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Research Article

Effect Of Yoga Study on Academic Performance in Yoga and Health Education Among Students' Teachers

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ABSTRACT

The article focuses on assessing facts of an effect of yoga study on academic performance in yoga and health education among students' teachers. The current study's total sample consists of (Narang, 2017) 60 students and teachers. Using a random sampling technique, data was collected from students and teachers at a B.Ed. college in Theni District. A questionnaire related to attitude towards yoga education was developed and standardized by the investigators and was used to collect responses from the students. This entire study is depended on Experimental Method. Among this Experimental Method, a "complete experimental simple equivalent group pre-test-post test experiment design" was applied for data assortments. T-test was calculated to find out significance difference between mean score and testing of the hypothesis; with the help of SPSS package. The finding of the present study results points out that there is no significance difference between control group and experimental group student's teacher in their academic performance in Yoga and Health Education with respect to pretest. In the present study significant differences were found in between control group and experimental group students teacher in their academic performance in Yoga and Health Education with respect to progressive test. The finding of current study results shows that there is significance difference between control group and experimental group students teacher in their academic performance in Yoga and Health Education with respect to post test.

Key words: Yoga, Health, Academic performance and students teacher

INTRODUCTION

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 fulfills 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."(Jeba N, 2018a). The more practical linguistic erudition of the term "yoga," describing a system of meditation or speculation with the objective of the expiry of mental activity and the attaining of a "topmost state" arises with early Buddhism. In Hindu scripture, this sense of the term "yoga" first appears in the middle Upanishads, such as the Katha Upanishad.(Varalakshmi, 2023) Shvetashvatara Upanishad mentions, "When earth, water, fire, air and akasa arise, when the five attributes of the elements, mentioned in the books on yoga, become revealed then the yoga's body becomes authentic by the fire of yoga and he is free from illness, old age and death.(Umatiya, 2013)" More importantly in the following poetry it mentions, the "progenitor of wholeness in yoga", namely lightness and healthiness of the body, absence of intent, clear temperament, sweetness of voice, sweet smell and little defecation.(Singh, n.d.) (Swaroop & Mahor, 2021)

NEED AND SIGNIFICANCE OF THE STUDY

By studying the effects of yoga on academic performance, educators and policymakers can make more informed decisions about implementing evidence-based interventions in schools. If research demonstrates positive

outcomes, schools may consider integrating yoga-based programs into their curriculum or extracurricular activities. Yoga is a holistic practice that encompasses physical, mental, and emotional well-being. By studying yoga's impact on academic performance, researchers can explore how addressing the whole person, not just academic aspects, can positively influence a student's ability to learn and perform academically Introducing yoga programs in educational settings can foster a more positive and nurturing learning environment. As students experience reduced stress, enhanced focus, and emotional regulation, the classroom atmosphere can become more conducive to learning and student-teacher relationships may improve.(Jeba N, 2018b) Research on yoga and academic performance can shed light on how yoga equips students with coping strategies to handle academic challenges, peer pressure, and stress. Effective coping skills contribute to better mental health and resilience, factors that can impact academic success. The study of yoga's effects on academic performance emphasizes the importance of student well-being. (Narang, 2017)When educators prioritize students' physical and mental health, it can lead to better academic outcomes and a more fulfilling educational experience. If research shows positive correlations between yoga and academic performance, it could have long-term implications for educational policies and practices. Integrating yoga into schools may contribute to producing well-rounded individuals who are not only academically proficient but also mentally and emotionally balanced.(Umatiya, 2013) Understanding the role of yoga in academic performance can be crucial for promoting educational equity. If yoga programs prove beneficial, it's essential to ensure that all students, regardless of socio-economic background, have access to such opportunities. Involvement: The study of yoga and academic performance can encourage parent and community involvement in supporting holistic education. When families and communities recognize the significance of student well-being, they may actively participate in creating supportive learning environments.

