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INFLUENCE OF YOGA PRACTICE ON ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

Yoga education could help to equip oneself with basic knowledge about one's personality, to learn to handle oneself well in all life situations, to learn techniques of gaining good health, to develop a discriminative mind capable of knowing the real from the unreal and to face the dualities of life with equanimity. Yoga education can enhance all the activities of the students, be it academic or sport or social. Academic performance is one of the most important indicators to assess progress in Education. The performances of students in academics are determined by number of factors. Yoga corrects problems at deeper levels by promoting the proper life philosophy and enhancing personality through the control of emotions. One can eliminate their own conflicts, suppressions, and sensitivities with the aid of internal awareness. Yoga improves a man's ability to work because it teaches him the art of productivity and allows him to appreciate his work while experiencing inner bliss. Yoga offers both quick fixes for physical and mental ailments through relaxation techniques as well as longer-lasting solutions by changing one's perspective on life. This article studies the effect of yoga practice on academic performance among experimental and control group of secondary school students with reference to age. The results reveal that there was a significant difference in the experimental group of secondary school students with reference to age.

KEY WORDS: *Academic Performance, Yoga Education, Secondary School Students.*

INTRODUCTION

"Yoga is a light, which once lit will never dim.
The better your practice, the brighter your flame"

-B.K.S. Iyengar

Yoga is science and art of realizing the Absolute i.e. the ultimate reality or supreme consciousness. Yoga is a way of life and it is characterized by health, harmony balance and bliss. By practicing yoga one can reach a state of mental equanimity, where responses to favorable or unfavorable external events are well under the individuals control and responses are moderate intensity. The science of yoga is a powerful stream of knowledge, which enables the practitioners to achieve good physical health, peace of mind, concentration and creates the ability for harmonious social living. Yoga is an all-embracing way of life, a science of self-culture and mental discipline that ensures the purgation of the ignoble in man and brings forth what is most noble in him. It is pertinent to all people irrespective of his caste, creed, sex, and religion. It can be beneficial to all - the good and the bad, the sick and the healthy, the believer and the non-believer, the literate and the ignorant, the young and the old. A person may begin at any age and can go on reaping its benefits.

Yoga techniques provide improved attention in studies, better stamina and co-ordination for sports and a heightened awareness and balanced attitude for social activity. Practicing Yoga exercises daily improves attention span and improves memory. Memory is the ability to store and recall details from both recent and distant events. The ability to examine and combine newly acquired knowledge is referred to as memory capacity. Students need to be given assignments to improve their memory span. Yoga philosophy teaches the proper outlook on life. It asserts that excessive ambition is the root of all human problems. The foundation of human pleasure is examined to persuadably demonstrate that one does not need to continue accumulating various things and accomplishments to keep themselves pleased and progressing. Student's need to be motivated to read and explore newspapers, journals, magazines, news articles related to yoga which will enhance their understanding about yoga. The secret to living a very happy and healthy life is to always bring the happiness of our causal body, known as nandamaya Koa, into all of our deeds. This activates our natural healing abilities and completely heals our illnesses. The methods employed fall under the category of Karma Yoga, often known as the action secret. Student's need to be given tasks related to yoga, which they will practice after school hours or at home.

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Yoga education can be integrated in school education during the time set aside for physical education teacher (P.E.T.) but in a calm and quiet place creating the proper atmosphere for its proper study and practice. Clear concepts are necessary in teaching Yoga. Yoga practices can be built around concepts like conditioning (preparation), synchronization, concentration, relaxation, self-reliance. A dedicated and dynamic teacher can create an atmosphere for learning. As Yoga deals with life and learning, these concepts should be integrated into life situations through various methods available.

Academic performance is an attained competency in completing in the school task, in schools the academic performance is measured by standardized test and expressed in grades or units, the academic performance of students largely defence on the physical, mental well-being of the students along with the motivational aspects available in the school environment several study reviews that the levels of stress can interfere with performance. Goals provide direction for action, while action entails effort, persistence in order to sustain activity for long time. The effort levels working with difficult task and targets to gives some indication of motivation, working for longer period of time after encountering obstacles is also associated with higher motivation finally level of achievement is effected by choice effort and persistent, the higher the motivation and more achievement of task and targets. Situational motivation is phenomena in which aspects of immediate environment enhance motivation to learn particularly things. Motivation determines the specific goal to word which learners strive. Motivation is also enhancing cognitive processing of an individual. Motivation actually efforts what and how information is processed because motivated students are more likes to pay attention and try to understand the material instead of simple going through superficially. Motivation determines what consequences are reinforcing and punishing.

Secondary school students are generally those in the 11-15 age range, encompassing grades 6 through 10, although this can vary by country and educational system. This stage follows primary education and precedes higher education or vocational training. Secondary education aims to provide a well-rounded education, developing students' intellectual, social, and emotional skills, and preparing them for future academic or career paths.

OBJECTIVES OF THE STUDY

1. To study the effect of yoga practice on academic performance on among experimental group of secondary school students with reference to age.
2. To study the effect of yoga practice on academic performance among control group of secondary school students with reference to age.

HYPOTHESIS OF THE STUDY

Hypothesis – 1: There is no significant effect of yoga practice on academic performance among experimental group of secondary school students with reference to age.

