Post-Mortem Stress Scale (POMS), measures of tension and anxiety, self-esteem, and Memory performance was better in the yoga groups than in the control groups.

- **Serwacki, M., et al. (2012)** determined the evidence for yoga-based classroom interventions. A literature search was done to locate peer-reviewed, published studies in which yoga and a contemplative component (breathing techniques or meditation) were taught to school-aged children. Consideration was given to pilot studies, single cohort, quasi-experimental, and randomised clinical trials. The quality of the research was reviewed and summarised. Twelve published studies have been discovered. Adolescents with autism, intellectual impairment, learning disability, and emotional disturbance, as well as generally developing youths, were administered yoga as an intervention. The inability to provide definitive conclusions or recommendations was hampered by methodological limitations, such as a lack of randomization, small sample sizes, limited information regarding the intervention, and statistical ambiguities, despite the fact that school-based yoga programmes appeared to have mostly positive effects. Findings indicate the need for more methodological rigour and a deeper understanding of the success mechanisms of school-based yoga programmes.
- **White, L. S. (2009)** According to White, L. S. (2009), one principal mandated yoga for high school seniors (Rimer, 2007), whilst another principal at a lower grade level provided yoga to assist pupils unwind. Recent media coverage of yoga has focused on its positive impact on students and their capacity to handle stress (Eagan, 2007). a growing number of classrooms are Students may profit from this time-tested practise by learning to manage their breathing and concentrate on the present. negative health and behaviour impacts Possessing a deeper comprehension of what may transpire Due to the stress-relieving and relaxing properties of yoga, it is now often included into school curricula. treating the mental and physical symptoms



---

of anxiety. Prioritization of one's own abilities above others In the face of competition, children of varying abilities, including those with physical disabilities, may practise yoga. Team sports have disadvantages and low participation rates.

### Objective of paper

Calculate Pre-test and Post-test Academic Performance after computing Mean, SD, and t-ratio of students.

### Pre-test And Post-test On Academic Performance With Yoga

The pre-post experimental design was used for conducting this research study. The students were assigned randomly into Experimental Group (n=50) and Control group (n=50). The pre-data was taken using the assessment tools of both group then yogic intervention was given to the Experimental group for 12weeks and there was no practice in control group. After one month, the post data was taken from both groups with same assessment tools. Appropriate Statistical techniques were used to compare the data for concluding the result.(Hirsch S & Keniston K, 1970)

**The majority of yoga fall into one of seven categories. They are the —.**

1) **Karma Yoga:** The word "karma" may be interpreted as "action," something which everyone does, whether consciously or unconsciously. Karma yoga seeks to bring consciousness to these actions.(Silver, 1968)

2) **Jana Yoga:** The term "Jana" yoga refers both to wisdom and knowledge; hence, this type of yoga focuses on these aspects. It is a complement to the practise of meditation, called as dhyana, and when it is paired with dhyana, it ultimately changes into samadhi since samadhi is an experiential state of spirit. (Sailer HS, Schlacter J, & Edwards MR, 1982)

3) **Hata Yoga:**Hata Yoga means bringing about purification of the body and the mind while keeping a balanced state.(LK, 1961)

4) **Raja Yoga:** Because the name "Raja" yoga implies "king," raja yoga is sometimes referred to it as the "royal" or "king" kind of yoga. It is the practise of yogi that aims to awake the psychic awareness and capabilities. (Narasimhan, L., Nagarathna, R, & Nagendra, H. R, 2011)

5) **Mantra Yoga** is a form of yoga that involves the use of a second vibration in order to release mental limitations. It is the power that liberates the mind from the chains of captivity.



---

6) As a result, the objective of mantras yoga is to liberate the mind out of its concern with the attractions of the material world. Laya Yoga, also called as the Yoga of Aware Dissolution of Individuality, is the fifth kind of yoga. **(Thakar & Sharma, S. P, 2012)**

7) Bhakti Yoga is indeed the yoga of ardent devotion, with such a focus on having faith in oneself and one's practise. One who has not been burdened by either shame or egocentrism cannot be considered a true devotee of Bhakti. **(Sharma, 2002)**

**Stages of Yoga:**Yoga's eight limbs may help you to achieve mental, emotional, as well as spiritual cleanliness. It's because they are...

a) Yama (social discipline): It implies holding back or refraining.

