Efficacy of Certain Yogic Practices with Special Reference to Internalization of Peace Behavior Among Intermediate Students

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Abstract: The present paper focuses on the study of the effect of Yogic practices with special reference to the internalization of peace behavior among Intermediate students studying at APMS of K.V. Palli Mandal of Chittoor District, Andhra Pradesh. The sample was collected from 64 Intermediate students out of them 32 students were taken as control group and 32 students were taken as an experimental group (yoga practice). The measures of descriptive statistics showed a normally distributed data. To analyze within the group differences in the control and Experimental groups the paired t-test was used and to analyze the between group, Independent samples t-test was used. Compared to control group, the present study measured the efficacy of certain Yogic practices with reference to internalization of Peace Behavior among Intermediate students of experimental group.

Keywords: Efficacy, Yogic Practices, Internalization, Peace behavior

INTRODUCTION

Education is as old as the human race. It is a never ending process of inner growth and development and its period stretches from cradle to grave. Education, in real sense, is to humanize humanity and to make life progressive, cultured and civilized. It is very important for the progress of individual and society. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiments and skills, good values and attitudes. It is through education that he is transformed into human, social, moral and spiritual being. Man learns something every day and every moment. His entire life is education.

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Education is chiefly concerned with the development of man, the modification of his behavior and equipping him in the art of living successfully and efficiently. It is very important for the progress of individual and society. Education makes our life progressive, cultured and civilized. Hence, education is a continuous and dynamic process. It is concerned with ever growing man in an ever-growing society. Hence, it is still in the process of evolution. Education should be used as a means to transform institutions and societies.

According to Sathya Sai Baba, “Education must instill the fundamental human values – Truth, Right conduct, Peace, Love and Non-violence and these should constitute the life and breath of students. Development of these correspond to the five domains of human personality – intellectual, physical, emotional, psychic and spiritual – leading to holistic and integrated development. The five human values are the pillars on which stands the entire approach.

PEACE

Peace is the state of life in which individuals share their views on vital and important issues, they care for comforts of their fellow beings and make a resolve to make collective efforts for utilization of boons of science and technology for peaceful purposes, arms reduction, the spirit of peaceful co-existence promotion between countries and territorial integrity of nations.

PEACE BEHAVIOR

Peace behavior is defined as actions that maintain and create nonviolent and harmonious relationships. Kindness and Cooperation are examples of peaceful behavior.

The qualities like compassion, positive thinking, inner peace, skill for non-violent conflict resolution, respect for the self, living together and others etc. which are regarded as components of peace behavior. In other words, it is the harmonious development of the body, mind and spirit.

Peace is an eternal thing concerned to the heart of every individual. Education is the knowledge based term concerned to head. The development of a man is not only based on the knowledge but it is also by showing humanity on the other fellow beings. Peace education is a divine thing, showing a path to spirituality ultimately leads to self actualization.

COMPONENTS OF PEACE BEHAVIOR

The ten basic components of peace behavior which are regarded as some of the major declared objectives of peace education as given by NCTE are given below. It gives the basic characteristics of a peaceful person that we wish to see developing in students (NCTE, 2001) (1). These components are said to be of great significance in the present global context.

- Positive thinking
- Compassion
- Inner peace
- Be your true self
- Living together
- Think critically
- Non-violent conflict resolution
- Respect for human dignity
- Peace in community and
- Care for the planet.
From the above given components of peace behavior, the five components were selected for the present study such as Positive Thinking, Inner Peace, Be Your True self, Living Together and Peace in community. Let us have a look at what each of the components indicates.

**Positive thinking:**
Positive thinking means trying to see the brighter side of things, including oneself and others, events of life and nature. It is interesting to note, that people's positive or negative states of mind arises from their self-concept.

**Inner peace:**
Inner peace arises out of intrinsic inner richness such as compassion, spiritual joy and wisdom. It is the state of mind where a person experiences the joy of wholesome living.

**Be your true self:**
This component is primarily concerned about the self-development of students. To live successfully they have to be unique persons. Education should help children to build themselves as persons through such self empowering processes such as guidance, inspiration for higher life, self-understanding, and skill training.

**Living together:**
This component basically presents the values of co-operation, coexistence, sharing and solidarity in a world that is being pulled apart, by ethnic, religious, individualistic and other separate forces. By learning to live together we broaden our vision, gradually move from self-centeredness to community, to nation and from there to the global family. It also means to learn to co-operate and share with each other and accept diversity and live in harmony.

**Peace in Community:**
This dimension aims at developing student’s knowledge, attitudes and skills for active and responsible citizenship. Education is accountable to produce good citizens for both the country and the world. One effective method for it will be the social exposure programs in our educational institutions. For this, first of all institutions should set examples in being interested in the contemporary social issues, in preference to keeping up with the long prevailing tradition distancing themselves from the social reality.

**YOGIC PRACTICES**
It is important to understand what yoga really is. Many people call it an ancient method of training, and others call it a set of difficult poses. But the word ‘yoga’ actually means ‘union’. It is a practice that connects the body, mind, and spirit through different body postures, meditation, and controlled breathing. Yoga is not just about bending or twisting the body and holding the breath. It is a mechanism to bring you into a state where you see and experience reality just the way it is. Yoga aims at controlling the mind and its modifications. Here, yogic practice means certain practices from International Yoga Protocol by Government of India, which will help the students in internalization of peace behavior.

