

# TELANGANA STATE STUDENTS' REACTIONS TO SCHOOL-BASED YOGA PROGRAMMES DURING THE PANDEMIC PERIOD REVIEWED

MEDINI JAGAN REDDY<sup>1</sup>, Dr. Narender Kumar<sup>2</sup>

<sup>1</sup>Research scholar, OPJS University Churu, Rajasthan

<sup>2</sup>Associate Professor, Dept of Yoga from OPJS University Churu, Rajasthan

## ABSTRACT

Academic performance among today's learners is not up to par for a variety of reasons, including the fact that both situational and personal variables of learning are not favourable. This is especially true when considering the educational pursuits of teenagers. Our classrooms often lack the optimal psychological and physical environments for teaching and learning. The lack of adequate lighting in the classroom, an unscientific seating arrangement, acoustic defects, a lack of opportune intervals for mental recharging, and similar factors all contribute to students' physical and psychological discomfort.

Adolescence's inherent sluggishness also makes it harder to stay awake and aware. Learner preparedness is really necessary. Adolescents' high levels of irritation and impulsiveness hinder their education. Many true potential geniuses are lost to oblivion because of the dull and uninspiring teaching-learning process and teenage developmental difficulties.

## I Introduction

The nation stands to lose a significant chunk of its most prized resource, its young people, if the situation is not addressed and managed effectively. Strong democracies can only emerge from strong countries and strong people. The nation's schools have a duty to provide all students with the support they need to reach their full academic potential. Therapeutic interventions that help adolescents channel their vitality and

creativity in constructive ways have the potential to ameliorate both their current problems and their future possibilities. This study is part of an international effort to investigate whether or not yoga may boost Emotional Intelligence, and if so, how. The improvement of the student's emotional health is expected to contribute to their intellectual or academic development. This research has mostly focused on secondary school students since they are part of the teenage population and are making their initial hesitant steps towards puberty.

The global epidemic has far-reaching and mind-boggling repercussions on education as well. The rapid emergence of several lethal diseases and illnesses has destroyed populations throughout history. Emerging and reemerging diseases with the potential to cause death are happening at a rate that is hard to predict. According to the World Health Organization (WHO), as stated in the preceding article on covid-19, the world has seen an increase in disease outbreaks and epidemics caused by more than 20 infectious agents over the last decade. A. Balkhair (2020). Due to the addition of SARS-CoV-2 (the causative agent for corona virus sickness COVID-19) to these outbreaks, the World Health Organization (WHO) declared Covid-19 a public health emergency that may be a global concern on January 30. (2020) A. Balkhair.

On March 11, 2020, in reaction to the rising number of confirmed cases of individuals all over the world who have caught and been afflicted by the virus, the World Health Organization (WHO) designated corona virus a pandemic. Several governments took extreme steps to avoid the spread of this deadly disease. The World Health Organization (WHO) recommends frequent hand washing, avoiding close personal contact, staying at least two meters apart from others, and staying away from big gatherings of any kind (WHO, 2020, as referenced in Almulafi, Alaklab.at.el, 2021).

The crown like projections the virus generates on surfaces inspired its name, which comes from the Latin word for "crown" or "halo," "corona" (patel et al., 2020).

Since its first appearance in 2020, the covid-19 has killed hundreds of thousands of people all around the planet. A pandemic was proclaimed on March 11 of this year. In all, 4,292 people have lost their lives, and 118,000 cases have been reported throughout 114 countries (WHO,202).

Some people may suffer all of the symptoms, while others may just have a few,

such as a cough, a fever, a headache, and a loss of taste and smell. As a result of the severity of the Covid-19 pandemic, the whole world was quarantined and had to cancel all scheduled activities, meetings, and workdays.

All of the regularly scheduled gatherings had to be postponed when Covid-19 prompted a lockdown and quarantine. Universities throughout the world responded to the pandemic by transferring their computing infrastructure online. The structural change that was most noticeable at the time was the increased use of computers for independent student study. This study looks at how the epidemic has restricted the travel of international students across the world, particularly in India. Different people have different reactions to the epidemic and internet availability because of cultural variations. Inextricably related to the improvement of living standards in terms of giving a source of livelihood, good health, and so many other elements of life, education is something for which we should all be grateful. No matter the political orientation or economic structure, every civilization has an educational system. Governments throughout the world have responded by striving to improve the standard of education for their citizens. The most current threat to these procedures is the spread of a new corona virus illness (Covid-19), which was originally discovered in Wuhan, China in December 2019 (WHO,2020 as reported in Talmudic, Alaklab.et.at, 2021).

