

Influence of Integrated Yoga Education on Study Habits of Post Graduate Students

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Abstract

This investigation was undertaken to evaluate the influence of Integrated Yoga Education on the post graduation students of a university of metro city. A pre and post research design was adopted for the investigation.

A sample of 50 subjects from Post Graduate Diploma in Yoga of Shri Lal Bahadur Shastri Rashtriya Sanskrit Vishwavidyalaya, Delhi NCR, was initially selected as representative sample. Out of them (50), 15 subjects (03 female + 12 male) selected on statistically unbiased manner. The subjects selected for the study are homogenous and administered on Study Habits Inventory (SHI) of Dr. M. N. Palsane and Dr Anuradha Sharma prior to commencement and completion of the Yoga education.

The data analyzed on Sandler's 'A' test for intra-group comparison with significance criterion of alpha = or $p < 0.05$. After one year of the Yoga education, the subjects of experimental group differed significantly on their five dimensions of out of the total eight Study Habits, viz. Budgeting Time ($p < 0.005$), Reading Ability ($p < 0.005$), Note Taking ($p < 0.005$), Memory ($p < 0.0005$), and Health ($p < 0.005$) as compared to their pre-experimental stage on the Study Habits Inventory test. Three dimensions of study habits, which did not differ significantly are, Physical Conditions ($p < 0.05$), Learning Motivation ($p < 0.05$) and Taking Examination (NS). The results show that one year of Integrated Yoga Education (IYE) is beneficial in improving study habits of post graduate students which may aid in their academic achievement and excellence.

Keywords: Integrated Yoga Education; Study Habits.

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Introduction

The truest purpose of education is integrated development of human personality. The education is a mean to manifest and utilize the un-manifested or hidden abilities, skills and potentials of human beings. Hence, true education is meant to transform human personality. Yoga too is considered a mean to know and develop human personality.

It is often observed that students with excellent academic achievements are considered for the highly paying job. Study Habits of students is

one of the factors that determine their academic achievement. Hence, it was reason to take this research study in hand.

“The Study Habits of the individual covers mainly the reading habits, learning techniques, memory, time schedule, physical conditions, examination, evaluation, etc.” (Palsane and Sharma, 2014).¹ In this investigation, Study Habits is taken as its eight dimensions Budgeting Time, Physical Conditions for Study, Reading Ability, Note Taking, Factors in Learning Motivation, Memory, Taking Examinations and Health.



Integrated Yoga Education (IYE) here meant by a module of theoretical sessions and practical sessions that students of post graduate diploma in Yoga undergoes in the University/Institute.

Research studies conducted so far in India and abroad reported that people who practiced Yoga regularly reduced their stress, pain and suffering to greater degree and improved quality of life by improving their physical, mental, emotional, social and spiritual health and personality. The studies on effects of Yoga, among the students of high school, intermediate, college and university, resulting in reduced stress, improved mental health, self-concept, academic achievements are motivations for the current research study.

Significant of the Research Study

During the review of literature, the investigators did not find researches investigating influence of Integrated Yoga Education (IYE) on dimensions of the Study Habits of post graduate students. Hence, the present study has its significance in evaluating the effect of IYE on dimensions of study habits of the post graduate students.

Objectives of the Study

There are three objectives of this research study as follows:

- To assess the level of Study Habits of students at baseline.
- To evaluate influence of Integrated Yoga Education (IYE) on Study Habits Inventory (SHI) of the students at post-experimental Stage after one year of the baseline.
- To present obtained data and results scientifically and statistically in quantitative forms.

Problem

What is Influence of Integrated Yoga Education (IYE) on Study Habits of students of Post Graduate Diploma in Yoga? More specifically - does Integrated Yoga Education lead to significant improvement in Study Habits of students of Post Graduate Diploma in Yoga?

Hypothesis

Following directional and declarative hypothesis is framed as:

- As compared to their baseline status (pre-experimental stage) the subjects of the experimental groups subjected to Integrated

Yoga Education will be found significantly better in all the dimensions of study habits on Study Habit Inventory (SHI) after one year.

Methodology

Experimental Research Design

A pre-post-experimental research design without control group is adopted for this study as illustrated as under:

Group/I.V.	Pre-experimental Stage/D.V.	Post-experimental Stage/D.V.
Experimental Group (IYE)	Measurement of Study Habits	Measurement of Study Habits

Control over Variance

Here Integrated Yoga Education (IYE) is Independent Variable (I.V.) while dimensions of Study Habits are Dependent Variable (D.V.). Adequate precautionary measures were taken to control extraneous and relevant variables, i.e., subject relevant, situation relevant and sequence relevant by adopting a sound strategy.

Sample

A sample of 50 subjects from Post Graduate Diploma in Yoga of Shri Lal Bahadur Shastri Rashtriya Sanskrit Vishwavidyalaya (Central University), Delhi NCR, was initially selected as representative sample. Out of them (50), 15 subjects (03 female + 12 male) were selected on statistically unbiased manner (mode \pm 2 of total score of study habits of the group) for this study. The subjects selected for the study are homogenous in terms of age (20-25), educational qualification (graduation) and socio-economic status.

Tests used

Study Habits Inventory (SHI) of Dr. M. N. Palsane and Dr Anuradha Sharma (2014).¹ The test is standardized psychological test with sound reliability and validity. While the reliability coefficient varied from 0.56 to 0.88 by on three samples, the validity coefficient varied from 0.69 to 0.83.

