



PERCEPTIONS OF STUDENTS TOWARDS INFLUENCE OF YOGA EDUCATION IN SECONDARY SCHOOLS

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ABSTRACT

The present study aimed to find out the perceptions of secondary school students towards influence of yoga education. Survey method was used. The simple random sample consisted of 200 secondary school students in Visakhapatnam district. Data was analysed by t-test and F-test. Results showed that there is significant difference in the perceptions of secondary school students towards influence of yoga education with regard to their gender, class, type of school, locality, and medium of instruction.

KEYWORDS: Yoga Education, Secondary School Students.

PSYCHOLOGICAL ASPECTS LEADING TO ORIGIN OF YOGA

There are some psychological reasons which contributed to the origin of Yoga. These reasons could be attributed to:

1. Desire for *Sukha-pravritti* (attainment of happiness) and *Dukha-nivritti* (termination of sorrow and misery) and
2. Curiosity to know about self and the realities of life.

There was a realization that suffering, misery, frustration and the consequent pain were permanent in life, while the enjoyment, if any, was a temporary feature. This realization led the philosophers to gain knowledge about the nature, type and cause of suffering and pain, and also to find out ways that could end them and help in attaining permanent happiness and bliss in life. Consequently, Yoga originated and evolved as a way/means to overcome the pain the suffering and attain permanent bliss in life. Thus, the existence of pain, suffering, misery etc. in life was major psychological reason which helped in the origin of Yoga. Yoga says that suffering is inevitable as long as you are in the state of *Avidya* (ignorance). There are three kinds of suffering (*Tapatrayas*) which are categorized in the *SaṅkhyāKarikā*.

- 1) Physical suffering or **Ādi-Bhautika Tapa** which is manifested in physical body and can be caused by troubles/obstacles coming from the external world, such as from wild animals, people, infections etc.
- 2) Divine or **Ādi-Daivika Tapa** is the suffering caused by coming from extra-sensory world/divine power, natural calamities like earthquake, flood, planet position (*grahamandalprabhava*) etc.
- 3) Internal or **Ādhyātmika Tapa** is the trouble/obstacle arising out of one's own body and mind, such as loneliness, depression, stress-related disorders etc.

Yoga is a term derived from Sanskrit word 'Yuj' which means 'to unite' 'to add', or 'to join' as the term denotes 'Yoga' is union of body, mind and soul into 'Paramatma' (God). By virtue of Yoga sadhana one can finally unite with Paramatma.

The Eight parts (angas) of Yoga are 1) Yama, 2) Niyama, 3) Asana, 4) Pranayama, 5) Pratyahara, 6) Dharana, 7) Dyana 8) Samadhi. (Astanga Yoga of Patanjali)

The main aim of Yoga Education is to enable students to prepare themselves physically and mentally to integrate their physical, mental and spiritual faculties so that they can become healthy, sound minded and conscious and more integrated members of the society and nation.

Students are invaluable assets of the society and their well-being is very important to the society. Yoga practice helps to develop concentration and stimulate the creative ability that are latent within human body and there on their mental and physical body are in best coordination and can sustain with new challenges that are coming across as a part of technological advancement and face which causes so much of stress on human mind and body.

NEED AND SIGNIFICANCE OF THE STUDY

Adolescence is a stressful time for most individuals. The body is changing, the mind is experiencing an extreme range of high and low emotions, academic responsibilities are increasing, and social demands are escalating. This is an ideal time for the adoption of successful coping mechanisms. Yoga is one of the coping mechanisms that can be used with teens. Positive youth development has its roots in multiple contexts including the individual, family, school, community, and society. An individual's personality, temperament, experiences, and opportunities all contribute to the youth's behaviour and developmental trajectory. The above said positive youth development can be brought about when education is mingled with an everyday practice of Yoga which should be mandatory. Yoga practice for at least 30-35 minutes per day including some asanas, pranayama and meditation will bring out tremendous positive effects on the youth. Each day schools and colleges should start with Yoga. When Yoga is brought into the curriculum of schools and colleges, youth risk behaviours will be minimized gradually and finally the youth can eradicate the risk behaviours. This will finally give rise to a society without any corruption and the country will become free from any terroristic activities and anti-socialistic activities.

OBJECTIVE OF THE STUDY

- To compare the perceptions of secondary school students towards influence of yoga education based on gender, class, type of school, locality, and medium of instruction.

HYPOTHESES

1. There is no significant difference between male and female student's perceptions towards influence of yoga education in secondary schools.
2. There is no significant difference between perceptions of students based on their class towards influence of yoga education in secondary schools.
3. There is no significant difference between government and private school student's perceptions towards influence of yoga education in secondary schools.
4. There is no significant difference between rural and urban student's perceptions towards influence of yoga education in secondary schools.
5. There is no significant difference between English and Telugu medium student's perceptions towards influence of yoga education in secondary schools.