A global travel restriction, quarantine, and the cancellation of in-person courses were just some of the measures taken by politicians and practitioners to mitigate the devastating impacts of the corona virus. Those international students who were separated from their families or had trouble getting back and forth between their home country and their study abroad location experienced the most hardship. Fear was warranted, and a palpable sense of dread pervaded daily life on covid-19. People tend to stay inside their own nations and communities because of fear of the sickness, fear of losing loved ones to the disease, and fear of the epidemic as a whole.

The Ministry of Human Resources Development (MHRD) pioneered the use of digital education by introducing televised and radio-based teaching mediums. Government initiatives, such as the Digital India plan, have aided in the concept's regulation and implementation.

## **II ROLE OF YOGA IN EDUCATION**

The benefits of yoga in the classroom are many. It helps everyone engaged in the education process, including students, teachers, and parents. Because of yoga's focus on inward development, it might be useful for addressing challenges faced by teachers, parents, and students. When used together, these factors elevate classroom instruction. Yoga has several benefits, including the potential to boost the mental health of adolescents and teens. Components of mental health include the ability to maintain emotional and rational equilibrium, as well as inner calm, concentration, and memory. These contribute indirectly to the student's success in the classroom. Yoga education refers to the process of teaching yoga asana, pranayama, and mudras with the goal of bringing yoga science into the classroom.

Modern educators are curious about the potential benefits of incorporating Yoga into their lessons. Many teachers have thought about bringing Yoga and Yogic philosophy into the classroom. The yogic lifestyle places a greater focus on meditation and spirituality. Yoga in the classroom may help kids of all ages learn to get along better with one another. Creating a community where students are inspired to study yoga on their own time is crucial.

In modern-day India, the value of education has come under fresh criticism. The purpose of education has always been to help students develop to their fullest potential in all areas of life: mental, social, occupational, and spiritual. Modern Indians believe that education should also promote the socialist and democratic principles entrenched in the Indian Constitution. Additionally, it is currently felt seriously that education's ultimate goal should also include the liberation of mind and soul to achieve refinement on the level of thoughts (intellectual development) and feelings (affective aspect), thereby assisting in the formation of national character and a scientific mentality among the populace. While the standard educational approach prioritizes memorization and knowledge retention, there is no well-established framework for recognizing the importance of reducing cognitive load and enhancing mental efficiency in schools. Yoga has the ability to serve as a resource for development and instruction of this kind.

### **III RESEARCH METHODOLOGY**

The percentage of international assistance spent on education was under 2% in 2015. That equates to 1 kid in need of aid in schooling for every 13 children who actually get it (ibid).

Funding for emergency education in 2016 was just 48% of what was requested (ibid).

There were 93 different nations that reported occurrences of violence in schools between 2015 and 2019. There are now more than 35 million children who are refugees across the globe. Roughly half of refugee kids who are school-aged are not in school. Female illiteracy in war-torn regions is around 2.5 times higher than the global average, according to UNICEF (2020).

Despite governments spending a lot of money on education to stimulate advancement, it is one of the first services to be eliminated and one of the last to be reinstated whenever there is a crisis. According to UNICEF (2020), just 3% of humanitarian help is spent on education.

Future Disasters and Isolated Learning After a natural catastrophe, terrorist attack, or other terrible event, some students may participate in what is known as "remote education."

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) estimates that by the middle of May 2020, more than 1.2 billion pupils of all ages and levels throughout the world will have abandoned conventional classroom learning.

Excellent technology, appropriate instruction, and learners who are fully involved in learning and comprehension are necessary for successful remote learning and teaching in a crisis situation (Muoz-Najar, et al., 2021).

The effectiveness of an online educator may be gauged by looking at how much their students participate in class discussions and actively seek to acquire new material, as opposed to merely listening to the teacher lecture.

Students' engagement is crucial to the success of any online classroom. Nothing will go forward unless students start acting as facilitators instead of passive observers.

