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## IMPACT OF SELECTED PRANAYAMA AND MEDITATION PRACTICES ON SELF REGULATED LEARNING STRATEGIES AMONG B.Ed. STUDENTS

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### ABSTRACT:

*This study focuses on the impact of selected pranayama and meditation practices on self-regulated learning strategies among B.Ed. first year students. Self-regulation refers to self-generated thoughts, feelings and behaviors that one oriented to attaining goals. As a result the process, self-regulation can promote their self-satisfaction and motivation and they are more likely to succeed academically. Pranayama and different meditation practices helps to*

*enhance self regulated learning strategy of students. The objective of the study was to assess the impact of selected pranayama and meditation practices on self-regulated learning strategies among B.Ed. first year students. The simple random sample consisted of 126 B.Ed. students. Single experimental group were given pre test to assess their self regulated learning strategies. A yogic module consisting of pranayama and meditation practices was administered on experimental group for 3 months.*

**KEYWORDS:** Yoga Technique, Self Regulated Learning, Pranayama, Meditation.

### INTRODUCTION

Self-regulation refers to self-generated thoughts, feelings and behaviors that one oriented to attaining goals. In recent years, there have been exciting discoveries regarding the nature, origins and development of how students regulate their own learning processes. Students who are very conscious of their ability and their weak point are active in their efforts to study. These students can effectively monitor their learning behavior in setting up their goals, and in the process of learning, they can

increase their effectiveness. As a result the process, self-regulation can enhance their self-satisfaction and motivation and they are more likely to succeed academically. Zimmerman and Martinez-Pons have established that there is a correlation between students' academic achievement and the use of self regulated learning strategies by American students. And the significance of self-regulation in learning to academic achievement has already been established in western countries. So a major factor for the study of self-regulated behavior is that of academic achievement. Research reveals that the motivation of self-regulated

learners includes self-efficacy and intrinsic interest. Self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations. Efficacy beliefs influence how people think, feel, motivate themselves, and act.

### THEORETICAL SUPPORT

Vipassana, a branch of Theravada Buddhism, tends to focus on insight awareness (Rinpoche & Johnson). The Practitioner engages in meditation practices, such as a focus on the breath, thought, feelings and action, in order to deliver some insight into the nature of reality. This type of pranayama and meditation practices is encouraged to engage

with his or her suffering rather than attempt to escape it. It helps to relieve from mental anxiety, and pain. If pain and anxiety appears it will created Lack of awareness. These practices helps to enhance emphasize focus and clarity, sustained awareness.

Sati is means ‘memory’ or ‘mindful and thoughtful’ and means that activity of mind, body, and constant presence of mind, yoga practices which is one of the best technique for control the mind reduction in test anxiety and increase in self regulation for students. Inability to regulate one’s thought effectively leads to many mental health disorders, it will increased negative thoughts in the mind then lead to unaware of their cognition, feeling, behaviour and poor academic performance. Pranayama and meditation technique promote self awareness, improved mental health, limits the effect of worries, promote self regulation.

**DATA**

30 B.Ed. students in the first year taking from the Faculty of Education courses in Annamalai University took part. Both female and male were included. The average age was between 20 to 30 years. The data were collected in the 2 periods before and after yogic interventions.

**INSTRUMENTS**

Although there are many high quality models for self-regulated learning, to avoid ambiguity, researcher used Pintrich’s model, as it carries together many different concepts and methods. The B.Ed. students responded to a self-report questionnaire (the Motivated Strategies for Learning Questionnaire - MSLQ 1990.) that included 44 items on students self efficacy, cognitive strategy use, test anxiety, cognitive strategy use, and self regulation. Students were instructed to respond to the items on a 7-point Likert scale (1 = not at all true to 7 = very true of me) about their behavior in a specific task in yogic intervention.

**INTERVENTION**

Pranayama and Meditation, discussion was shared daily for an hour in the evening with the experiment groups for 3 months (pre test and post test), self regulated learning strategies questionnaire were administered for B.Ed. students.

**Selection of Training Exercises:** The different groups were given different practices. Pranayama and Meditation group was given the following five Pranayamas and one OM chanting Meditation during training.  
 Pranayama: 1. Nadishodana, 2. Ujjay pranayama, 3. Kabalpathi, 4. Bhramari, 5. Anulom vilom. Each can be practiced by 5 minutes with relaxation.  
 Meditation: 1. Prana - apana meditation, Ohm chanting meditation for 15 minutes.

**RESULT AND DISCUSSION**

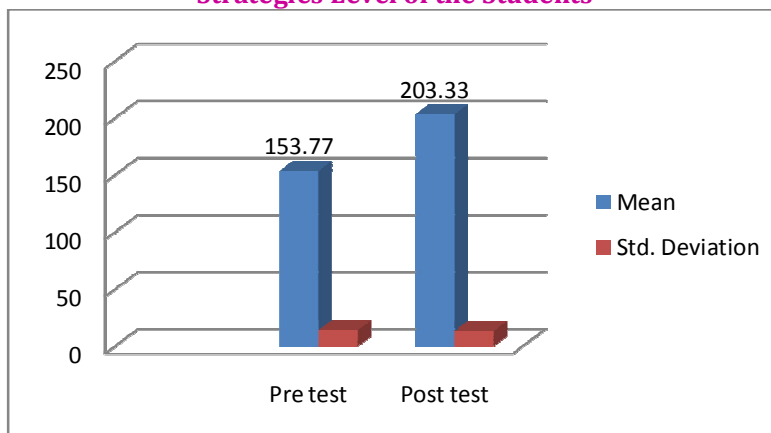
**Table 1: Means and SDs for Self-regulated Learning Strategies with respect to Pre- and Post-Test**

Test	N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Pre-Test	126	153.77	14.338	1.277	151.24	156.30	115	204
Post-Test	126	203.33	13.442	1.198	200.96	205.70	165	232

**Table 2: ANOVA Test on Self-regulated Learning Strategies**

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	154762.004	1	154762.004	801.306	0.000 (S)
Within Groups	48284.325	250	193.137		

**Fig 1: Pre- and Post-Test Means and SDs of Self-regulated Learning Strategies Level of the Students**



### DISCUSSION

It is found that there is significance difference between the impact of selected Pranayama and Meditation Practices on self-regulated learning strategies among B.Ed. first year Students. So the F-values of Self Regulated learning strategies result were significant, hence the formulated alternative objectives was accepted.

### CONCLUSION

The study has experimentally proved the authenticity of selected pranayama and meditation techniques enhancing the Self regulated learning strategies level of B.Ed. students. Moreover, the results clearly indicate that Pranayama and Meditation are more effective to enhancing Self-regulation learning strategies level of B.Ed. students.

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