STATEMENT OF THE PROBLEM

The study taken by the investigator is stated as" **EFFECT OF YOGA STUDY ON ACADEMIC PERFORMANCE IN YOGA AND HEALTH EDUCATION AMONG STUDENTS' TEACHERS"**

Yoga:

Yoga is a holistic ancient practice that originated in India and has been passed down through generations. It involves the integration of physical postures (asanas), breath control (pranayama), meditation, and ethical principles to achieve balance and harmony within oneself. The ultimate goal of yoga is to attain self-awareness, inner peace, and enlightenment.

Health Education:

Health education is a systematic process of imparting knowledge and promoting awareness about various aspects of health and well-being. It aims to empower individuals and communities to make informed decisions and adopt healthy behaviors that contribute to a better quality of life.

Students Teacher:

B.Ed. (Bachelor of Education) teacher trainees are individuals who are pursuing a degree in education to become qualified teachers. The B.Ed. program is designed to provide aspiring educators with the necessary knowledge, skills, and practical experiences required to teach effectively in schools and educational institutions.

OBJECTIVES OF THE STUDY

The objectives of this study are as under.

1. To find out whether there is any significance difference between control group and experimental group student's teacher in their academic performance in Yoga and Health Education with respect to pretest.
2. To find out whether there is any significance difference between control group and experimental group student's teacher in their academic performance in Yoga and Health Education with respect to progressive test.
3. To find out whether there is any significance difference between control group and experimental group student's teacher in their academic performance in Yoga and Health Education with respect to post test.
4. To find out whether there is any significance difference between control group and experimental group student's teacher in their academic performance in Yoga and Health Education with respect to retention test.

HYPOTHESIS

1. There is no significance difference between control group and experimental group student's teacher in their academic performance in Yoga and Health Education with respect to pretest.
2. There is no significance difference between control group and experimental group student's teacher in their academic performance in Yoga and Health Education with respect to progressive test.
3. There is no significance difference between control group and experimental group student's teacher in their academic performance in Yoga and Health Education with respect to post test.

4. There is no significance difference between control group and experimental group student's teacher in their academic performance in Yoga and Health Education with respect to retention test.

VARIABLES OF THE STUDY

The following demographic variables used for this study by the researcher.

S.No	Variable	Type of variable
1	Yoga	Independent
2	Academic Performance In yoga and Health Education	Dependent

METHOD OF THE STUDY

To observe the effect of Yoga exercises on Academic performance of the students teacher, thus this entire study is depended on Experimental Method. Among this Experimental Method, a "complete experimental simple equivalent group pre-test-post test experiment design" was applied for data assortments. As mentioned, the study adopted a pretest-posttest non-equivalent groups design. Pretests on achievement in mathematics Education achievement were administered to both the experimental and control group. Then, the experimental group was taught using yoga strategies, whereas the control group was taught by the regular teacher using the conventional teaching method. Then posttests were administered to both the groups.

TOOL USE FOR THE STUDY

The researcher has made 30 marks and 1 hour's objective type Academic performance test in yoga and health Education for students teacher subject with the help of B.Ed. college faculty.

STATISTICAL TOOL

T-test was calculated to find out significance difference between mean score and testing of the hypothesis; with the help of SPSS package

Hypothesis: 1

There is no significance difference between control group and experimental group student's teacher in their academic performance in Yoga and Health Education with respect to pre test

Tahle:1 Academic performance in Yoga and Health Education Pre stages Calculated 't' Value

Pre-Tests	N	Mean	S.D	't' value	Remarks
Control Group	30	10.47	1.978	0.198	S
Experimental Group		10.57	1.924		

(At the 0.01 level of significance the table value of 't' is 2.576)

The above table 4.08 shows that, control and experimental group mean scores value is 10.47 and 10.57 respectively with a standard deviation of 1.97 and 1.92 respectively. The experimental group mean scores (M=10.47) and control group mean scores (M= 10.57). The calculated' value (t=0.198) is lesser than the critical values of 2.576 at 0.01 level of significance with df=58. Hence, the null hypothesis" There is no significance difference between control group and experimental group students teacher in their academic performance in Yoga and Health Education with respect to pre test." is accepted and concluded that control group and experimental group students teacher have similar knowledge in their academic permeance in Yoga and Health Education.

