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EFFECTIVENESS OF YOGIC PRACTICES ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS OF CHANDIGARH

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ABSTRACT

Education may be considered as a lifelong process. A person is said to be educated, when he acquires knowledge, skills, attitudes etc. Yoga harmonizes our growth through balance and it promotes the total development. Achievement is the ultimate result of all educational efforts. Yoga helps students to improve their academic achievement. The aim of this research was to determine the impact of yogic practices on the academic performance of class XI students of schools of Chandigarh. To carry the research, a hundred (100) senior secondary school students were randomly chosen from two government schools of Chandigarh. The pupils were split into two different groups. The control group was one, while the experimental group was the other, each group had fifty students. The experimental group was trained in yoga on the school premises for 12 weeks for 60-90 minutes per session with different types yogic practices such as Shatkiryas, Asanas, Pranayamas. On the other hand, no yoga training was provided to the control group. Mean scores of pre-test and post-test groups were taken and their scores were recorded. The data were statistically evaluated by calculating the mean, standard deviation and 't' test. The findings revealed that academic performance of students improved significantly after yogic practices were performed by senior secondary school students.

KEYWORDS: Yogic Practices, Academic Performance, Senior Secondary School Students

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INTRODUCTION

Yoga has a vital function and has contributed unlimitedly to the biological, sociological, spiritual and physiological requirements of a human being in contemporary times. The word 'yoga' comes from the Sanskrit term 'Yuj,' which means to connect, bind, bind and focus or concentrate. It was also called Union. Yoga is really the honest union of our will with supreme will. The term 'yoga' literally means 'yoke.' It implies the individual spirit is connected to the Universal Spirit or God. Yoga is the feeling of unity or union with the inner being. Yoga is a science that brings people closer to the truth.. It helps the pupils in the improving their academic achievement. Yoga is one of India's ancient heritage. It is our country's most remarkable contribution to the globe. Yoga is the art and science to preserve your physical and psychological well-being and is one of the oldest but lively living traditions which are in the trend these days. Education develops the individual's capacity, capacity and potential for success in a particular community or culture. From this viewpoint, education mainly serves as an individual element of growth and development. Education starts from birth and goes on throughout life. The primary focus of all educational activities is to monitor the accomplishments of the student. Academic success usually refers to any acceptable student learning. Any conduct that is taught may be a part of the students' success. Pupil accomplishment implies to the status of pupils regarding skills or information gained as compared to other pupils or the standards set by schools. The word academic accomplishment indicates the degree of success or level of achievement of a scholastic or curriculum student. All in all, the quantity of knowledge gained through learning in class settings is the academic success.

Thorndike and Hegen (1970) argue that academic accomplishments are dependent on what students have learnt to do. Academic performance concerns the amount and quality of learning achieved over a lengthy time of study in a subject or set of subjects. Excessive stress impairs the performance of pupils. In numerous yogic research, improvements in academic performance and attentiveness have been observed. Better engine capacity implies a high degree of physical fitness that contributes to good self-perceptions and enhances academic achievement for students. In the present era the students are exposed to far more stress and difficult circumstances than earlier generations. Yoga thus helps people come out stronger in

the situations which demand physical, mental and emotional strength. The researcher thus took up the current study. The present study examines whether the yogic practices will be effective in improving academic performance of senior secondary school students of Chandigarh. In this study the index of school performance was determined from the total marks secured in tenth class examination of the CBSE board.

OBJECTIVE OF THE STUDY

To find out the effectiveness of yogic practices in improving the academic performances of senior secondary school students of Chandigarh.