b) Niyama (Individual Discipline): As a kind of mental hygiene, it involves following certain rules for how to treat yourself, both physically as well as philosophically.

c) Asana (postures): The term "asana" refers to the practise of keeping a certain bodily position in order to provide physically and mentally equilibrium to the learner. The physically and mentally benefits of regular asana practise includes improved fitness and a much more vibrant state of being. **(Chidananda, 1985)**

d) Pranayama (Breath control): It is necessary again for cleansing of the psyche and the internal organs.

e) Pratyahara (Discipline of the sense): The senses need to be confined by this procedure.

f) Dhyana (meditation): Sadhana, often known as meditation, is a technique that aims to help individuals merge their individual selves and their cosmic selves.

g) Samadhi (self-realization): The practise of meditation causes one's personality to become inwardly and outwardly immersed in the meditation practice. The experience of supreme bliss, free from pleasures as well as suffering and misery, is had. Samadhi is the climax of Dhyana.**(Denniston, D. Williams, P , 1975)**

Pranayam	Timing
<a href="#">Bhastrika</a>	5 to 10 min
<a href="#">Kapalbhati</a>	10 to 15 min
<a href="#">Anulom - Vilom</a>	5 to 10min
<a href="#">Bhramari</a>	5min
<a href="#">Udgeeth (Om)</a>	5min

**PRANAYAM**

**BhastrikaPranayam**

**Steps:** In Bhastrika, start with deeply breathe in and slowly breathe out through nose continue this process for at least 7-10 minutes.



**Benefits:**

- Reduce lungs problem, cures asthma & sinus .
- Increases lungs capacity .
- Boosts the supply of oxygen and purifies blood
- Improve respiratory system.
- It removes blockages in the nose and chest.

**Caution**

People suffering from high blood pressure and heart diseases do it little slowly.

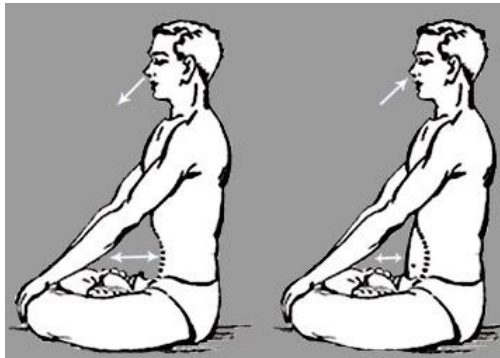


---

People suffering from ulcers, dehydration should avoid this pranayam.

### KapalbhatiPranayam

**Steps:** In kapalbhati, it's a process of breathing out through nose and the time you are breathing out your stomach should pump inside. Kapalbhati should be done slowly one stroke in one second. (10 minutes.)



**Benefits:**

Effective for diabetes problem.

Increases digestive power.and reduces problem of gastric , acidity and indigestion.

Effective for sinus, cough and cold.

Reduces gas & acidity problems and obesity.

Help reduces stomach fat

Reduce lungs, liver, kidneys problem,

### **Caution**

People suffering from high blood pressure and heart diseases do it little slowly.

People suffering from ulcers, dehydration should avoid this pranayam.

Pregnant ladies and people suffering from stomach related issues like ulcers,hernia, appendix or done any kind of surgery (after 3 months) should avoid doing this pranayama

### Anulom-VilomPranayam

#### **Steps:**

In order to finish the Anulom-Vilom process, you must first press your thumb against your right nostril to close it, then breathe in through your left nostril, then press your thumb against your left nostril once more to breathe out through your right nostril, and finally breathe in through the same

---

nostril through which you just breathed out. This sequence must be repeated three times. It is imperative that this process be continued for at least another seven to ten minutes longer.



Cleans up (72210 nadis) and tones up the entire nervous system, hence good for curing paralysis. Control blood pressure.

It is also beneficial in migraine and chronic sinus problems.

It strengthens the heart. Improves blood circulation and breathing capacity.

Practice of Anulom Vilom Pranayama removes mental tension and worries.

It keeps the mind calm, peaceful and cheerful and helps in overcoming depression.

### **BhramariPranayam**

#### **Steps:**

As part of the Bhramari procedure, the index finger is expected to be put on the forehead, the thumbs are supposed to be maintained in your ears and pressed gently to ensure that no external noise can be heard, and the other three fingers are supposed to be kept on your eyes like a covering cap. Before exhaling, produce a buzzing sound like a bee by breathing out through your nose while maintaining the stance.

