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EFFECT OF SELECTED YOGIC INTERVENTION ON CONCENTRATION OF SCHOOL STUDENTS IN SHIMLA

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ABSTRACT

Yoga not only aids in the prevention and treatment of illness, but also in the maintenance of mental balance and attention. It is found in several studies that Yogic practices like Asana, Pranayama, Meditation and Mantra chanting have a positive effect on our body and mind. The objective of the present study was to see the effect of selected Yogic practices on the concentration of school students in Shimla. The subjects for this study were selected from Himachal Pradesh University Model School, Summer Hill Shimla. A total of 50 students were chosen at random for the study. The Independent Variables were the yogic practices, while the dependent variable was the concentration. A five-point behavioural scale created by Brown and Holtzman in 1967 and refined by Malhotra and Rana in 2004 was used to assess the students' concentration levels. There are 25 items on this scale (modified version) with a split-half dependability of 0.80. A beneficial effect of Yogic Intervention on the concentration level of school kids was noticed after six weeks of regular practice. It is concluded that there is a positive effect at the level of concentration of the students who practice yoga regularly.

KEYWORDS: Yogic Intervention, Asana, Pranayama, Meditation, Concentration

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INTRODUCTION

Yoga teaches us the knowledge of how to lead a healthy living. It improves our concentration, creativity and sharpens our memory. To maintain a positive physical and mental health, Yoga is a must.

In the era of hustle and bustle of the modern life, our emotional stability declines day by day. In this world of comfort obesity, hypertension and cardiac problems are very common disease due to comfortable life. Although we have hi-tech medical facilities, we are still leading a stressful, unhealthy and unstable life. In this situation, Yoga can bring peace to our body, Mind, and soul and add more value to our life.

Our mind is a Power house of all energies. It is the mind that moves the body and controls it. A positive and healthy mind helps in achieving creative and constructive goals. Man can do wonders and make miracles happen with a healthy mind. Different yoga practices helps man to lead a harmonious, blissful, and happy life by developing in him abilities to control his mind. This was achieved through a systematic training and enabling him to face ever growing problems of the modern world with calmness and positive attitude. Mind influences the body more than the body influences the mind. Yoga plays a great role for a healthy, and focused state of mind. Different yogic practices like Asana, Pranayama and Dhyana are the best techniques which helps to control our body and mind and helps to increase our concentration level.

Yogic postures or asana is one of the most important systems of physical culture ever invented. They reflect an amazing understanding of how the body works, particularly how to release tension at a deep level from the tissues, organs and joints. Asana is the third step in the Astanga Yoga. In the Yoga Sutras, Patanjali, concisely defined Yogasana is the “Sthiram, sukham, asanam”, which means, the position which is comfortable and steady. In this context, asana are practised to develop the ability to sit comfortable in one position for an extended period of time, necessary for meditation. Raja yoga equates yoga asana to stable sitting position.

Pranayama is a system of techniques used to harness and manipulate universal energy known as prana. It is an integral aspect of yoga, often incorporated into asana practice or used as a preliminary step for meditation.

The term is derived from several Sanskrit roots; prana meaning “vital life force,” yama meaning “control” and ayama meaning “extension” or “expansion.” The breath is symbolic of prana, and pranayama can be understood as methods to extend and expand vital life force energy through the deliberate control of respiration.

After having practiced the asana, obstructing the flow of breath that is natural is Pranayama. According to Patanjali break the movement of the breath by consciously breathing long, subtly, and with counts and having attention at different places is known as pranayama.

After the practice of pranayama the practice of Dhyana is suggested. Dhyana is the seventh step (limb or level) in Sage Patanjali's eight-step Yoga practise (Ashtang Yoga), and it refers to focus. ***‘Tatrapratyayaikatānatādhyānam’***.

Dhyana is an uninterrupted stream of consciousness content. It starts with Dharna (concentration) and ends with Dhyana (meditation), in which the Mind is concentrated on a point where perception becomes acute. Dhyana is made up of two parts. The unbroken conscious flow of consciousness of a single object is the first, and the awareness of Dhyana, which is uninterrupted concentration, is the second.

Practice of these all the practices helps to improve the level of concentration which is shown by this study. Several of studies have been done to see the effect of different *Yogic practices* on the level of concentration. The objective of the study was to determine the effect of different yogic practices on the level of concentration.

OBJECTIVE OF THE STUDY

The following objective guided the current investigation:

- ❖ To see the effect of selected yogic intervention on concentration of school Boy students.
- ❖ To see the effect of selected yogic intervention on concentration of school Boy students.

HYPOTHESIS OF THE STUDY

The following objective guided the current investigation:

- ❖ There is no significant effect of selected yogic intervention on concentration of school Boys students.
- ❖ There is no significant effect of selected yogic intervention on concentration of school Girls students

METHODOLOGY

The purpose of this study was to see how a specific yoga intervention affected the Concentration variable. The following technique was used to carry out the research in order to satisfy the study's objectives.