Hypothesis: 2

There is no significance difference between control group and experimental group students teacher in their academic performance in Yoga and Health Education with respect to progressive test

Tahle:2 Academic progress in Progressive Stages and the Calculated 't' Value

Progressive Tests	N	Mean	S.D	't' value	Remarks
Control Group	30	15.17	3.312	5.578	S
Experimental Group		19.27	2.288		

(At the 0.01 level of significance the table value of 't' is 2.576)

The above table 4.08 shows that, control and experimental group mean scores value is 15.17 and 19.27 respectively with a standard deviation of 3.31 and 2.28 respectively. The experimental group mean scores (M=19.27) and control group mean scores (M= 15.17). The calculated' value (t=5.578) is lesser than the critical values of 2.576 at 0.01 level of significance with df=58. Hence, the null hypothesis " There is no significance difference between control group and experimental group students teacher in their academic performance in Yoga and Health Education with respect to progressive test." is rejected and concluded that experimental group

students teacher better than control group in their academic permeance in Yoga and Health Education with respect to progressive test. Therefore, yoga practices was found effective during intervention.

Hypothesis: 3

There is no significance difference between control group and experimental group students teacher in their academic performance in Yoga and Health Education with respect to post test

Tahle:3 Academic progress in Post Stages and the Calculated 't' Value

Post Tests	N	Mean	S.D	't' value	Remarks
Control Group	30	21.27	3.886	8.972	S
Experimental Group		28.07	1.461		

The above table 3 shows that, control and experimental group mean scores value is 21.27 and 28.07 respectively with a standard deviation of 3.88 and 1.46 respectively. The experimental group mean scores (M=28.07) and control group mean scores (M= 21.07). The calculated' value (t=8.972) is lesser than the critical values of 2.576 at 0.01 level of significance with df=58. Hence, the null hypothesis " There is no significance difference between control group and experimental group students teacher in their academic performance in Yoga and Health Education with respect to post test." is rejected and concluded that experimental group students teacher better than control group in their academic permeance in Yoga and Health Education with respect to post test. Therefore, yoga practices more effective during intervention.

Hypothesis: 4

There is no significance difference between control group and experimental group students teacher in their academic performance in Yoga and Health Education with respect to post test

Tahle:3Academic progress in retention Stages and the Calculated 't' Value

Retention Tests	N	Mean	S.D	't' value	Remark
Control Group	30	18.17	2.718	17.81	S
Experimental Group		28.37	1.564		

** **Significant at 0.01 level**

The above table 3 shows that, control and experimental group mean scores value is 18.17 and 28.37 respectively with a standard deviation of 3.88 and 1.46 respectively. The experimental group mean scores (M=28.07) and control group mean scores (M= 17.81). The calculated' value (t=17.81) is lesser than the critical values of 2.576 at 0.01 level of significance with df=58. Hence, the null hypothesis " There is no significance difference between control group and experimental group students teacher in their academic performance in Yoga and Health Education with respect to retention test." is rejected and concluded that experimental group students teacher better than control group in their academic permeance in Yoga and Health Education with respect to post test. It shows the academic performance in Yoga and Health Education can be retained even after 30 days to those students who were taught using yoga strategies. Therefore, yoga practices was found effective during intervention when compare the control test retention test .

MAJOR FINDING OF THE STUDY

The finding of the present study results points out that there is no significance difference between control group and experimental group student's teacher in their academic performance in Yoga and Health Education with respect to pretest. Therefore, results of the present study speak that both group have equal knowledge in their Yoga and Health Education with respect to pretest. The results of the present study are in line with the findings of (Jeba N, 2018a) (Singh, n.d.) Similar results were also obtained by (Umatiya, 2013).

