

A STUDY ON THE EFFECT OF YOGA PRACTICES AMONG SCHOOL STUDENTS DURING PANDEMIC PERIOD WITH A SPECIAL REFERENCE TO TELNGANA STATE

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ABSTRACT

The purpose of education is to bring out a person's full potential, mental, emotional, and spiritual. Gandhi hoped that the finest of intellect and body might be elicited together. Education's goal is to let students "see the cosmic power within themselves and learn how to tap into it so that their lives may be fulfilled" (Seetharamu, 1989).

The yoga philosophy of education has the same view that self-realization should be the ultimate aim of schooling. All of the student's faculties (spiritual, mental, emotional, and physical) must be open and receptive in order to absorb the information and build understanding. There is little doubt that yoga has the potential to improve students' academic preparation. That will improve student quality, a crucial component of effective pedagogical outcomes. Yoga has the potential to elevate the practitioner on all levels, from the spiritual to the cerebral and emotional to the physical, thanks to its calming and healing effects. The training will help the student achieve "health of body and mind."

I Introduction

To shape the potential of a growing organism, formal and informal methods equally fall under the umbrella term "education." It is impossible to exaggerate the significance of one's informal education in shaping one's beliefs and behaviour.

Education for humans begins at birth and continues indefinitely.

Education's goal is to help students reach their intellectual, emotional, and spiritual potential. Gandhi believed that the best of mind and body could be brought together. The assumption is that man has a "self" that is both unique and apart from other aspects of reality. It is the job of educators to help pupils "see the cosmic power within themselves and learn how to tap into it so that their lives may be fulfilled" (Seetharamu, 1989).

The yoga philosophy of education shares the belief that students should strive for enlightenment as their final objective in formal education. To learn and comprehend anything new, a person must be responsive and receptive in all aspects of their being (spiritual, mental, emotional, and physical). There is no question that yoga may help kids better prepare for school. That will boost the calibre of students, a necessary condition for productive educational results. Because of its relaxing and therapeutic qualities, yoga has the capacity to raise the practitioner on all levels, from the spiritual to the intellectual and emotional to the physical. Upon completion of the programme, the student will be in better "health of body and mind."

Yoga and emotional intelligence share many of the same aims and objectives. Empowering students and teachers in their mindsets might have a significant impact on the quality of education. The goals of Yoga, as a normative science, are the development of wisdom, the enhancement of intelligence, and the betterment of one's bodily, mental, and spiritual well-being. Developing one's emotional intelligence helps one become more self-aware, more emotionally resilient, and more effective at managing one's emotions. But they each provide a unique purpose in the quest for knowledge and psychological well-being: One's EQ may be honed by the practise of Yoga. Students with high EQ have been demonstrated to do well in school and adjust to new environments. Researchers have shown that parapsychologists' health and satisfaction level affects how much they retain from lectures. The alpha state has been related to enhanced learning because of the increased brain activity in both the receiving and production of information (Bonura, 2007). It is general known that better academic performance requires emotional stability, which may be achieved by practised like emotion control and mindfulness.

II REVIEW OF LITERATURE

Theories of Emotional Intelligence

Mayer and Salovey (1990) in their persistent efforts for going into the nature of emotional intelligence tried to define emotional intelligence as the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. This definition points towards ability of an individual. In contrast, Goldman model of emotional intelligence is a mixed one. A more comprehensive definition was given by Bar- on (1997) where he defined emotional intelligence as an array of non-cognitive capabilities,

The Importance of Emotional Intelligence

It seems obvious that emotions are important and that play a critical role in human lives. They are integral to healthy and successful personal relationships. They influence both the content and way of thinking. Emotions are critically important to success and survival of an individual. There are many reasons for this. First, emotions contain data and information about the individual, other people and the world around him. Secondly, emotions assist a person in thinking and decision making. Thirdly, emotions are not chaotic, they can be understand and predicted and often follow certain rules patterns. And fourthly, because emotions contain data, an individual must be aware of them and utilize these data points in his or her thinking, decisions making and actions.