METHODOLOGY

Survey method was used for this study. A simple random sample of 200 8th, 9th & 10th class students was selected in Visakhapatnam district.

Data Analysis

Table 1: Overall Perceptions of Secondary School Students towards Influence of Yoga Education

N	Minimum	Maximum	Mean	Mean Percent	SD
200	40	120	94.19	78.49%	9.06

Table-1 shows that the students have high perceptions towards influence of yoga education in secondary school students.

Table 2: Perceptions towards Influence of Yoga Education based on Gender

Gender	N	Mean	SD	t-value	p-value
Male	100	93.11	8.84	1.99*	0.05
Female	100	95.27	9.19		

*Significant at 0.05 level.

Table-2 shows that the mean perception of female students (95.27) is higher than the male students (93.11). The t-value is found to be 1.99, which is significant at 0.05 level. Hence, the hypothesis-1 is rejected.

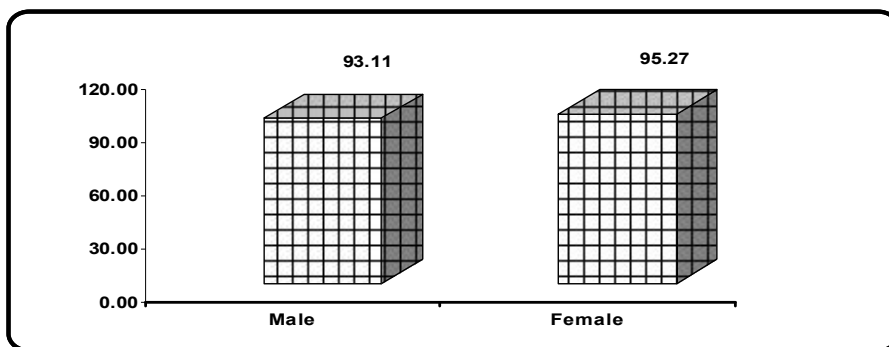


Fig 1: Mean Comparison between Male and Female Students' Perceptions towards Influence of Yoga Education

Table 3: Perceptions towards Influence of Yoga Education based on Class

Class	N	Source	Sum of Squares	Df	Mean Square	F	p-value
8 th Class	70	Between Groups	2606.98	2	1303.49	18.72**	0.00
9 th Class	70	Within Groups	13719.80	197	69.64		
10 th Class	60	Total	16326.78	199			

**Significant at 0.01 level.

From Table-3, the F-value is found to be 18.72 which is significant at 0.01 level. Hence, the hypothesis-2 is rejected.

Table 3.1: Perceptions towards Influence of Yoga Education based on 8th & 9th Class Students

Class	N	Mean	SD	t-value	p-value
8th Class	70	89.27	8.92	5.57**	0.00
9th Class	70	96.94	7.30		

**Significant at 0.01 level.

Table-4 depicts that the mean perceptions of 9th class students (96.94) is higher than 8th class students (89.27). The t-value is found to be 5.57 and the 'p' value is found to be 0.00, which is significant at 0.01 level. This shows that there is a significant difference in the perceptions towards influence of yoga education between 8th and 9th class students.

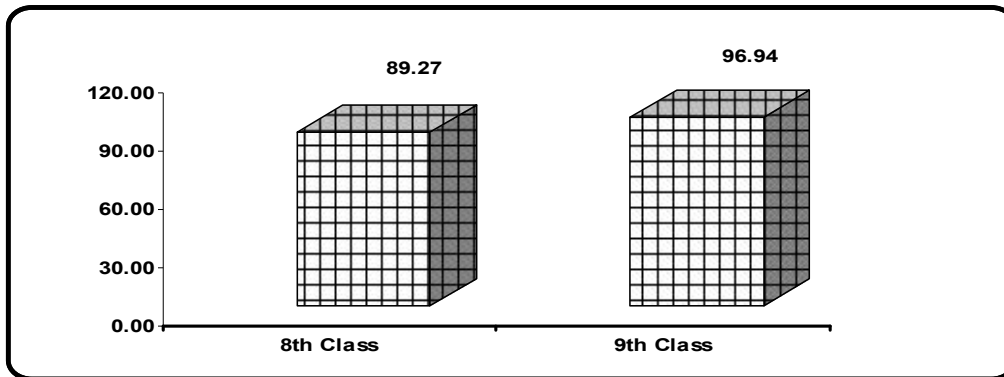


Fig 2: Mean Comparison between 8th and 9th Class Students Perceptions towards Influence of Yoga Education

Table 3.2: Perceptions towards Influence of Yoga Education based on 8th & 10th Class Students

Class	N	Mean	SD	t-value	p-value
8 th Class	70	89.27	8.92	4.78**	0.00
10 th Class	60	96.72	8.79		

**Significant at 0.01 level.

Table-5 shows that the mean perceptions of 10th class students (96.72) is higher than the 8th class students (89.27). The t-value is found to be 4.78, which is significant at 0.01 level. This shows that there is a significant difference in the perceptions towards influence of yoga education between 8th and 10th class students.

