

A STUDY OF EFFECT OF YOGA ON MENTAL HEALTH AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL LEVEL STUDENTS IN AMRAVATI CITY

***PRAVIN S. MALODE**

**Shri Swami Samarth Physical Education Mahavidyalaya, Dhamangaon Rly, Dist Amravati MS*

ABSTRACT

Ogago is a system of physical, mental and spiritual development that originated in India at least 3,000 years ago. Today's school life gives rise to anxiety, tension, frustration, angry feelings, anger and emotional imbalance, conflict, stress, anxiety and mental disorders. Yoga has a lot to offer in this area, as every yoga practice is aimed at the optimal development of a harmonious individual. It is the most important source of stress prevention. It helps Ogago to protect the mental health of students. This study focuses on the effects of yoga on the mental health and academic performance of high school students. The sample consisted of 100 students, 50 yoga and 50 non-yoga students of Amravati city. The Mental Health Checklist (MHC) was developed by Pramod Kumar and annual notes are taken from school records to assess students' academic performance.

KEY WORDS: *Yoga, Mental Health, Academic Achievement*

INTRODUCTION

William Shakespeare said, "We know what we are, but we do not know what we may become." Modern men live in a web of pressure, tension and stress. Everyone is susceptible to stress in one way or another. The main goal of our current education system is to produce mechanical intelligence, not to create people, which is the main goal of education and life. As described in the Upanishads, Dharma, Artha, Kama, Moksha is a fourfold dimension of wealth, desire, Dharma and Moksha, corresponding to the uniform structure of society, which Swami Vivekananda can order to establish a common value system. this is used and used not as an end, but as a means to create dharma or cosmic laws of nature in society.

The School of Philosophy teaches students humanism, empathy, social attitude, creativity, healthy and positive character, ethics, moral and philosophical thinking, secular and spiritual ideas, etc. he repeatedly emphasized the need to focus on education. This represents two major changes (although negative in nature) in our social scenario and this needs to be addressed on a priority basis. One; Indian students suffer from high levels of stress, anxiety,

depression and frustration, which negatively affects them and their families. Second; the destruction of the healthy value system so that our teenagers cannot distinguish between "right and wrong" or "right and wrong". Daily newspapers report unusual trends of adolescent mental instability such as suicide, drug addiction, theft, rape, murder, etc.

The current research is an effort for the above direction to develop a yoga module that can help teachers develop the body-mind and spirit of students, to create a holistic education system where our education system can create a balance for everyone. between material prosperity and spiritual growth.

YOGA

Ogaoga is a system of physical, mental and spiritual development that originated in India at least 3,000 years ago. It is not a religion or belief and can be practiced by anyone of any age or gender. Ogaoga considers all men / women, nothing is overlooked in every aspect and should not improve physical discipline, as men's health includes proper breathing, posture training, nutrition, perfection. physical and mental relaxation and cleanliness. The yogi can discover how the body works and how it can direct energy to health and vitality and longevity. Each asana (posture) is designed to have a specific beneficial effect on the body's functions. Sometimes it is just to restore or maintain the flexibility of muscles or joints, or it can involve enriching the blood supply to certain glands for healthier secretions, or it can be combined with breathing techniques and internal massage. organs However, the main goal of yoga is to achieve a total transformation in the mind of the individual which involves a different way of experiencing the world and oneself. Ogaoga is said to have originated in the Indus Valley. Archaeologists working there found statues of men in yoga postures. This is said to be at least 5,000 years old. There is also a wealth of ancient literature on this subject. Numerous studies have demonstrated the effects of yoga interventions on anxiety and subjective well-being. The state also found significant reductions in anxiety levels and positive trends in students' subjective well-being.

MENTAL HEALTH

The amazing progress in science and technology has given modern man a feeling of luxury, comfort and conquering unimaginable heights in every field. At the same time, he removes comfort and pleasure from his life and adds new misery to his existence. In recent years, there is a constant effort by researchers to study the field of mental health and find ways to preserve it for modern men. Mental health is a state of complete physical, mental, and social well-being, not merely an illness or disability. Mental health is a global term that refers to the human condition resulting from the normal organization and functioning of the mind. Mental health is the combined result of five types of health: physical, emotional, moral, spiritual, and social health. Mental health is an important aspect of a person's overall health because it is the cause and effect of other aspects of health. It means three things of personality: (1) right mind (2) right attitude (3) right action. Research on the Effect of Yoga Practice on Mental Health and Anxiety in B.Ed. Levels show that yoga practice has a positive effect on mental and emotional states, and that physical healing effects can be seen in a shorter period of time.