Emergence of the Concept of Emotional Intelligence

Darwin's early writings on the significance of emotional expression for survival and adaptation are the foundation of EI. Several leading researchers in the study of intelligence began to acknowledge the significance of non-cognitive components of intelligence in the 1990s, despite the fact that conventional definitions of intelligence emphasized cognitive characteristics like memory and problem solving. For example, EL Thordike of Columbia University used the phrase "social intelligence" in 1920 to characterize the ability to read and influence the behaviour of others. Most people credit Wayne Payne's PhD thesis (1985) as the first time the phrase "Emotional

"Intelligence" was used in a concrete context. In any case, Payne did not publish his theory, thus the essay written by Mayer and Peter Salovey and published in 1990 is usually accepted as the first comprehensive theoretical description of the construct. This idea became well known due in large part to Daniel Goleman's books on emotional intelligence.

"Social intelligence," as defined by Edward Thorndike in the 1930s, consists :
the skill of getting along well with others.

The work of David Wechsler in the 1940s hints to the importance of emotional intelligence.

In the 1950s, humanistic psychologists like Abraham Maslow laid forth a framework for developing one's psychological fortitude.

The notion of multiple intelligence was first introduced by Howard Gardner in his 1975 book *The Shattered Mind*.

"A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain, and desire (theory, structure of reality, problem-solving, contraction/expansion, and running in/coming out/learning to let go)" is the title of Wayne Payne's 1985 doctoral dissertation.

1987 - Keith Beasley used the term "mensa" in an article for *Mensa Magazine*.

"emotional quotient" as a noun. One may argue that this is the pioneering work in the field of emotional intelligence models.

The Emotional Intelligence Model proposed by Bar-on

The Emotional Quotient Inventory (EQ-I) was created by Dr. Bar-on in the 1980s. The EQ-I was developed first as an experimental instrument to investigate the idea of emotional and social functioning, as described by Bar-on (Bar-on, 2005). Dr Bar -on coined the term "Emotional Quotient" (EQ) to express his nuanced method of gauging a person's overall IQ. A person's EQ is a reflection of how well they can manage their own emotions and those of others, as described by Bar-on (2005).

The Emotional Intelligence Scale developed by Salovey and Mayer

Mayer and Salovey's (2001) academic and scientific model of emotional intelligence underwent several revisions. Their current model, created in 1997, has a strong emphasis on cognition and is based on a system of four ratings that are neither

inherited nor established before infancy. It seems that people's emotional intelligence improves along with their physical and mental development, showing that these skills may be learned.

Emotions, according to the latest paradigm (Mayer, Salovey, Carnso, & Sitarenios, 2001), carry relational information.

Mayer et al. (1995) state that people need to be able to recognize their own and other people's emotions. Being able to effectively use these feelings is also crucial to success; this is especially true in any administrative or work setting that relies heavily on the cooperation and participation of its employees. also note that EQ's facilitation role in this job is said to aid in the development of novel ideas and inventive approaches to resolving issues. The difficulties one faces at any one moment may have several layers. There may be moments when you have to work hard to solve an issue. Ideal solutions to problems, it is said, involve a measure of free will.

Daniel Goleman's theory and the Emotional Intelligence Quotient

The term "emotional intelligence" was popularized by Daniel Goleman, who defined it as the "ability to understand and manage one's own and other people's emotions and use that knowledge to influence behaviour." These abilities are distinct from IQ but nevertheless important.

Emotional intelligence, according to Goleman (1998), is the sum of five traits: self-awareness, self-regulation, motivation, empathy, and social skills.

III DESIGN OF THE SURVEY

The purpose of this experimental research was to create a yoga curriculum that would help high school pupils with their grades and emotional well-being. The purpose of the research was to examine the results of a year of consistent yoga practise. A quasi-experimental design may be useful in this case since the subjects are students who cannot be under the investigator's continual supervision and observation during the research time. This is why the researcher used a quasi-experimental strategy with a

pre- and post-test. This research made use of a non-equivalent group design, an efficient strategy for conducting classroom experiments involving Control and Experimental groups. Since the participants are students, they will not be able to remain under the investigator's constant supervision and control, therefore this is the best approach.

SAMPLE

A random sample of 80 secondary school pupils from St. Thomas High School in Thiruvalla, Pathanamthitta District, was used for this study. Two groups, totaling forty pupils, were selected. Both the Control Group and the Experimental Group were planned in advance.