HYPOTHESIS

- 1 There is no significant difference in the mean scores of academic performance at pre-test and post-test stages of experimental group of senior secondary school students.
- 2 There is no significant difference in the mean scores of academic performance at pre-test and post-test stages of control group of senior secondary school students

METHODOLOGY

SAMPLE

For the purpose of the study, one hundred (100) senior secondary school students were selected at random from two Government schools of Chandigarh. The senior secondary students of Government schools were splitted into two groups. The control group was one, while the experimental group was the other. Fifty pupils were present in each group. Experimental group was given yoga training for twelve weeks. The tool used for the school achievement were the 10th class scores of the CBSE board for pre test and the first terminals scores of 11th class for the post test were considered as academic performance of the students and it was taken from the class teachers before and after yogic practices.

PROCEDURE

Total one hundred (100) senior secondary school students were selected at random for the study. Students were split into two different groups. The Experimental group has been given a twelve weeks training in yoga in the school premises. The training schedule was given in the morning session with a time duration of 60-90

minutes per session. The session initiated with prayer followed by various types of **shatkriyas** i.e. nasyagradrishti ,trataka(span increased from ½ minute to 1 minute), vat kapalbhati, jalneti (span increased from ½ minute to 5 minutes), **pawanmukt series I – IV, surya namaskar** (rounds increased 1 per week), **standing asanas** i.e. tadasana, vriksh asana, ardhkatchakra, variation of kon asana, hast uttan and padhastasana, **sitting asana** i.e. sukhasana, ardhpadam asana, padam, janushirsh, paschimottan, vakraasan, ardhmatsyendraardhustra and ustra, **spinal asanas** Ardhpawanmukt, pawanmukt, ardhhal, halsetu bandha, ardhmatsye, matsye, sarvang, chakra **prone asanas** ardhbujang, bhujang, ardhhdhanur, dhanur, **relaxation poses**makar/bal shav asana and shav asana. The stay in asanas were gradually increased from half minute to 2 minutes. Various pranayamas like nadishodhan, bhramari and udgeet were also practiced. On the other hand, no yoga instruction was provided to the control group. The Pre-test and post-test mean scores of the two groups were computed and their scores were examined. The academic performance of the students was collected from their class teachers. The result was interpreted by calculating Mean, SD, Mean Difference and ‘t’ test.

RESULTS AND DISCUSSION

Table 1 shows the difference between pre-test and post-test scores of Academic Performance of senior secondary school students of control group and experimental group.

TABLE 1: SHOWING THE MEAN, SD AND T-RATIO OF PRE-TEST AND POST-TEST SCORES OF ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS

S. NO.	VARIABLES	TEST	MEAN	SD	SEM	T-RATIO	SIGNIFICANT
1.	Control Group (N=50)	Pre Test	60.63	3.15	0.396	1.03	0.05 not significant
		Post Test	61.04	3.78			
2.	Experimental Group (N=50)	Pre Test	61.08	3.79	0.336	15.05	0.01 * significant
		Post Test	66.14	3.19			