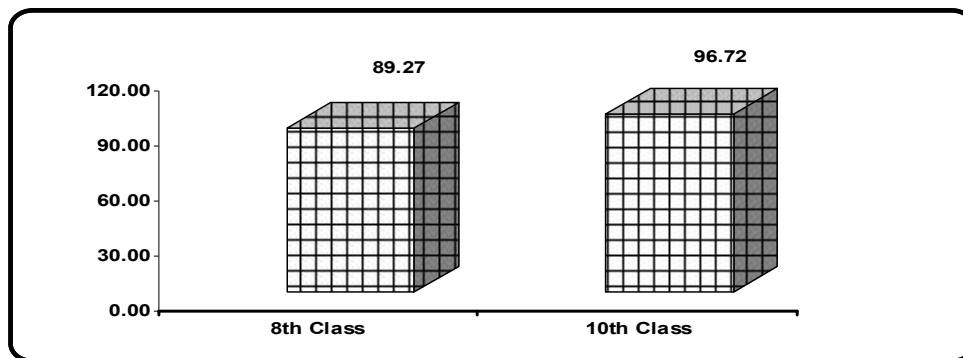


Fig 3: Mean Comparison between 8th and 10th Class Students Perceptions towards Influence of Yoga Education

Table 3.3: Perceptions towards Influence of Yoga Education based on 9th & 10th Class Students

Class	N	Mean	SD	t-value	p-value
9 th Class	70	96.94	7.30	0.16 ^{NS}	0.87
10 th Class	60	96.72	8.79		

NS-Not Significant.

Table-6 shows that the mean perceptions of 9th class students (96.94) is slightly higher than 10th class students (96.72). The t-value is found to be 0.16, which is not significant at 0.05 level. This shows that there is no significant difference in the perceptions towards influence of yoga education between 9th and 10th class students.

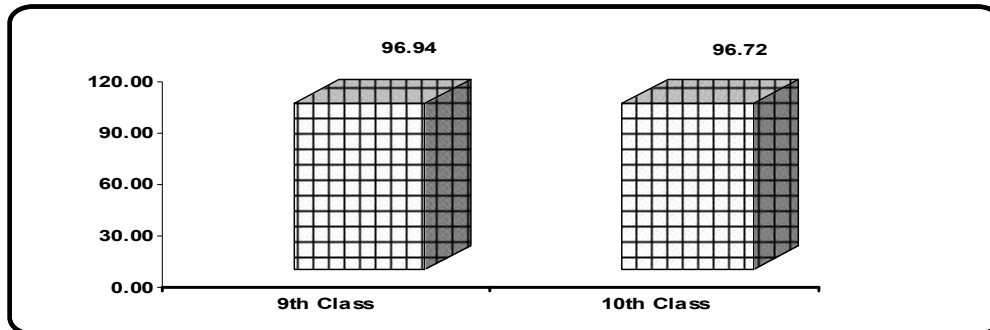


Fig 4: Mean Comparison between 9th and 10th Class Students Perceptions towards Influence of Yoga Education

Table 4: Perceptions towards Influence of Yoga Education based on Type of School

Type of School	N	Mean	SD	t-value	p-value
Government	100	90.47	8.36	6.36**	0.00
Private	100	97.91	8.19		

**Significant at 0.01 level.

From Table-4, the mean perceptions of private school students (97.91) is higher than the govt. school students (90.47). The t-value is found to be 6.36, which is significant at 0.01 level. Hence, the hypothesis-3 is rejected.

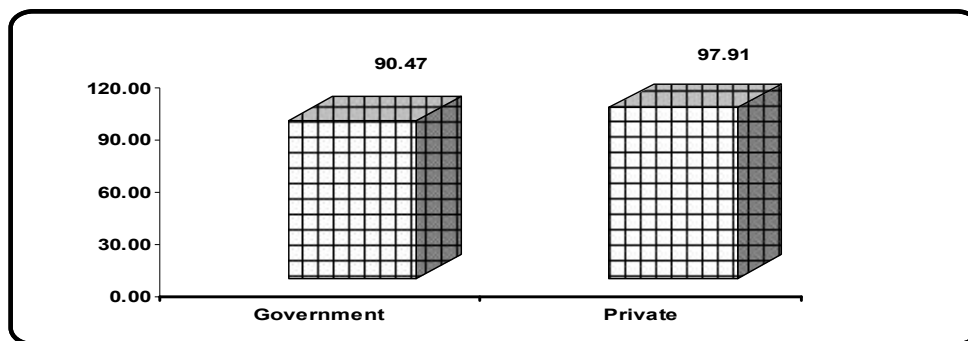


Fig 5: Mean Comparison between Government and Private School Students' Perceptions towards Influence of Yoga Education