#### **Benefits:**

Instant way to relieve tension, anger and anxiety. It is a very effective breathing technique for people suffering from hypertension as it calms down the agitated mind.



Helps to cure migraines & depression

Improves concentration and memory power.

It can cure insomnia.

Helps in reducing blood pressure

Beneficial for paralysis and parkinsonpatients .



---

Improve brain functions.

### UdgeetPranavam

#### Steps:

First take deep breathe in through nose then breathe out by chanting OM, breathe out till last. level of your breathe



#### Benefits:

- Helps to increase your concentration.
- Helps to control emotion like anger and fear
- Helps to improve your voice.
- Helps to clean your throat.
- Reduces stress.
- Chanting OM will help you to get rid of negative dreams.

### ASANAS

#### Kandarasan

#### Steps:

To begin, place your hands and feet flat on the floor. Next, fold your legs so that they meet your buttocks, and reach out to grab your ankles with your hands. As you inhale, raise your stomach from your neck to your knees and hold it for as long as you choose.

#### Benefits:



Kandrasana helps to improve spine flexibility.



---

Effective for women suffering from menstrual disorder and uterus problems.

Cures back pain.

It improves digestion by stretching.

### **Cautions:**

Avoid this posture if you have a neck & Knee injury

Caution for late term pregnancy.

**Purpose of the Study:**The purpose of the research would have been to investigate whether or not Secondary school students who practised saw improvements in their academic achievement..

### **Procedure**

Randomly picked were 100 Secondary School Students. Two groups set up. One group was the control and the other the experiment. 50 people each group . The Experimental class (yoga group) has 12 weeks of yoga instruction on school. The morning and evening training schedules comprised 60 minutes of Yogasanas, heating up, cooling down, and resting time between workouts. Control group (non-yoga) received no yoga instruction. All groups' pre-and post-test mean scores are recorded. Office documents showed the subject's academic success.

### **Statistical Analysis**

The data was analysed quantitatively using the Independent Paired-'t' test, with a significance threshold of 0.05. The final result has been arrived at by calculating the Mean, Standard Deviation, Mean Difference, as well as t-test.

### **Result & Discussion:**

The study's findings were summarised in the table and graph below. The table below compares the pre- and post-test scores of individuals in both the control group and experimental group on the Academic Performance measure.

**Table**Significance Mean, standard deviation, and t-ratio of kids' academic performance before and after school.

SL.No	Variables	TEST	Mea n	SD	MD	t- ratio	Significa nt
1	ControlGrou p	Pre- test	61.5 0	3.0 5	0.85	1.47	0.05 *
		Post- test	62.3 5	3.8 5			
2	ExperimentalG roup	Pre- test	62.5 0	3.6 8	8.10	5.63	
		Post- test	70.6 0	5.1 5			

\*Significantat0.05level

The experimental class's pre-test and post-test mean scores for Educational Achievement are 62.50 and 70.60, respectively, whereas the control group's pre-test and post-test mean scores for Academic Performance are 61.50 and 62.35, respectively. At the 0.05 level of significance, the estimated value (1.47 on Academic Performance) for the control group is less than the Table value (2.01). In consequence, the conclusion was inconsequential. In contrast, at the 0.05 level of significance, the calculated value (5.63) for Academic Performance in the experimental group is bigger than the tabular value (2.01). Consequentially, the conclusion was crucial. An experimental group's academic performance significantly improved after 12 weeks of yoga instruction. Therefore, the hypothesis is accepted. Meditation dramatically lowered stress after six months of yoga therapy, according to one research. (Beaty, 1991)

Meditation has a stronger effect on the mind as well as the senses than other activities, therefore it helps to develop one's intellectual and physical capacity to quiet the mind and manage emotions. Yoga encompasses and comprises eight paths (i.e. Astanga yoga - yama, niyama, asana, prana, pratyahara, dharana, dhyana and Samadhi.). Astanga yoga is founded on an idealistic stance, and it