SAMPLE

A random sample of 50 students (25 boys and 25 girls) from Himachal Pradesh University Model School, Summer Hill, Shimla, and H.P. was selected. These 50 students were split evenly between boys and girls. After that, both groups were put to the test on the concentration variable. Yogic practices were given to the subjects for the period of Seven weeks.

VARIABLE SELECTED

1. **Independent Variable:** Yogic Intervention
2. **Dependent Variables:** Concentration

TOOL USED

Behavioural Scale for assessing Concentration Level has been used. The student's concentration level was assessed using a five-point behavioural scale developed by Brown and Holtzman in 1967 and revised by Malhotra and Rana in 2004. This scale (adapted version) has 25 items and a split-half reliability of 0.80.

EXPERIMENTAL DESIGN

In this study, the research design was based on a pre and post-test. There was only one group of 50 students (25 boys and 25 girls). The treatment lasted a total of seven weeks. Tests were administered in the starting of the practice and the end of the last week practice.

TABLE-1 MEAN AND SD OF CONCENTRATION SCORES (BOYS)

S. NO.	CONCENTRATION LEVEL	N	BOYS MEANS SCORE	STD. DEVIATION	T-SCORE
1.	PRE-TEST	25	50.08	2.782	1.246
2.	POST-TEST	25	65.48	3.432	

INTERPRETATION

As per the table 1 and figure 1 of pre and post data for 25 boys student shows that long-term Yogic practices improves Concentration of students. As seen in the table, the score of Pre-test Boys is 50.08 that improves after seven-week practice of Yogic Practices. Post-test scores of Boys is 65.48. It is clear that t-value of pre and post score of Boys students is 1.246. Though the t-value is not

significant at 0.05 levels at 24 degrees of freedom still there is improvement in the level of Concentration of Boys Student after the seven weeks of intervention.

Similar study done on elderly subjects also showed that, at the 3-month follow-up, yoga group improved in semantic memory, short-term primary memory, and short-term working memory. So, the result of the present study consistently shows the increase in the level of concentration.

Hence the Hypothesis i.e. *There is no significant effect of selected yogic intervention on concentration of school Boy students is retained.*

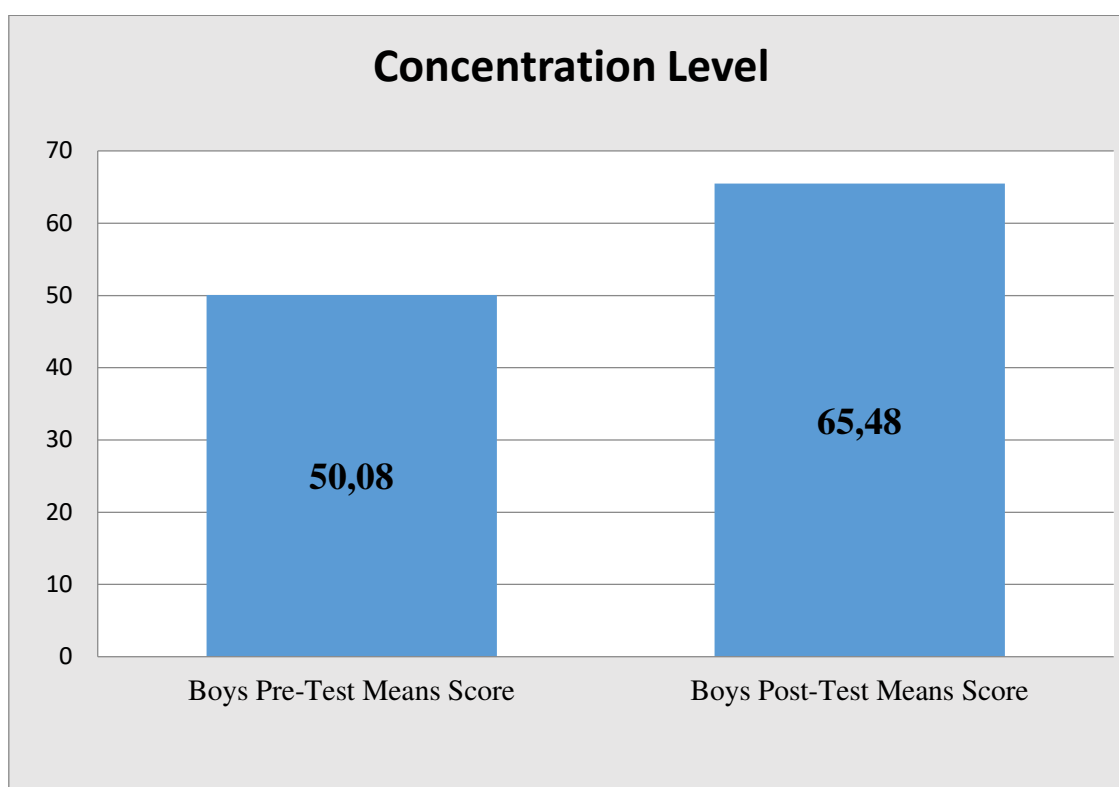


FIGURE-1 MEAN AND SD OF CONCENTRATION SCORES (BOYS)