In the present study significant differences were found in between control group and experimental group students teacher in their academic performance in Yoga and Health Education with respect to progressive test. The findings of the study highlighted yoga practices more effective during intervention The results of the present study go in line with the finding of (Varalakshmi, 2023) and also the results of the present study go in line with the findings of(Umatiya, 2013) and (Swaroop & Mahor, 2021)

According to the present study is significant difference was found in academic performance in Yoga and Health Education. There is significance difference between control group and experimental group students teacher in their academic performance in Yoga and Health Education with respect to post test. From the above results, it was concluded that the reasons for the above-mentioned results may be that the yoga practices more effective during intervention. (Varalakshmi, 2023) (Umatiya, 2013)

The finding of current study results shows that there is significance difference between control group and experimental group students teacher in their academic performance in Yoga and Health Education with respect to post test. The results clearly demonstrate that experimental group students teacher better than control group in their academic permeance in Yoga and Health Education with respect to post test. It shows

the academic performance in Yoga and Health Education can be retained even after 30 days to those students who were taught using yoga strategies. Therefore, yoga practices was found effective during intervention when compare the control test retention test . Results of the present study are in agreements with the results of (Jeba N, 2018a) (Umatiya, 2013) Similar results were also obtained by(Jeba N, 2018b) (V & Devi, 2022)

RECOMMENDATION FOR THE STUDY

Studying yoga practice alongside academic performance can have several benefits, as yoga can positively impact students' physical and mental well-being, leading to improved focus, concentration, and overall academic performance. Here are some recommendations for integrating yoga practice into the lives of students to enhance their academic performance:

1. Incorporate Yoga into Physical Education Curriculum: Schools can include yoga sessions as part of their physical education curriculum. This allows students to experience the benefits of yoga regularly and provides them with the opportunity to develop flexibility, strength, and body awareness.
2. Offer Yoga Workshops and Clubs: Organize yoga workshops or establish yoga clubs within the school. These can be optional for interested students to participate in during their free time. Creating a supportive and relaxed environment for yoga practice can help students manage stress and anxiety, which may positively influence their academic performance.
3. Mindfulness and Breathing Exercises: Incorporate mindfulness and breathing exercises into classroom routines. A few minutes of deep breathing or a short mindfulness session at the beginning or end of a class can help students center themselves and enhance their focus and attention during academic activities.
4. Yoga for Stress Management: Provide specific yoga sessions focused on stress management and relaxation techniques during exam periods or when students are facing increased academic pressure. Reducing stress can lead to improved cognitive functioning and academic outcomes.
5. Offer Teacher Training in Yoga: Encourage teachers to participate in yoga teacher training programs or workshops. Teachers who are knowledgeable about yoga can incorporate it into their teaching practices and lead yoga sessions for their students.
6. Provide Access to Online Yoga Resources: Schools can provide access to online yoga resources, such as instructional videos or apps, which students can use for self-guided practice. This allows students to continue their yoga practice outside of school and incorporate it into their daily routine.
7. Evaluate and Monitor Progress: Conduct periodic assessments or surveys to evaluate the impact of yoga on students' well-being and academic performance. This feedback can help schools refine their yoga programs and make data-driven decisions.
8. Promote a Holistic Approach to Education: Emphasize the importance of overall well-being and self-care in addition to academic achievements. Encourage students to engage in activities that promote physical health, mental well-being, and emotional balance.
9. By integrating yoga practice into the educational environment, students can experience the numerous benefits of yoga, such as reduced stress, increased focus, and improved overall health. A balanced and centered approach to education that considers both academic excellence and students' well-being can contribute to a more positive and productive learning experience.

CONCLUSION

The integration of yoga practices into the domain of both academic performance and health education holds significant potential to foster a holistic and thriving learning environment. By intertwining the principles of yoga and health education, individuals, particularly students, can reap various physical, mental, and emotional benefits, ultimately enhancing their overall well-being and academic achievements. Yoga, with its focus on physical postures, breath control, and meditation, serves as a powerful tool to promote stress reduction, increased concentration, and improved self-awareness. These aspects positively influence students' ability to handle academic challenges, leading to enhanced focus, better retention of information, and improved problem-solving skills. Health education, on the other hand, empowers individuals with knowledge about healthy lifestyle choices, nutrition, mental health awareness, and other vital components of well-being. When combined with yoga practices, health education reinforces the importance of self-care, creating a foundation for a balanced and harmonious life. In conclusion, the integration of yoga practices and health education serves as a transformative approach to education, fostering a well-rounded and empowered generation of individuals who are more equipped to thrive academically, emotionally, and physically in an ever-evolving world.

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