Table 3.1

Group and gender wise classification of the sample

Sl.No	Group	Male	Female	Total
1.	Control Group	26	14	40
2.	Experimental Group	26	14	40
	Total	52	28	80

IV DATA ANALYSIS AND INTERPRETATION

Preliminary results suggest no significant differences in emotional maturity between the Experimental and Control groups. After receiving the Yoga training package, the experimental group outperformed the control group on post-test measures of social competence. Therefore, it can be concluded that the created Yoga Instructional Package is beneficial in raising students'

emotional intelligence, a sub component of social competence. However, comparing post-test results alone cannot prove a statistically significant difference between the groups. An ANCOVA (Analysis of Covariance) was performed to contrast the scores because of this.

Analyzing the impact of yoga classes on students' EQ and sociability throughout Telangana's secondary education system using an analysis of covariance (ANCOVA) model.

The purpose of this study was to use Analysis of Covariance to compare the test scores of students in the Experimental group who were exposed to the Instructional Package in Yoga and students in the Control group who did not practise yoga to determine the efficacy of the Instructional Package in Yoga in raising students' Social Competency component of Emotional Intelligence in Secondary School.

Table 4.32 displays the sum of squares, mean square variance, and F ratios from a statistical analysis comparing the Pretest and Post test scores of the Experimental and Control groups.

Table 4.31

Analyzing the Difference in Test Scores Before and After Treatment

Source of Fluctuation	df	SSx	SSy	MSx	MSy
Among Agency	1	2	29	1.5	28.80
Within Groups	78	665	481	8.5	6.2
Total	79	667	510		

Table 4.32

Root age	df	SSx	SSy	SSxy	SSyx	MSyx	SDyx

of Activity							
Among Substance	1	2	29	-6.6	30	30	2.47
Inside Groups	77	665	481	84	470.1	6	
Total	78	667	510	77	501		

Table 4.33

Means (with standard deviations) of Post test Scores for Control and Experimental Groups

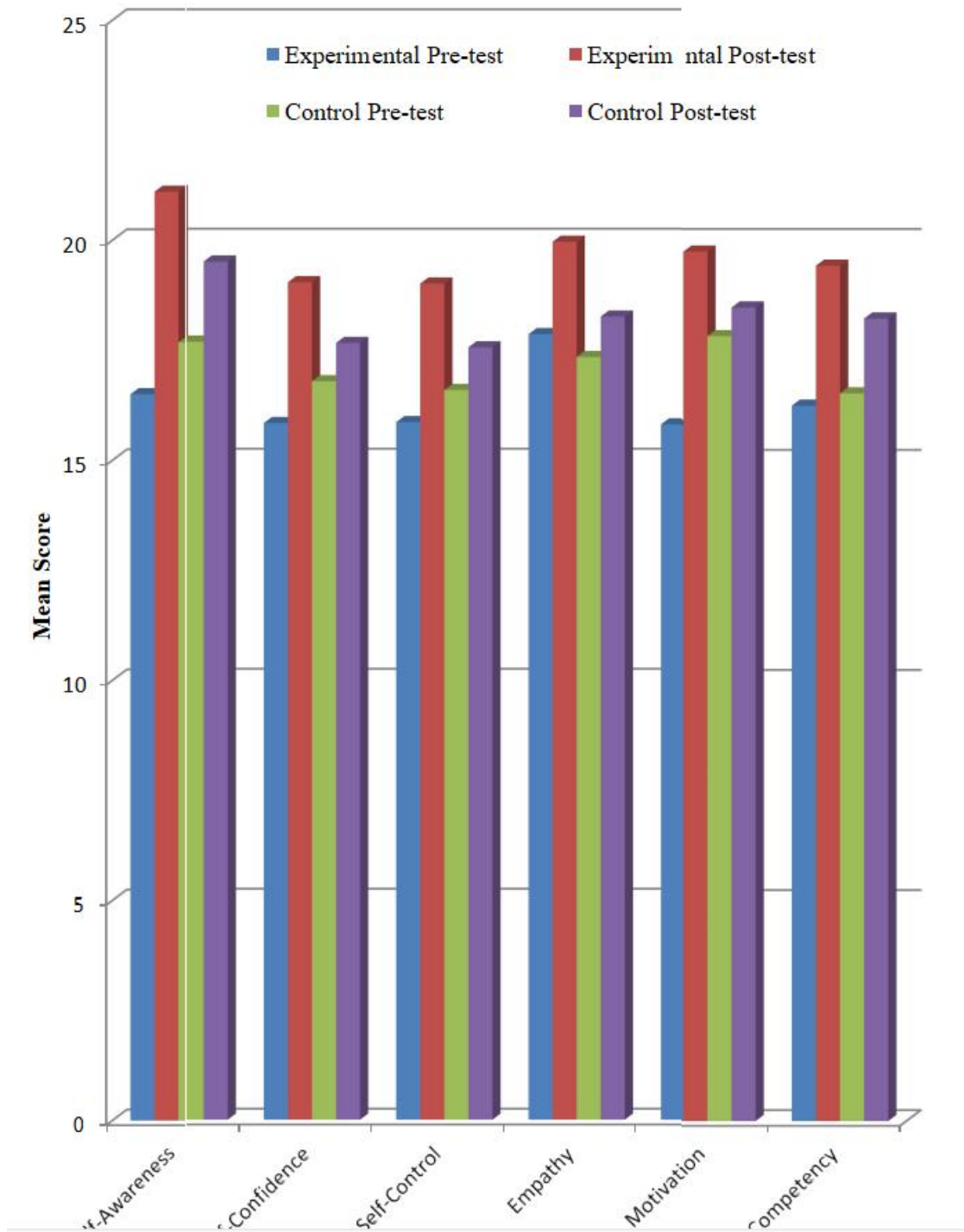
Groups	N	Mx	My	Myx (adjusted)
Observational Group	40	16.25	19.43	19.4
Control Group	40	16.53	18.23	18.2
General Means		16.39	18.83	18.83