Procedure

The aforesaid psychological test of Study Habits Inventory (SHI) was conducted prior to commencement of the Integrated Yoga Education. The SHI test was again administered on the same subjects after one year. The data analyzed on Sandler's 'A' test for intra-group comparison with significance criterion of alpha = or $p < .05$.

Results

Intra-group Comparison

The data analyzed on Sandler’s ‘A’ test for intra-group comparison with significance criterion of $\alpha =$ or $p < .05$ are presented in the Table 1. After one year of the Yoga education, the subjects of experimental group differed significantly on their five dimensions of out of the total eight Study Habits, viz. Budgeting Time($p < 0.005$), Reading Ability($p < 0.005$), Note Taking($p < 0.005$), Memory ($p < 0.0005$), and Health ($p < 0.005$) as compared to their pre-experimental stage on the Study Habits Inventory test. Three dimensions of study habits, which did not differ significantly are, Physical Conditions ($p < 0.05$), Learning Motivation ($p < 0.05$) and Taking Examination (NS). The results show that one year of Integrated Yoga Education (IYE) is beneficial in improving study habits of post graduate students which may aid in their academic achievement and excellence.

Table 1: Mean and ‘A’ value for Experimental Group at Pre-Experimental Stage and Post-Experimental Stage (N=15 for each group).

Study Habits Variables	Pre-Mean	Post-Mean	Sandler’s ‘A’	P<
Budgeting Time	6.87	7.80	0.166	0.005
Physical Conditions	9.13	9.80	0.300	0.05
Reading Ability	9.47	10.13	0.140	0.005
Note Taking	3.93	4.60	0.160	0.005
Learning Motivation	7.13	7.80	0.320	0.05
Memory	4.47	5.07	0.135	0.005
Taking Exams	13.33	13.67	0.52	NS
Health	3.93	4.60	0.140	0.005

Discussion

Bhat and Shukla (2010)² found improved mental health due to Yoga practice on PGI Well Being Scale. Kumar, and Pathak, (2011)³ concluded Suryanamaskar reduced stress level among the college students. Kumar, Muchhal, and Ritu (2011)⁴ proven that “the students who have high yoga attitude, have good academic achievement because they get-up early in the morning and take care of their diet and health. They understand the importance of health so this positive attitude towards yoga gets them to their achievements and destinations.” Sharma (2013)⁵ concluded significant improvement in spatial and verbal memory recall among Yoga practitioners after 45 days of the intervention. Wang and Hagins (2015)⁶

concluded that Yoga increased self-regulation, mindfulness, self-esteem, physical condition, academic performance and stress reduce. Joice, Manik and Sudhir (2018)⁷ concluded that 12 weeks of Yoga practice significantly improved attention, concentration and memory among the healthy medical students. They suggest that extended use of Yoga may lead to improved academic performance.

Mechanism

Aforesaid research studies do suggest that Yoga is effective in reducing stress and improving mental health among the students which leads to academic achievement via improvement in attention, concentration and memory. In other words, it also indicates mechanism underlying influence of Yoga resulting in improved academic achievement (as: Yoga \longrightarrow reduction in stress \longrightarrow improvement in mental health \longrightarrow improvement in attention, concentration and memory academic achievement). The mechanism is supported by the research findings of after twos- Srivastava, A.K. (1990)⁸ who found negative correlation between occupational stress and mental health of the employees; and Kumaravelan, (2015)⁹ who concluded positive relation between study habits and mental health among the senior secondary school students. It also means reduction in stress leads positive mental health which leads to improvement in study habits and academic achievement.

The present research findings of influence of Yoga Education on study habits lies between two of mechanism first end is Yoga and second end is academic achievement. It also means Yoga education and practice does influence study habits. Hence results of this research study indirectly corroborated on five dimensions of study habits, viz. Budgeting Time($p < 0.005$), Reading Ability($p < 0.005$), Note Taking($p < 0.005$), Memory($p < 0.0005$), and Health ($p < 0.005$)) with aforesaid research findings.

Where it is concerned with three areas of study habits (Physical Conditions ($p < 0.05$), Learning Motivation ($p < 0.05$) and Taking Examination (NS) which was not significantly improved may be understood logically as physical conditions (environmental conditions such as house, etc.) of the students are not changeable, only minor changes can be made with regards adjustment and organization of available objects in the available physical condition. Similarly, learning motivation and taking examination are not influenceable by Yoga.

Conclusion

The overall picture emerged from the findings leads to following conclusion:

The subjects of experimental group improved significantly on their five dimensions out of the total eight Study Habits, viz. {Budgeting Time ($p < 0.005$), Reading Ability ($p < 0.005$), Note Taking ($p < 0.005$), Memory ($p < 0.0005$), and Health ($p < 0.005$)} as compared to their pre-experimental stage on the Study Habits Inventory test after one years of Yoga Education. Three dimensions of study habits, which did not differ significantly are, Physical Conditions ($p < 0.05$), Learning Motivation ($p < 0.05$) and Taking Examination (NS). Hence, the hypothesis is not fully corroborated. The results, however, show that one year of Integrated Yoga Education (IYE) is beneficial in improving study habits of post graduate students which may aid in their academic achievement and excellence.

Recommendation

Since the current study is conducted for a period of one year and without control group on small samples of 50 post graduate students. It is therefore, suggested that such type of study may be replicated further at wide range using larger sample with control group.

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