

CHAPTER-10

IMPACT OF MEDITATION AND YOGA ON SCHOOL STUDENTS: EXPLORING PSYCHOLOGICAL AND SOCIOLOGICAL EFFECTS

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ABSTRACT

This study explores the perceptions and beliefs of participants regarding Meditation and Yoga, its concept, and its potential impact on well-being within a school context. A sample of 650 participants was surveyed using a close-ended questionnaire with a Likert scale. The data revealed diverse responses, indicating a range of familiarity, and understanding of Meditation and Yoga. While a significant number of participants were familiar with Meditation and Yoga, variations in comprehension were evident. The study also unveiled a spectrum of beliefs about the positive impact of Meditation and Yoga on overall well-being. While many participants agreed with its potential benefits, a substantial portion expressed neutral stances or differing opinions.

Keywords: *Meditation and Yoga, perceptions, beliefs, well-being, school context, educational institutions.*

1. INTRODUCTION

The subject of education has seen a rise in interest in holistic strategies for student performance and well-being in recent decades. Meditation and Yoga have emerged as popular techniques among these methods that may improve the psychological and social facets of students' life. An ancient meditation practice that has been updated for use in contemporary settings is getting attention for its potential to benefit everyone, particularly students (Ferguson, L., et al 2023). The technique of sitting comfortably, with the eyes closed, and silently repeating a particular mantra is known as meditation and yoga. According to Wendt, S., et al. (2015), this method is intended to encourage a state of profound relaxation and calm awareness that enables practitioners to enter a level of transcendence beyond regular cognition. Numerous research has looked at the possible advantages of Meditation and Yoga throughout the years, from stress relief to enhanced cognitive performance. However, its distinctive psychological and sociological effects on schoolchildren have attracted particular attention. Students may have scholastic difficulties as well as sociopsychological pressures in the school setting. Students who are under pressure to perform well academically, often encounter social dynamics, and have demanding extracurricular schedules may experience increased stress and psychological strain. Meditation and Yoga has arisen as a possible method for developing emotional health, improving cognitive performance, and building healthy social relationships among school pupils as educators and researchers look for solutions to these problems (Waters, L., et al. 2015). The use of Meditation and Yoga has been linked psychologically to greater emotional control, increased focus, and decreased anxiety. These possible advantages could significantly affect how well students are able to balance the demands of their personal and academic life. The development of self-awareness and mindfulness through Meditation and Yoga may aid

in the growth of emotional intelligence, enabling kids to handle difficulties with resiliency and empathy. The influence of Meditation and Yoga extends into the area of interpersonal relationships and social interactions on the sociological front. Meditation and Yoga may result in better communication and conflict resolution abilities by encouraging inner peace and lowering tension. Valosek, et al., (2019) Regular practice can help students develop a positive and focused mentality, which can impact their attitudes and behaviours and provide a more helpful and cooperative learning environment. Meditation and Yoga have a lot of promise, but it's important to approach the subject from a balanced angle. Even though there are many anecdotal stories that emphasize the advantages of Meditation and Yoga rigorous empirical study is required to have a clear and thorough knowledge of how it affects school pupils. This study intends to add to the continuing conversation about holistic education and student well-being by exploring both the psychological and sociological aspects of Meditation and Yoga effects on students.

2. OBJECTIVES OF THE STUDY

- i. To assess the psychological impact of Meditation and Yoga on school students.
- ii. To explore the sociological effects of Meditation and Yoga on school students within the context of their interpersonal relationships and social interactions.

3. REVIEW OF LITERATURE

(McConville, J., et al. 2017) set out to determine how mindfulness training affected health profession students' psychological health, academic performance, and clinical results. This study focused on a total of 22 papers that met the inclusion criteria, including both randomized controlled trials (RCTs) and non-randomized controlled trials (N-RCTs). The review's conclusions highlighted how effective mindfulness training is at reducing psychological discomfort in students pursuing careers in healthcare. Participants in mindfulness training specifically reported lower levels of stress, anxiety, and despair. Additionally, mindfulness training showed promise for improving the student cohort's self-efficacy, empathy, mood management, and mindfulness. This review's finding that mindfulness training can improve clinical performance even somewhat is noteworthy. This suggests that mindfulness training may enhance students' practical abilities and competency in therapeutic settings in addition to its psychological advantages.