---

is a genuine method for attaining self-awareness, self-confidence, and self-concept. Overcoming such unpleasant feelings via meditation results in a more tranquil state of mind and a less stressed body. Meditation improves relaxation, self-perception, self-confidence, a positive outlook, and social skills while lowering stress and anxiety. Performance refers to how much and how well a student has learned over an extended period of time. Excessive worry and anxiety affect children's performance. Multiple studies have shown that as a result of yoga practise, individuals' attention and concentration improved. Better Motor Ability implies a high degree of physical health, which enhances self-perception and academic performance. Simply put, the kids of today confront far greater obstacles than their parents and grandparents did. As a consequence of their obvious yoga practise, they will be more equipped intellectually, physically, and emotionally. As a consequence, the investigator was convinced to conduct the current investigation.(Barota, D. & Anand, B. K, 2009)

## **Conclusion**

A great number of research studies on various types of training programmes have been done. It has been shown that participating in twelve-week yoga training sessions may significantly improve students' overall academic achievement. Based on the findings of the current empirical inquiry, and keeping the limitations in mind, the following conclusions may be drawn: After twelve weeks (12 weeks) of yoga teaching, it was revealed that the Experimental group's (the yoga group's) total scholastic performance improved significantly. Academic performance did not improve or changed slightly in the Control group (non-yoga group) after the required time of twelve weeks (12) of yoga instruction, and the outcome was inconsequential. This was because the Control group did not practise yoga.



---

## References

1. Bhushan, L. (1998). Yogic Lifestyle and Psychological Well-being, *Yoga Magazine*, 9(3), 30-40. Munger, India: Sivananda Math.
2. Dubey, S. N. (2011). Impact of yogic practices on some psychological variables among adolescents. *Indian Journal of Community Psychology*, 7(1), 1-7.
3. Lindwall, M. & Lindgren, E. C. (2005). The effects of a 6-month exercise intervention program on physical self perceptions and social physique anxiety in non-physically active adolescent Swedish girls. *Journal of Sport & Exercise Psychology*, 6(6), 643-658.
4. Meighan, T. (1971). An investigation of the self-concept of blind and visually handicapped adolescents. New York: American Foundation for the Blind, (pp. 107-108).
5. Narasimhan, L., Nagarathna, R. & Nagendra, H. R. (2011). Effect of integrated yogic practices on positive and negative emotions in healthy adults. *International Journal of Yoga*, 4, 13-19.
6. Paluska, S. K. & Schwenl, T. L. (2000). Physical activity and mental health. *Sports Medicine*, 29(3), 167-180.
7. Pedro, V. (1987). Role of yoga therapy in Anxiety, neurosis and depression. *Yoga Mimamsa*, XXVI, 1.
8. Albeniz, P. D. A. & Holmes, J. (2000). Meditation: concepts, effects and uses in therapy. *International Journal of Psychotherapy*, 5, 49-58.
9. Rao, M. R., Nagendra, H. R., Raghuram, N. & Vinay, C. (2008). Influence of yoga on mood states, distress, quality of life and immune outcomes in early stage breast cancer patients undergoing surgery. *International Journal of Yoga*, 1(1), 11-20.
10. Shivjeet, K. (2005). Effect of yoga on feeling of well-being and mental alertness in the practitioner. (Unpublished M.Ed. Thesis). Punjab University, Chandigarh.
11. Singh, A. K & Gupta, A. S. (1971). Manual for mental health battery (MHB). Agra, India: National Psychology Corporation.
12. Singh, Y. & Bhargava, M. (1971). Manual for emotional maturity scale (EMS). Agra, India: National Psychology Corporation.
13. Thakar, K. R. & Sharma, S. P. (2012). Effect of yoga on educational achievement, mental development and physical health of secondary school students: A study. *International Indexed & Referred Research Journal*, 4(38), 3-4.
14. Triveni, S., and Aminbhavi, U. (1999). Impact of yoga practices on neuroticism, anxiety and depression. *Praachi Journal of Psycho- Cultural Dimensions*, 15(1), 83-85.
15. Ventis, D. C. (2002). Mental and physical health. *Journal of Clinical Epidemiology*, 31(5), 112-129.
16. Vijayarani, C. A. (2012). Influence of yogic practices on selected physiological and psychological variables of adolescent boys. *Recent Research in Science and Technology*, 4(2), 42-44.
17. Zilli, A. S. & Charli. (2012). Mental health among yogic and non-yogic practitioners. *Indian Journal of Health and Well-being*, 3(1), 295-297.