Hypothesis – 2: There is no significant effect of yoga practice on academic performance among control group of secondary school students with reference to age.

Sample & Selection of students: The sample for the study is selected through Random sampling method. One each school of boys and girls will be selected randomly from the available social welfare residential schools of Karimnagar district, Telangana State. This school will be identified based on random sample technique by the lottery method. From class 8th, 9th student's with the age group of 14 years 70 and with the age group of 15 years 70, making a total of 140 students, as an experimental group 70 students and as a control group 70 will be included the sample of the study.

Tool of the Study

The Academic performance Scale: A Measure of Intrinsic, Extrinsic, and motivation in Education. (1992) developed by Vallerand, R.J., Pelletier, L.G., Blais, M.R, Brière, N.M., Senécal, C. and Vallières, E.F. This scale assesses 7 types of constructs: intrinsic motivation towards knowledge, accomplishments, and stimulation, as well as external, introjected and identified regulations, and finally a motivation. It contains 28 items (4 items per subscale) assessed on a 7-point scale.

ANALYSIS AND INTERPRETATION

Hypothesis – 1: There is no significant effect of yoga practice on academic performance among experimental group of secondary school students with reference to age.

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Table No 1

Experimental group: Academic performance pre-test & post-test in relation to age

S. No.	*Age*	*Test*	*N*	*Mean*	*SD*	*t-value*	*df*	*Sig.*
1.	14 Years	Pre test	35	4.84	2.40	4.15	34	0.05*
		Post test		4.60	1.89			
2.	15 Years	Pre test	35	4.71	2.42	5.83	34	
		Post test		5.23	2.53			
3.	Total	Pre test	70	5.15	2.41	4.99	69	
		Post test		4.91	2.21			

**Significant at 0.05 level*

*** Significant at 0.01 level*

From the above table it can be observed that out of the total 70 students, 35 were boys and the other 35 were girls. The pre test mean score obtained for 14 years was 4.84 and for 15 years was 4.71. The post test mean score obtained for 14 years was 4.60 and for 15 years was 5.23. The t-value obtained for 14 years was 4.15 which was significant at 0.05 level of significance.

The t-value obtained for 15 years was 5.83 which was significant at 0.05 level of significance. The pre test and post test mean score obtained for both 14 years and 15 years was 5.15 and 4.91. The t-value obtained for both 14 years and 15 years was 4.99 which was significant at 0.05 level of significance. It is clear from the table that distribution of scores of age in the effect of yoga practice on academic performance among experimental group of secondary school students was found to be normal. Hence, the **hypothesis 1**, which states that there is no significant effect of yoga practice on academic performance among experimental group of secondary school students with reference to age is **rejected** as there was a significant difference among 14 years and 15 years in academic performance through the effect of yoga practice.

Therefore, based on the mean scores it was inferred that, in the experimental group of secondary school students with reference to age, 14 years were better than 15 years in academic performance through the effect of yoga practice and it was statistically proved.

Hypothesis 2: There is no significant effect of yoga practice on academic performance among control group of secondary school students with reference to age.

Table No.2

Control group: Academic performance pre-test & post-test in relation to age

S. No.	*Age*	*Test*	*N*	*Mean*	*SD*	*t-value*	*df*	*Sig.*
1.	14 Years	Pre test	35	4.01	3.11	1.70	34	0.85
		Post test		4.23	3.78			
2.	15 Years	Pre test	35	4.31	3.42	2.04	34	
		Post test		4.32	3.54			
3.	Total	Pre test	70	5.15	3.26	1.87	69	
		Post test		5.03	3.66			

**Significant at 0.05 level*

*** Significant at 0.01 level*

From the above table it can be observed that out of the total 70 students, 35 were 14 years and the other 35 were 15 years. The pre test mean score obtained for 14 years was 4.01 and for 15 years was 4.31. The post test mean score obtained for 14 years was 4.23 and for 15 years was 4.32. The t-value obtained for 14 years was 1.70 which was not significant. The t-value obtained for 15 years was 2.04 which was not significant. The pre test and post test mean score obtained for both 14 years and 15 years was 3.26 and 3.66. The t-value obtained for both 14 years and 15 years was 1.87 which was not significant.

It is clear from the table that distribution of scores of age in the effect of yoga practice on academic performance among control group of secondary school students was found to be normal. Hence, the **hypothesis 2**, which states that there is no significant effect of yoga practice on academic performance among control group of secondary school students with reference to age is **accepted** as there was no significant difference among 14 years and 15 years in academic performance through the effect of yoga practice. Therefore, based on

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the mean scores it was observed that, in the control group of secondary school students with reference to age, there was no significant difference among 14 years and 15 years on academic performance through the effect of yoga practice.

FINDINGS

1. In the experimental group of secondary school students with reference to age, 14 years were better than 15 years in academic performance through the effect of yoga practice and it was statistically proved.
2. In the control group of secondary school students with reference to age, there was no significant difference among 14 years and 15 years on academic performance through the effect of yoga practice.

CONCLUSION

Academic performance is important in increasing the student's attention and their time engagement into educational activities, focusing their attributions in success and failure to internal factors. This helps them in controlling the factors affecting the achievement of the learning mission, all of which contribute to increasing their effort, controlling their learning experiences, and increasing their motivation. The results reveal that there was a significant difference in the experimental group of secondary school students with reference to age

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