ACADEMIC ACHIEVEMENT

Success is one of the most important goals of education. The stress and focus in youth guidance is on measuring and evaluating the subject. Academic achievement is recognized as an important factor in the educational life of

students. Every parent sets high goals for their child's education. A good academic record and good growth predict a child's future. Ours is an age of competition at every turn. It encourages students to work harder and learn more. It also helps teachers know whether their teaching methods are effective or not and helps them improve accordingly. In other words, achievement can be defined as the skills that children demonstrate in school subjects that they are taught. We can also say that success means mastering teaching and learning. This is the result of both general and specific learning experiences. Academic achievement usually refers to the level of achievement or proficiency in a field of study or academic work.

NEED AND SIGNIFICANCE

Today's school life gives rise to anxiety, tension, frustration, angry feelings, anger and emotional imbalance, conflict, stress, anxiety and mental disorders. Yoga has a lot to offer in this area, as every yoga practice is aimed at the optimal development of a harmonious individual. It is the most important source of stress prevention. It helps Otago to protect the mental health of students. Academic success is important to a student's life. Research literature has revealed that there are separate studies on these variables, but on each of these variables and different yoga exercises. The present paper is a small attempt to study the effect of yoga practice on mental health and academic performance of students.

OBJECTIVES OF THE STUDY

The study was conducted with the following objectives:

1. To study the significant relationship between mental health and academic achievement of yoga and non – yoga students.
2. To study the effects of yoga on mental health and academic achievement of yoga and non - yoga students on the basis of gender.
3. To study the effects of academic achievement on yoga and non-yoga students.
4. To study the effects of mental health on yoga and non-yoga students.

HYPOTHESES

The hypotheses of the study are:

1. There is no significant relationship between mental health and academic achievement of yoga and non-yoga students.
2. There is no significant difference on mental health and academic achievement of yoga and non-yoga students on the basis of gender.
3. There is no significant difference of academic achievement on yoga and non-yoga students.
4. There is no significant difference of mental health on yoga and non-yoga students.

RESEARCH METHODOLOGY

In this study descriptive survey method has been used in order to find significant effect of yoga on mental health and academic achievement of students studying at high school level

SAMPLE FOR THE STUDY

For the present study the sample comprised of students studying in high schools of Amravati city. The purposive sampling method has been employed to select 50 yoga students and 50 non-yoga students from both private and government schools.

TOOL USED

The tool namely *Mental Health Checklist* (MHC) developed by Pramod Kumar (1992) has been used in the present study.

RESULTS AND FINDINGS

The resulting data has been analyzed using statistical techniques. Findings based on research objective posed and followed by data analyzed are given below:

Table 1

Mean, standard deviation and coefficient of relationship(r) between mental health and academic achievement of yoga and non-yoga students

Variables	N	Mean	SD	Correlation efficient(r)
Academic achievement	100	65.07	9.73	+0.05
Mental health	100	23.76	7.05	

Table 1 shows that the calculated value of Pearson’s correlation coefficient r is +0.05 which is significant at 0.05 level with $df = 98$. Therefore, it can be inferred that there is significant relationship between two variables i.e. Academic achievement and Mental health of yoga and non - yoga students.

Table 2

Values of mean, standard deviation, standard error of mean, and t of yoga and non- yoga students on the basis of gender

Variables	Gender	N	Mean	SD	t value
Academic achievement	Male	50	70.29	9.23	5.29
	Female	50	60.31	10.08	

Mental health	Male	50	22.23	6.46	1.47
	Female	50	60.31	10.08	

Table 2 shows that ‘*t*’ values have not been found significant at 0.01 and 0.05 levels of significance as the value for academic achievement of yoga and non–yoga students on the basis of gender is 5.29. Therefore, the calculated value of *t* is less than the table value of *t* at 0.01 level of significance. Therefore, the calculated value of *t* is not significant. We can thus, infer that there are no significant gender differences in academic achievement of yoga and non–yoga students.

The calculated value of ‘*t*’ for the mean values of mental health of yoga and non – yoga students on the basis of gender is 1.47. The table value to be significant at 0.01 and 0.05 levels are 2.58 and 1.97 respectively with *df* = 98. It clearly reveals that the calculated value of *t* is not significant. Therefore, it can be inferred that there are no significant gender differences in mental health of yoga and non-yoga students.