Bazzano, et al.,(2018) The study conducted by Bazzano, Anderson, Hylton, and Gustat in 2018 investigates the effects of mindfulness and yoga on the quality of life for elementary school students and teachers through a randomized controlled school-based

study. Mindfulness and yoga interventions have gained increased attention in educational settings as potential tools to enhance the well-being of both students and teachers. The existing literature suggests a growing interest in the impact of these practices on various outcomes, including mental health, emotional regulation, and overall quality of life. Several studies have explored the benefits of mindfulness and yoga interventions for elementary school students. For instance, research has indicated that incorporating mindfulness practices in the school curriculum can lead to improvements in attention, emotional regulation, and academic performance.

4. RESEARCH METHODOLOGY

The research methodology employed for this study involves the utilization of a close-ended questionnaire with a Likert scale to assess the effects of Meditation and Yoga at the school level. The questionnaire is designed to gather quantitative data from a sample size of 650 participants. The study aims to explore the relationship between three independent variables, namely concentration, intelligence, and personality, and their impact on the dependent variable, which is the practice of Meditation and Yoga. The questionnaire consists of a structured format with a total of 12 questions. Participants were requested to provide responses on a Likert scale to quantify their opinions and perceptions.

5. DATA ANALYSIS

Demographic Details

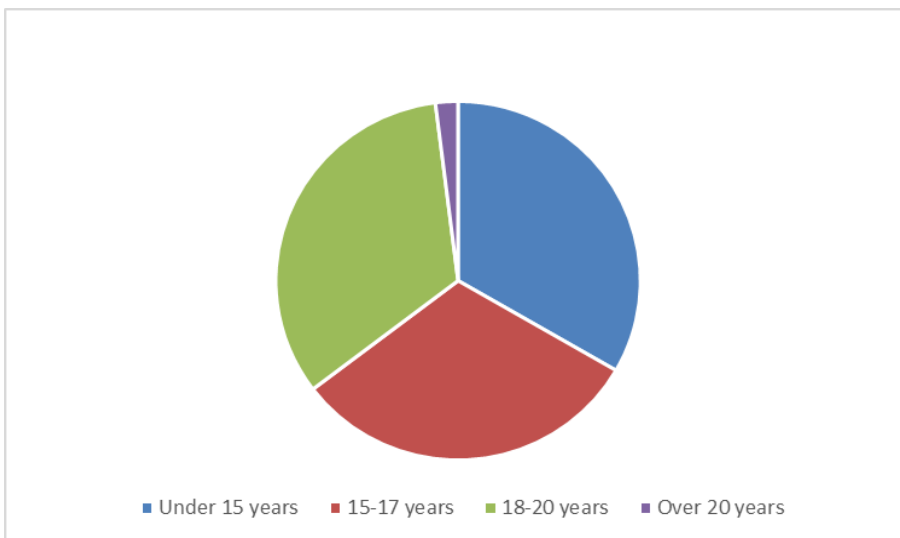


Figure-1: Age

The majority of participants fall within the 15-20 age range, with each category (under 15, 15-17, and 18-20 years) consisting of approximately 250 participants. Notably, there is a small group (15 participants) who are over 20 years old. This distribution indicates that the study predominantly encompasses middle to late adolescence, which aligns well with the school context and the focus on middle and high school students.