Table 5: Perceptions towards Influence of Yoga Education based on Locality

Locality	N	Mean	SD	t-value	p-value
Rural	144	97.15	7.66	8.70**	0.00
Urban	56	86.57	7.88		

**Significant at 0.01 level.

Table-6 depicts that the mean perceptions of rural area students (97.15) is higher than the urban area students (86.57). The t-value is found to be 8.70, which is significant at 0.01 level. Hence, the hypothesis-4 is rejected.

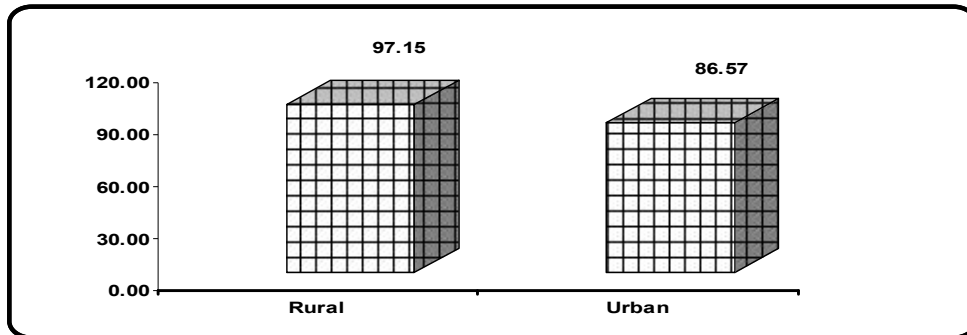


Fig 6: Mean Comparison between Rural and Urban Area Students’ Perceptions towards Influence of Yoga Education

Table 6: Perceptions towards Influence of Yoga Education based on Medium of Instruction

Medium	N	Mean	SD	t-value	p-value
English	100	95.40	9.30	1.98*	0.05
Telugu	100	92.98	8.68		

**Significant at 0.05 level.*

From Table-6, the mean perceptions of English medium students (95.40) is higher than the Telugu medium students (92.98). The t-value is found to be 1.98, which is significant at 0.05 level. Hence, the hypothesis-5 is rejected.

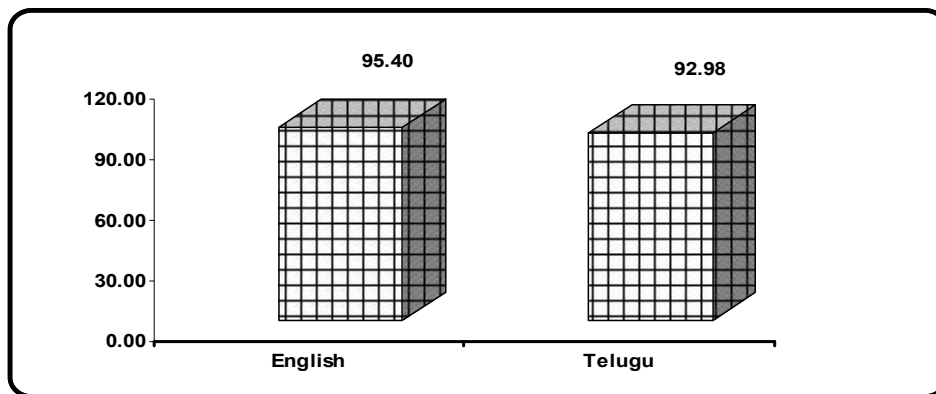


Fig 7: Mean Comparison between English and Telugu Medium Students’ Perceptions towards Influence of Yoga Education

CONCLUSION

The focus of our present education system is mainly on the production of mechanical intellectuals not on the creation of human beings, which is the ultimate aim of education and life. It seems that our present education system has become more mechanical and is failed to nurture all round development of the personality of the student. Therefore, an urgent need of the hour is to overhaul our education system, so that it fulfils the dreams of our Father of Nation Mahatma Gandhi, who defines education-a system of an

all round drawing out best in child and man - body, mind and soul." In the view of this school, the highest attainment does not reveal the experienced diversity of the world to be illusion. The everyday world is real. Furthermore, the highest attainment is the event of one of many individual selves discovering it; there is no single universal self shared by all persons. After study of review of literature, researcher wants to examine whether there is an effect of yoga module on Academic Achievement of adolescent students. The investigator will also know how the effect of 'YOGA' touch the practice of Education & we will identify furthermore separate that which subjects provide the best effect as a result of 'YOGA'.

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