Table 3

Values of mean, standard deviation, standard error of mean and t of yoga and non-yoga Students for academic achievement

Variables	Yoga/nonYoga	N	M	SD	<i>t</i>
Academic achievement	Yoga	50	74.01	6.28	11.10
	Non-yoga	50	58.05	8.07	

The calculated value of *t* came out to be 11.10 for academic achievement of yoga and non yoga student which is significant at 0.01 level with *df*=98. Therefore, this indicates that yoga students have higher gain on academic achievement as compare to non- yoga students. It can be thus inferred that there is significant difference in academic achievement of yoga and non-yoga students.

Table 4

Values of mean, standard deviation, standard error of mean and t of yoga and non-yoga students for mental health

Variables	Yoga/nonYoga	N	M	SD	<i>t</i>
Mental	Yoga	50	22.77	6.14	

health	Non-yoga	50	22.94	5.99	1.75
--------	----------	----	-------	------	------

The calculated value of t came out to be 1.75 for mental health of yoga and non-yoga student which is less than the table value of t for $df=98$. The table value to significant at 0.01 level with $df=98$. The table value to be significant at 0.01 and 0.05 levels are 2.60 and 1.97 respectively. It clearly indicates that the calculated value of t is not significant.

DISCUSSION AND CONCLUSION

The present study revealed that the calculated value of correlation coefficient is 0.05. The relationship between mental health and academic achievement of yoga and Non-yoga students is found to be 0.05, which is significant at 0.05 level of Significance.

The present study reveals that there is no significant difference between mental health and academic achievement of yoga and non-yoga students on the basis of gender.

The present study also reveals that there is significant difference between academic achievement of yoga and non-yoga students at 0.01 level of significance. Yoga helps the students in their academic achievement.

The present study also reveals that there is no significant difference between mental health of yoga and non-yoga students.

EDUCATIONAL IMPLICATIONS OF THE STUDY

On the basis of conclusions and inferences drawn the following are the implications of the present study.

Yoga helps to improve the mental health of students, so yoga as a treatment must be included in the school level program.

As students are full of energy, their energy should be properly used. Yoga helps in positive channelization of energy, which further leads to improved anxiety and stress.

Yoga helps to control and decrease conflict, academic pressure and frustration of students. The school programme cannot be diluted with a fear of stress, if yoga is part of school curriculum.

BIBLIOGRAPHY

- [1].Indirani (1993) The effect of Yogasanas on selected physical, Physiological and Psychological variable among school boys. Unpublished M.Phil. Physical. Education Deptt. Alagappa University, India.
- [2].Kochar, H.C. (1976) Influence of yogic practices on Mental Fatigue. Yoga Mimanca, Vol. 28 (2) 3.
- [3].Kumar, P. Development and standardization of mental health checklist (MHC). Psychological studied. 1991, 36, 1, 215-217.
- [4].Kumar, P. Mori, J.B. & Patel, Nayana, M. Consequences of Marital maladjustment: Study of mental health. Journal of personality & clinical studies. 1989, 5, 1, 61-63.
- [5].Kumari, M. (2003-2004) Effects of yogic exercises on mental health and academic health and Academic achievement of secondary school students, M.Ed. Dissertation, Punjab University, Chandigarh
- [6].Kumari, S. (2001) Learning Strategies achievement motivation and academic performance of high school students. Med. Dissertation, P.U., New Webster's Dictionary and Thesaurus (1992). Bartholomen, World Inc. Publishers.
- [7].Lakhanpal, A. (2003) A study of yoga training of academic stress and achievement of secondary students. M.Ed. Dissertation Punjab University Chandigarh.
- [8].Lazarus, R.S., (1984) Psychological stress and the coping processes. U.S.A Mc. Graw – Hill Book Company pp. 147.

- [9]. Mall, N.N. (1982) Cardiovascular responses of Active, Passive and yogic recovery postures and maximum work output. Ph.D. Thesis Deptt. of Physical Education Library.
- [10]. Mall, N.N. (1982) Cardiovascular responses of Active, Passive and yogic recovery postures and maximum work output. Ph.D. Thesis Deptt. Of Physical Education Library.
- [11]. Grewal (1990) Impact of yoga practices on the self- concept of secondary students.
- [12]. Annakilli, (1993) Effects of asana and gymnastics in selected physical, physiological and psychological variables. M.Phil Alagappa University