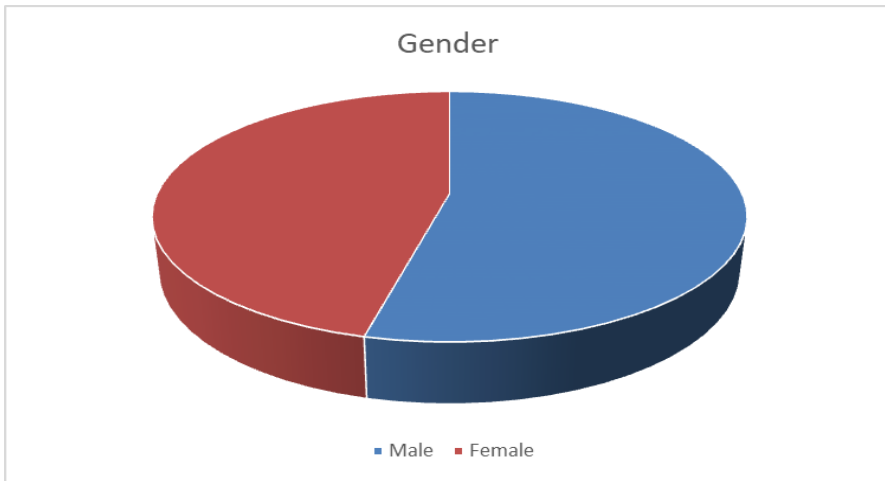


Figure-2: Gender

The gender distribution in the study is relatively balanced, with slightly more male participants (350) compared to female participants (300). This balanced distribution allows for a well-rounded representation of both genders' perspectives, enhancing the study's potential to generalize its findings to diverse student populations.



Figure-3: Class

The grade distribution indicates that the study covers a broad range of high school grades. Each grade level from 9th to 11th comprises 150 participants, while the 12th grade has a slightly larger representation with 200 participants. This distribution is essential as it enables information into the potential effects of Meditation and Yoga across various stages of high school education.

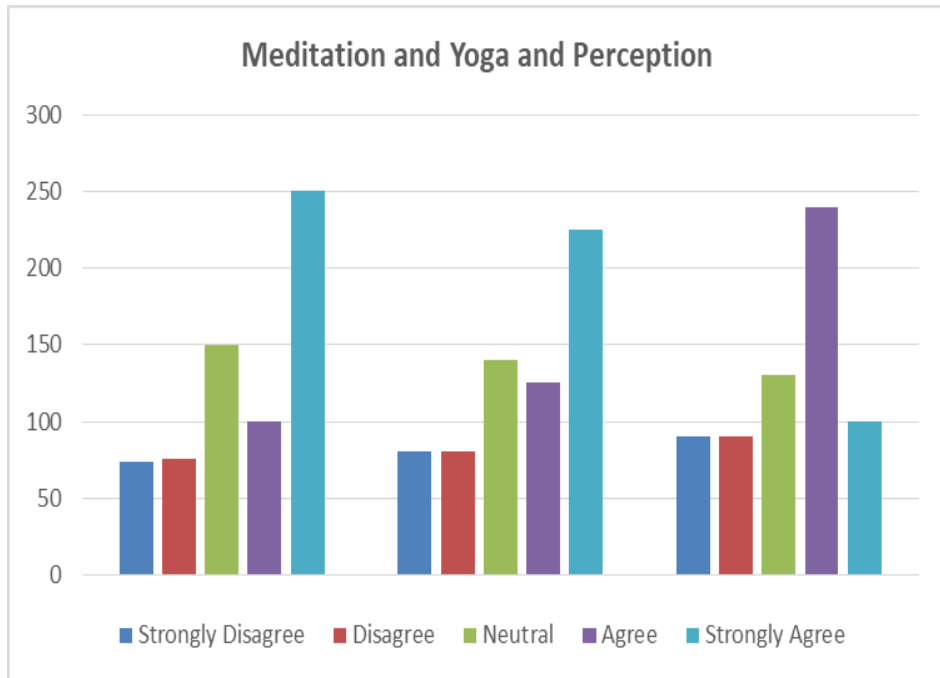


Figure-4: Meditation and Yoga and Perception

The data illustrates diverse participant perspectives on Meditation and Yoga. While a significant number are familiar with the concept and believe in its potential positive impact on well-being, there's variability in understanding the concept. Responses suggest a range of opinions, with a considerable number expressing positive beliefs, a smaller portion indicating neutral stances, and a notable proportion expressing doubts or disagreements. This variability indicates that participants' perceptions of Meditation and Yoga encompass a spectrum of understanding, familiarity, and beliefs about its effects on overall well-being.