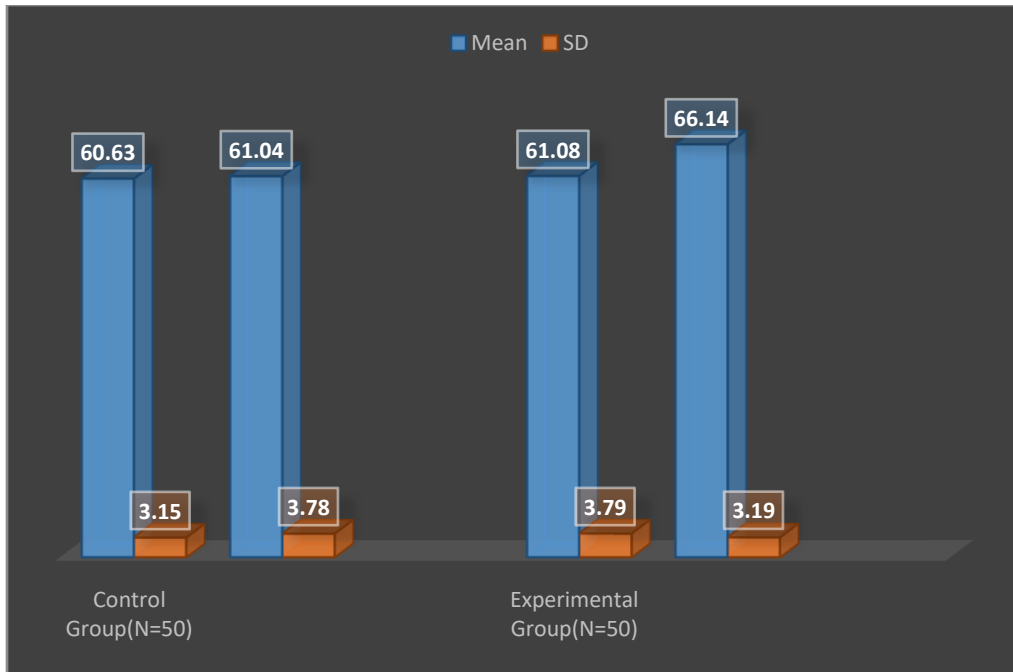


FIGURE 1: SHOWING THE ACADEMIC PERFORMANCE OF MEAN, SD OF CONTROL GROUP AND EXPERIMENTAL GROUP OF SENIOR SECONDARY SCHOOL STUDENTS

From Table 1, it can be seen that the calculated t-Value for control group is 1.03 which is insignificant at 0.05 level with $df = 49$. It indicates that mean scores of academic performances at Pretest and Posttest stages of control group did not differ significantly. Thus, the null hypothesis that *There is no significant difference in the mean scores of academic performances at pretest and posttest stages of control group of senior secondary school students* is retained because in control group no yogic training practices were given to senior secondary school students.

Further, it can be seen that the calculated t-Value for experimental group is 15.05 which is significant at 0.01 level with $df = 49$. It indicates that mean scores of academic performances at Pretest and Posttest stages of experimental group given yogic training practices differ significantly. Thus, the null hypothesis that *There is no significant difference in the mean scores of academic performances at pre-test and post-test stages of experimental group of senior secondary school students* is not retained.

Further, the mean score of academic performance of senior secondary school students after yogic practices of 12 weeks is 66.14 which is significantly higher than academic performance of senior secondary school students before yogic practices

whose mean score at Pretest is 61.08. It may, therefore, be said that academic performance of students improved significantly after yogic practices of senior secondary schools.

This research supports the results of Kauts and Sharma (2009), who showed that those students who practiced Yoga had a higher performance in academics.

Meditation is a major component of Astanga yoga that has been documented by Anderson (1982), Nagendra, Deshpande and Raghuram (2009), Morison and Ibrahim (1981), and Yadhavam (2008) in order to reduce tension and fear (2006). In the studies above, meditation substantially decreased stress after six months of yoga practice. Meditation affects the mind and senses of people more significantly than other activities. The consequence is that meditation enables you to build physical and mental capabilities to silent your mind and regulate your emotions. Yoga consists of eight pathways (yama, niyama, asana, pranayama, pratyahara, dharana and dhyana). Astanga Yoga is founded on an ideological approach, a true path to healthy awareness, self-confidence and self-conception. Meditation enables the person to conquer emotions to make his or her mind quiet, serene, healthy and stress-free. Meditation encourages relaxation, builds self-confidence, good attitude and social skills and lowers tension and anxiety. Academic performance concerns the amount and the quality of learning that is achieved over a period of time on training in a topic or set of courses. Excessive stress and worry have been shown to impair student performance. In numerous yogic researches, improvements in academic performance and attentiveness have been observed. Better motor skills imply a high level of fitness, which contributes to good self-perception and enhances academic achievement for students. People nowadays are far more exposed to stressful and difficult situations than earlier generations. Yoga will thus helps them manage the situations and become physically, intellectually and emotionally healthy.

CONCLUSION

Several kinds of training programmes have been performed as a subject of various research projects. It has been shown that yoga training programmes lasting twelve weeks have a substantial impact on the academic performance of senior secondary school students.