The estimated 't' value indicates that there is a statistically significant split in the sample means. In other words, the results show that the Experimental group, who were given the Yoga Instructional Package, fared better than the Control group, who were not. T Finally, the Yoga Instructional Package in Telangana has been shown to increase students' EQ and academic achievement, specifically in the area of Social Competency (a sub scale of EQ).

Fig. 4.2 is a bar chart showing the difference in mean scores before and after administering the different components of the emotional quotient test administered to the control and experimental groups, respectively.

Fig. 4.2

Means for Critics of Emotional Intelligence in the Workplace



After implementing the Yoga Instructional Package, we compared the sub samples of students in secondary schools by gender to determine its impact on students' emotional intelligence.

Both males and girls participated as part of the Experimental group.

V The aims of the research were as follows

1.To develop a Yoga curriculum geared on enhancing the social and emotional well-being and academic performance of high school students.

The second objective is to assess how well the yoga curriculum works to boost students' EQ across the board in secondary education.

The ability to empathize, as well as self-awareness, self-confidence, and self-control.

v) Drive; vi) Interpersonal Skills

A gender-based sub sample of secondary school students will be used to evaluate how well the Yoga instructional package works to boost their emotional intelligence.

4.to investigate how well the Yoga Instructional Package works to raise the average GPA of a representative group of secondary school students.

5.Researching the impact of a yoga-based curriculum on students' performance in the following areas of study at the secondary level.

i)Languages Mathematics (ii) Science (iii) Social Science (iv)

6.To examine the impact of a yoga curriculum on the academic performance of a gender-specific sub sample of high school students.

VI Conclusions

The prepared Instructional Package in Yoga is effective in enhancing the Emotional

Intelligence of students in the Experimental group.

1. The Instructional Package in Yoga developed is effective in enhancing the following components of Emotional Intelligence among Secondary School students.
 - i) Self-awareness
 - ii) Self-confidence
 - iii) Self-control
 - iv) Empathy
 - v) Motivation
 - vi) Social competency
2. The Instructional Package in Yoga developed is effective in enhancing the Academic Achievement of students in the Experimental group.
3. The prepared Instructional Package in Yoga is more effective in the Achievement of Language compared to Social science, Science and Mathematics.
4. The girls have higher Academic Achievement than boys after the administration of the Instructional Package in Yoga.
5. The Instructional Package in Yoga is equally effective in improving the Emotional Intelligence among boys and girls in the Secondary Schools. Only in the Self-awareness component of Emotional Intelligence, the girls scored more than boys. But in all other components of Emotional Intelligence, the score of boys and girls are more or less same.

The education system all over the world got interrupted by the spread of covid-19 disease. This research paper is mainly focusing on the relationship of the education and covid-19 pandemic. Also the relation between education and covid-19 pandemic. The relation of education with marketing strategies on education. The marketing strategy has a great deal of effect on education industry. And covid-19 has had great effect on the libraries and research studies and education system all over the world.

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