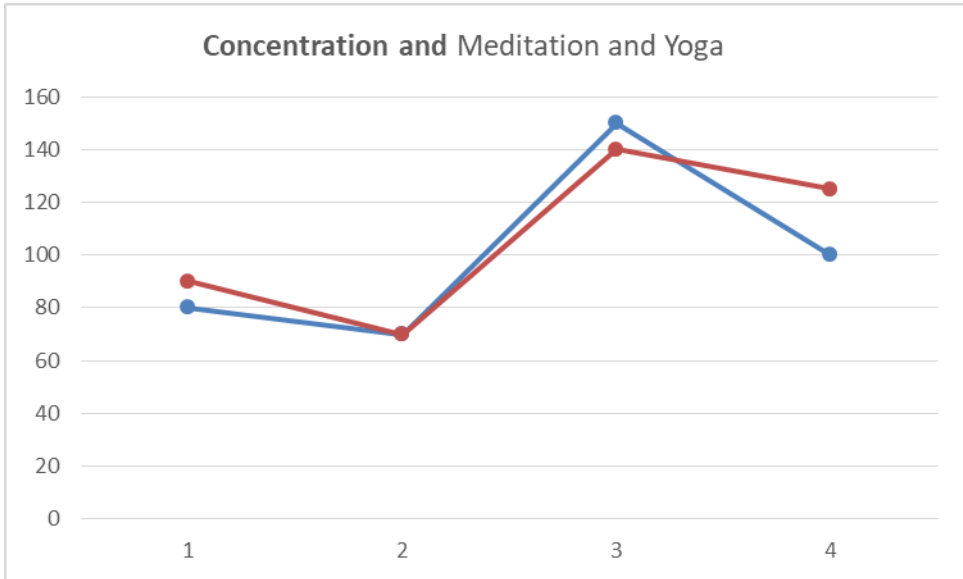


Figure-5: Concentration and Meditation and Yoga

Table-1: Correlation between Concentration and Meditation and Yoga

	Concentration	Meditation and Yoga
Concentration	1	
Meditation and Yoga	0.980946	1

A correlation coefficient of 0.980946 indicates a strong positive correlation between the two variables. This implies that as participants' reported levels of concentration increase, their engagement in Meditation and Yoga also tends to increase. The correlation coefficient being close to 1 signifies a highly consistent relationship between the two variables.