Nearly half of the countries in Sub-Saharan Africa (40%) do not have access to any kind of online or remote education as of the end of June 2021. It's believed that when

all schools were closed and no offline teaching or learning took place, millions of students went without an education for over a year.

In April of 2020, when the pandemic was at its height, 369 million pupils throughout the globe did not have access to school meals (Muoz-Najar, et al., 2020). According to the globe Food Programme (2021), there would still be 187 million hungry children in the globe in October of that year. Researchers have shown that this factor leads to greater rates of student attrition among low-income groups (UNESCO, UNICEF, World Bank, and OECD 2021b).

roughly 300,000 Peruvian pupils, or roughly 15% of the student population, have dropped out of school since school closures started in September 2020 (ibid).

The dropout rate is greater among kids from COVID-19 households (World Bank, 2020e). Azevedo et al. (2019), referenced in Muoz-Najar et al. (2020), found that between March and October of 2020, roughly 10.7 million pupils (mostly aged 12–17) were at high risk of dropping out of primary and secondary school owing to financial shocks.

#### **IV Data Analysis and Presentation**

Four hundred secondary school students were chosen at random to take the inventory. Only 370 of the total 400 answer sheets were used for statistical analysis of the items. Some of the rejected pages were incomplete, and others were thrown out at random, but we settled on 370 as a manageable quantity. The t-value was calculated since the items and answers were designed for that purpose. The items were analyzed by scoring the responses of 360 students and sorting the results by total score. Each participant's final score was tallied, and the corresponding answer sheets were ranked according to the participants' cumulative performance. Since "27 percent provides the best compromise between two desirable and inconsistent aims (i) to make extreme groups as large as possible and (ii) to make extreme groups as different as possible" (Ebel, 1965), the top and bottom 27 percent were divided for study.

The final grades for all 370 papers were ranked. The highest- and lowest-scoring 27% (or 100 people) were chosen from the pool of test takers, respectively, while the lowest-scoring 27% (or 100 people) were chosen from the answer sheets themselves for item analysis. Discriminatory power was determined by taking the mean score from these two categories. A critical ratio 't' was determined in order to determine the degree of discrimination offered by a given ratio.

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sum (X_H - \bar{X}_H)^2 + \sum (X_L - \bar{X}_L)^2}{n(n-1)}}}$$

(Edwards, 1957, p.153)

ability.

$X_H$  = mean high-group score on a certain statement  
 $X_L$  = the average of the low-score respondents to the statement

Since the value of 't' indicates how well a statement distinguishes between the high and low groups, only items having a value of 1.75 or higher were included in the final tally. As a rough and approximate rule of thumb, "we may regard any 't' value equal to or greater than 1.75 as indicating that the average response of the high and low groups to a statement differs significantly" (Edwards, 1957), provided that at least 25 subjects are included in both the high and low groups.

## V Analysis Result

### Analyzing Gender Differences in Academic Performance After the Fact

The data show that girls average 67.86 on the Academic Achievement test, while guys only manage 50.31 on average. The computed critical ratio of 4.44 is significantly different from zero at the 1% confidence level. This data reveals that the Yoga Instructional Package has a markedly different impact on academic performance for males and girls. Girls do better in school than boys generally do. When comparing the effects of the Yoga Instructional Package on academic achievement, girls do better than boys.

**Hence the sixth Hypothesis, “There will be significant difference in the Academic Achievement of boys and girls in the Secondary Schools after**

**implementing the Instructional Package in Yoga” is accepted.**

1. outflow of Indian students to different countries were effected mostly during the pandemic than any other country:

3-It has been same before and after the Pandemic era

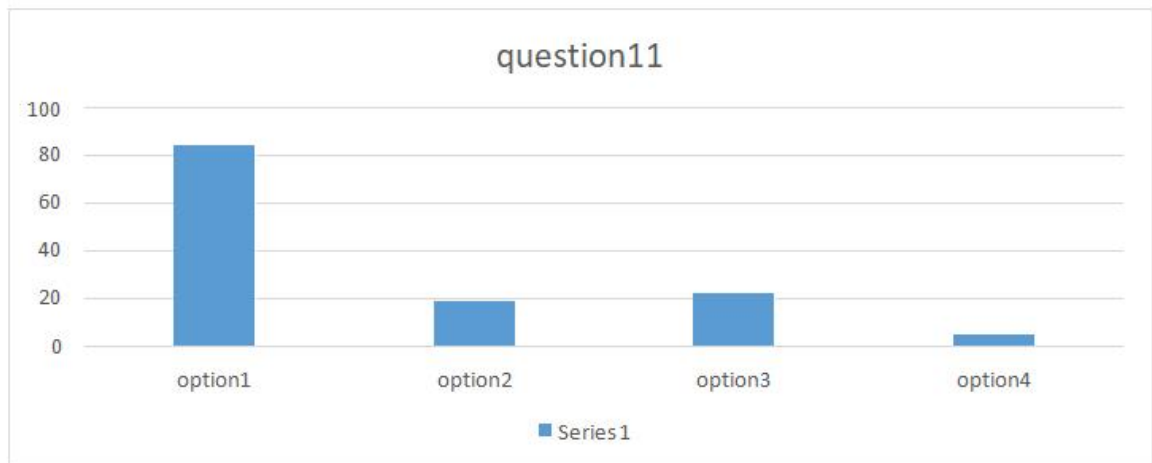
4-the most

48.14 percent for the first option

18.51 percent for the second option

22.22 percent for the third option

11.11 percent for the fourth option



2. International students in India

are:1- Male mostly

2- Female mostly

3- Both but

different4- Both but

same

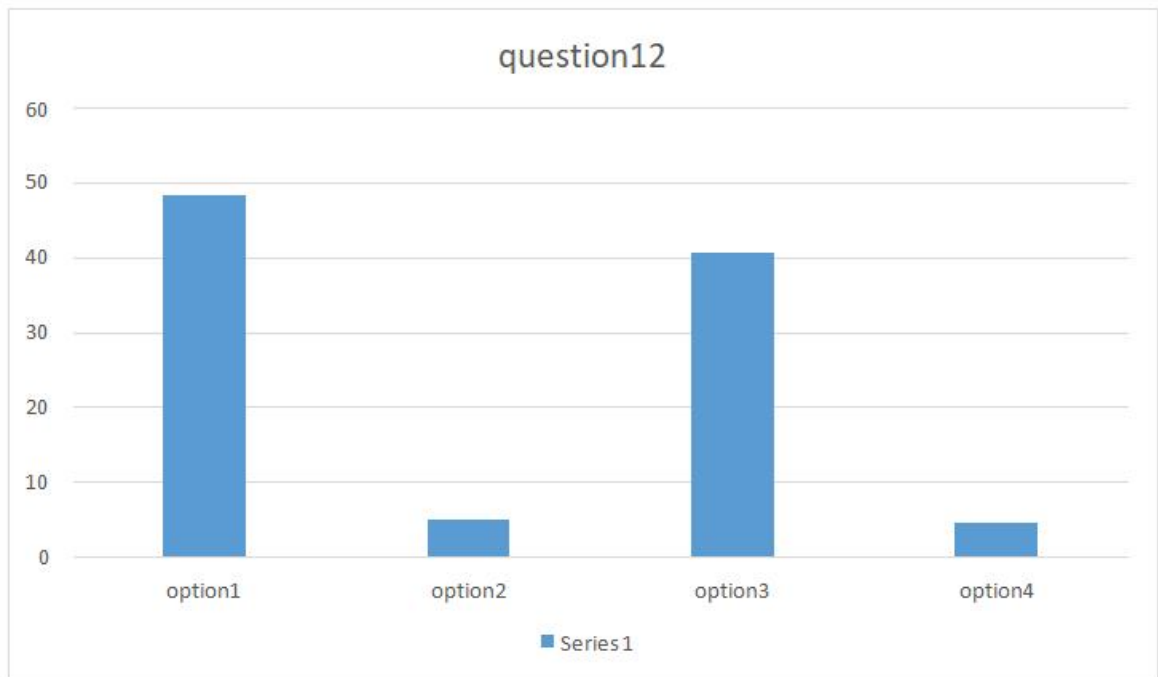
48.14 percent for the first option.



5 percent for the second option.

40.47 percent for the third option.

7.4 percent for the fourth option.