TABLE-2 MEAN AND SD OF CONCENTRATION SCORES (GIRLS)

S. NO.	CONCENTRATION LEVEL	N	GIRLS MEANS SCORE	STD. DEVIATION	T-SCORE
1.	PRE-TEST	25	53.44	3.582	.742*
2.	POST-TEST	25	70.12	2.763	

INTERPRETATION

As per the table 2 and figure 2 of pre and post data for 25 Girls student shows that long-term Yogic practices improves Concentration of students. As seen in the table, the score of Pre-test Girls is 53.44 that improves after seven-week practice of Yogic Practices. Post-test scores of Girls is 70.12. It is clear that t-value of pre and post score of Girls students is .742. Though the t-value is not significant

at 0.05 levels at 24 degrees of freedom but still there is improvement in the level of Concentration of Girls student after the seven weeks of intervention.

Hence the Hypothesis i.e. *There is no significant effect of selected yogic intervention on concentration of school Girl's students is retained.*

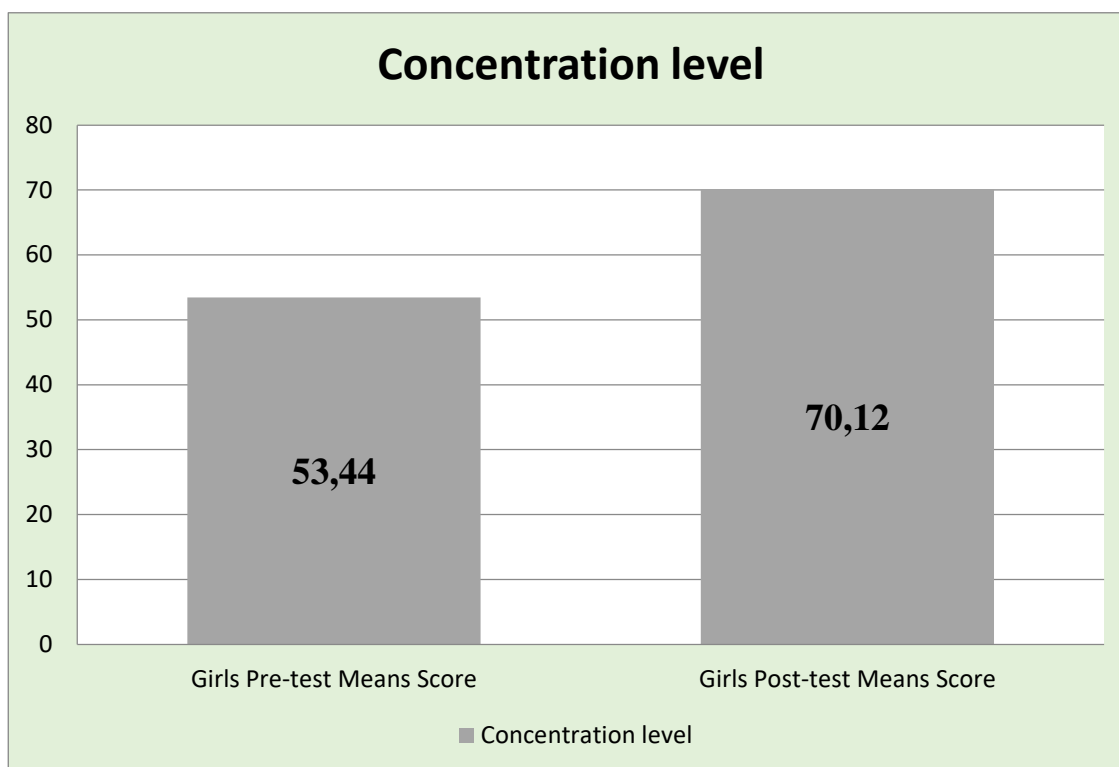


FIGURE- 2 MEAN AND SD OF CONCENTRATION SCORES (GIRLS)

CONCLUSION

The results of this study shows that regular yogic practices can be used as a technique to enhance Concentration among the school students. Different yogic practices like asana, pranayama and meditation are easy to learn, implement, and adhere. Further these selected practices after the initial few sessions, can be practiced independently by the participant to achieve desired results. For researchers, this study could provide a substantial base for conducting future trials to test the efficacy of Yogic practices in controlled experiments.

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