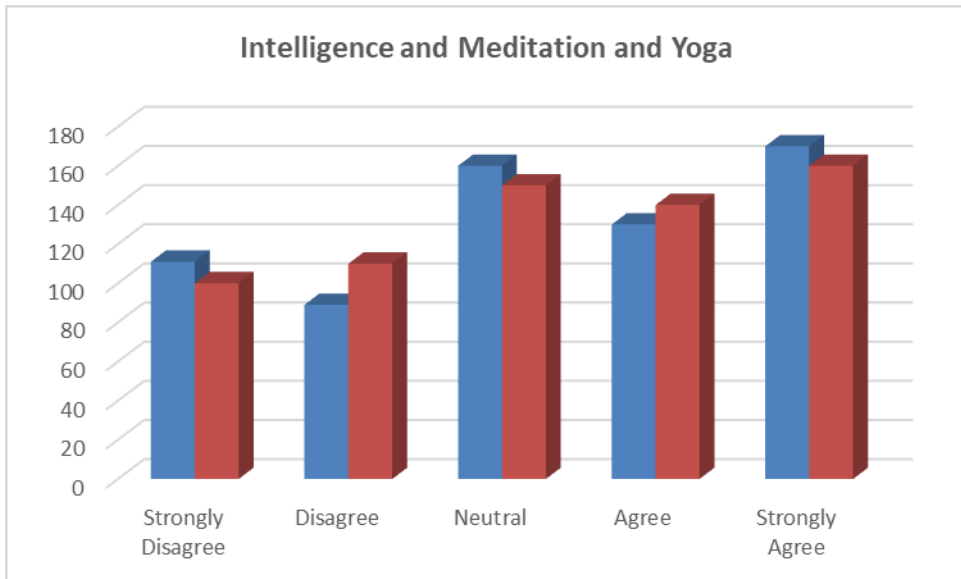


Figure-6: Intelligence and Meditation and Yoga

The data illustrates a diverse range of confidence levels in intellectual abilities among participants. The Strongly Agree category received the highest number of responses (170), indicating a significant proportion of participants who possess high confidence in their intellectual capabilities. Neutral (160) and Agree (130) categories also garnered substantial responses, demonstrating a mix of moderate and positive self-perceptions. Responses of Disagree (89) and Strongly Disagree (111) were less frequent, suggesting a smaller proportion of participants with lower confidence levels.

Regarding the belief in Meditation and Yoga influence on cognitive abilities, participants expressed a range of opinions. The Strongly Agree category (160) received the highest number of responses, indicating a considerable portion of participants who believe in the potential enhancement of cognitive abilities through Meditation and Yoga. Responses of Agree (140) and Disagree (110) were also evenly distributed, representing diverse viewpoints. Neutral (150) responses were substantial, signifying participants who held an undecided stance. Strongly Disagree (100) responses constituted a smaller portion of the sample.

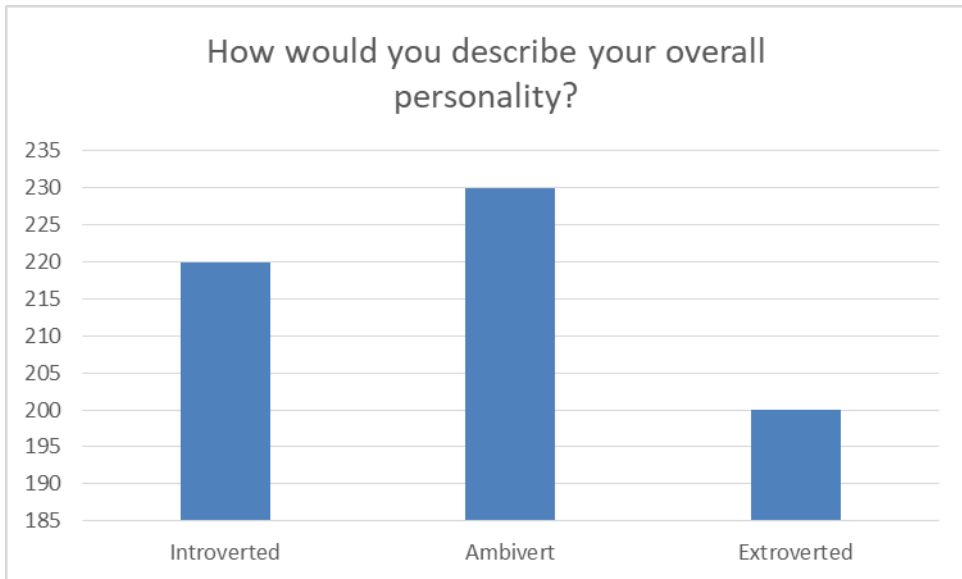


Figure-7: Personality

The data indicates a fairly balanced distribution among the three personality descriptions. Ambivert is the most frequently chosen description, with 230 participants selecting it. Introverted and extroverted descriptions are close in count, with 220 and 200 participants respectively. This distribution showcases a diverse range of personality types within the participant group.