3. Covid-19 pandemic effected the international students in all states of India:

1- Yes

2- No

70.37 for the first option.

29.62 for the second option.

### CONCLUSIONS

The result of the present study shows that Yoga instruction in Secondary School level has a positive effect in Emotional Intelligence and Academic Achievement of

students. Through the practice of regular 'asanas', students can control their emotions; through yogic asanas, they calm the mind which further helps them to control their emotions which make them stable. The mental stress among the students can be reduced to a great extent through continuous practice of yoga and good mental health can be achieved by developing a healthy mind in a sound body. Yoga is the first system in the world to recognize the connection between the body and the mind. The mental health of students can also be improved through regular practice of yoga. The concentration of students in the classroom and also in their studies can be increased through regular practice of pranayama and meditation. Practice of 'yama' helps to increase the power of concentration, mental purity and steadiness. Yama includes non-killing, truthfulness, non-stealing, continence, and non-receiving of gifts: 'sashimi-satyrs-tea-brahmacharyaparigraha yamah'. Yama and niyama, include all the moral teaching that are given in all the scriptures of the world. All paths of yoga (jnana, karma, bhakti, etc) have healing potential to shelter out the effects of the pains which come in life ( Abhedananda, 2002).

The Academic Achievement can also be improved considerably through the continuous practice of Yoga. The improvement in the power of concentration results in high Academic Achievement. Through the practice Yoga, the students are able to improve their health and prevent many diseases and this helps them to attend the class regularly. The happiness gained by reducing mental stress is an encouragement for the student to attend the classes regularly. They can improve the attitude towards school than the students who do not practice yoga.

#### **REFERENCES**

1. Aminabavi, A., & Vijayalekshmi.(1998). Yoga and health. *Indian Educational Abstract*, 12(4), 32.
2. Asher, N. (2005). At the interstices: Engaging postcolonial and feminist perspectives for a multicultural education pedagogy in the South. *Educational Administration Abstracts*, 42 (4): 177.
3. Atwal, S. (2010). Indian psychology: The connection between mind, body, and the universe. *Dissertation Abstracts International*, 65 (3), 328 A.

4. Barchard, K. A. (2003). Does emotional intelligence assist in the prediction of academic success? *Educational and Psychological Measurement*, *63*, 840-858.
5. Barnes, V. A., Treiber, F. A., & Davis, H. (2001). Impact of Transcendental Meditation on cardiovascular function at rest and during acute stress in adolescents with high normal blood pressure. *Journal of Psychosomatic Research*, *51*(4): 597-605.
6. Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory: Technical manual (EQ-i)*. Toronto, Canada: Multi- Health Systems.
7. Bar-On, R. (2000). Emotional and social intelligence: insights from the Emotional Quotient Inventory (EQ-i). *Handbook of emotional intelligence San Francisco*, CA: Jossey-Bass.
8. Bar-On, R. (2003). How important is it to educate people to be emotionally and socially intelligent and can it be done? *Perspective in Education*, *21* (4):3-13.
9. Bar-On, R. (2005). The impact of emotional intelligence on subjective well-being. *Perspectives in Education* *23*(2): 41-62.
10. Barr, A., Davis, R.A., & Johnson, P.O. (1953). *Educational Research: An Appraisal*. New York: J.B. Lippincott Co.
11. Barton, K., Dielman, T. E., & Cattell, R. B. (1972). Personality and IQ measures as predictors of school achievement. *Journal of Educational Psychology*, *63*(4):398-404.
12. Berger B.G. & Owen D.R. (1992) Mood alteration with yoga and swimming aerobic exercise may not be necessary. *Perceptual Motor Skills*, *75* (32): 1331-1334.
13. Berger, D. L., Silver, E. J., & Stein, R. E. K. (2009). Effects of yoga on inner-city children's well-being: a pilot study. *Alternative Therapies in Health and Medicine*, *15*(5): 36-42.

14. Best, J.W., & Kahn, J.V. (2002). *Research in Education* (7<sup>th</sup> ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
15. Bhatia, H.R. (1977). *A Text Book Of Educational Psychology*. New Delhi: MacMillan & Co., Ltd.
16. Bhushan L.I. (2004, January )Yoga: An instrument for psychological transformation. *Indian Journal of Community Psychology* ,1(1): 11-24