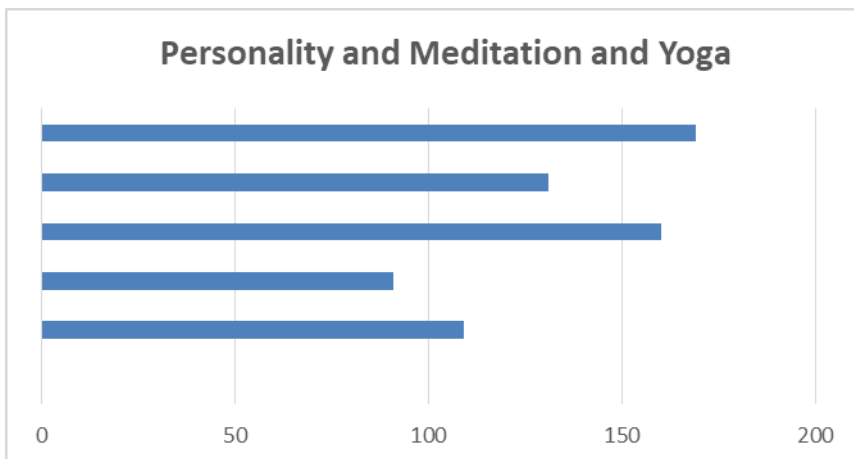


Figure-8: Personality and Meditation and Yoga

When asked about the potential influence of Meditation and Yoga on their personality traits, participants provided varied responses. The highest number of participants chose Strongly Agree (169) and Neutral (160) options, indicating optimism and an open-minded perspective. Responses of Agree (131) and Disagree (91) are relatively evenly distributed, suggesting a range of opinions. The Strongly Disagree option was chosen by 109 participants, representing a smaller portion of the sample.

6. DISCUSSION

The findings of the study present valuable information into participants' perceptions and beliefs concerning Meditation and Yoga, its concept, and its potential impact on well-being. This discussion delves into the implications of the data and its relevance within the context of implementing Meditation and Yoga practices at the school level.

- **Familiarity and Understanding of Meditation and Yoga:** The data indicates a considerable degree of familiarity with Meditation and Yoga, as evidenced by a substantial number of participants strongly agreeing that they have heard about it. This suggests that awareness of Meditation and Yoga is relatively prevalent among the surveyed participants. However, the distribution also reveals some participants who disagree or strongly disagree with their familiarity. This variation in responses might reflect the need for increased dissemination of information about Meditation and Yoga to ensure a comprehensive understanding among all participants. Notably, while a significant number of participants understand the concept well, a non-negligible proportion expresses uncertainty or disagreement with their understanding. This highlights the importance of providing clear and accessible explanations of Meditation and Yoga concept to ensure that participants grasp its principles accurately.
- **Beliefs Regarding the Positive Impact of Meditation and Yoga:** A noteworthy aspect of the findings is the range of beliefs about the positive impact of Meditation and Yoga on overall well-being. A substantial number of participants express agreement that Meditation and Yoga can have a positive influence on well-being, reinforcing the potential benefits associated with the practice. This aligns with the broader literature indicating that Meditation and Yoga can contribute to stress reduction, improved focus, and enhanced emotional well-being. The sizable portion of participants who are neutral or express disagreement underscores the diversity of perspectives and underscores the need for informed discussions to address potential doubts or misconceptions.

7. CONCLUSION

This study investigated the perceptions and beliefs of participants regarding Meditation and Yoga, its concept, and its potential impact on well-being within a school context. The findings provide valuable information into the familiarity, understanding, and attitudes of participants toward Meditation and Yoga practices. The results indicate that a substantial number of participants are familiar with Meditation and Yoga, reflecting a certain level of awareness within the sample. However, there are variations in understanding, with a notable proportion expressing uncertainty or disagreement with their comprehension of the Meditation and Yoga concept. This highlights the importance of enhancing the clarity and accessibility of information surrounding Meditation and Yoga to ensure a comprehensive understanding among all participants. Crucially, the study showcases a diverse range of beliefs about the positive impact of Meditation and Yoga on overall well-being. While a significant number of participants express agreement with the potential benefits, a considerable portion remains neutral or holds differing opinions. This underscores the need for informative discussions and evidence-based communication to address doubts and misconceptions that might exist within the participant group. The study's implications are particularly pertinent for educational institutions considering the incorporation of Meditation and Yoga practices at the school level. The findings underscore the significance of informed communication, educational initiatives, and platforms for open dialogue. By addressing varying levels of understanding and beliefs, educational institutions can foster an environment where Meditation and Yoga practices are introduced with accuracy, transparency, and engagement. As future research avenues, exploring the factors influencing participants' perceptions and beliefs in more detail could yield information into potential influencers and barriers. Longitudinal studies could examine the evolution of understanding and beliefs as participants engage with Meditation and Yoga practices and educational interventions over time.

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