**COMPONENTS OF YOGA**
The science of Yoga has its roots in Upainisasads, Vedas, Bhagavad-Gita, Yogavashishta of Vashishta, Hathayoga Pradipika, and the Yoga Sutras of Patanjali. However, a detailed classical work could be found in the Yoga Sutras of Patanjali, which dates back roughly to 300 B.C. The Yoga Sutras serve as the basic text for an in-depth study on this great science. The eight limbs or constituents are called as Astanga Yoga by Patanjali. They are as follows;

1. **Yama:** It is the discipline to control will-power. It includes restraint of injury to any one through thought, word and deed.
2. **Niyama:** It is moral culture and aims at cultivation of good habits, Individual discipline, regulates one’s own behavior. It leads to satisfaction.
3. **Asana:** It means steady and comfortable posture of our body. Yogic posture does not involve physical strain or violence, but in turn tones up our body and mind. Reduces our fatigue, soothing nerves system and discipline of the mind.
4. **Praanayama:** It is the discipline of breath control. It aims at regulation of inhalation, retention and exhalation of breathing. Not only beneficial to health but also conducive to concentration and meditation.
5. **Prathyahara:** Controlling senses from their objects of enjoyment.
6. **Dharana:** It is the discipline of fixing or focusing the mind.
7. **Dhyana:** It means meditation, the steady contemplation of the object of meditation without any break. Concentrating on a point to reach higher self.
8. **Samadhi:** It is the state of mind’s super consciousness.
   
   The five disciplines of restraint (yama), observance (niyama), bodily posture (asana), breath-control (pranayama), and sense-control (pratyahara) are the external aids to yoga (bahirangasadhana). The last three disciplines, fixation of mind (dharana), meditation (dhyana) and absorptive concentration of ecstasy (Samadhi) are the internal aids of yoga (antarangasadhana). They directly lead to conscious ecstasy (samarapajnatasamadhi).

**STUDIES ON PEACE AND YOGA**
Ali & Totan (2003) carried out a research and found that Peace Education Program implemented on experimental groups was effective in increasing empathy levels of students. Van Lier et al. (2005) reported that aggression is a stable personal trait and a major prediction of later adolescence violent behavior. Alude (2011) (5) has stated that bullying, a subcategory of aggressive behavior, is encountered regularly by adolescents in the context of colleges universally. Rosenblatt et al. (2011) concluded that a positive impact on behavior and cognitive symptoms from using a multimodal relaxation program. Srinivas rao, M (2015) reported that Yoga and meditation are also teaching methods of peace education. Knowledge, skills, values and actions are the methods to imbibe the peace education in students. Ellis, A. R (2018) studied thoroughly the problem of early aggression and identifies emotion regulation and Social information Processing skills are as targets for aggression prevention.

Sudheer Deshpande (2007) & Siddappa N (2020) studies on “Influence of Yoga on Quality of life” and found that the yogic practice has increased Sattvaguna and helped in decreasing verbal aggression. It may be recommended in schools since...
the problem of violence amongst students is still a live issue in all parts of the world. Birendranath Banerjee (2007) (11) study found that the background stress level of the patients was higher due to the trauma of the disease itself. An integrated approach to yoga therapy is effective to a significant extent in negotiating the background stress levels at the psychological as well as physiological levels. Gillen and Gillen (2007) (12) claimed that incorporating yoga into a school setting would increase students’ academic performance, self-esteem, emotional balance, reduce fears, and decrease oppositional behaviors and attention concerns. Yoga includes poses, breathing, relaxation, and positive thoughts. According to Galantino et al. (2008) (13), some students can be described as sedentary, stressed out, and malnourished. Yoga may provide these children tools to be become active and more self-aware.


OBJECTIVES OF THE STUDY

- To determine the difference between mean scores of pre-test and post-test of control group.
- To determine the difference between mean scores of pre-test and post-test of experimental group.
- To determine the difference between mean scores of pre-test of control and experimental group.
- To determine the difference between mean scores of post-test of control and experimental group.

HYPOTHESE OF THE STUDY

- There is no significant difference between the mean scores of pre-test and post-test of control group.
- There is no significant difference between the mean scores of pre-test and post-test of experimental group.
- There is no significant difference between the mean scores of post-test of control and experimental group.
- There is no significant difference between the mean scores of post-test of control and experimental group.

VARIABLES STUDIED

In the present study the researcher selected certain yogic practices as the independent variable and internalization of peace behavior is regarded as the dependent variable.

METHODOLOGY

This study seeks to compare the effects of yogic practices with special reference to internalization of peace behavior among Intermediate students.

Method:

In the present study Experimental Method of investigation was employed by the investigator.

Experimental Group Design: The experimental design adopted for the present study was pretest - post-test equivalent group design.

Control Group Design: Pretest- Posttest

Sample:

For the purpose of the study a sample was selected by using “purposive sampling technique”. In order to select the sample for the present experimental study; AP Model school of K.V. Palli mandal in Chittoor district was selected. The sample included ‘64’ intermediate students (both 1st and 2nd year) studying in this institution and from the total sample, 32 students were assigned to experimental group and 32 students were assigned to control group.

Tool:

A Scale for measuring internalization of peace behavior was used for the present study developed by the investigator.

Statistical Techniques used:

To analyze the data for the present study, N, Mean, S.D and t-test were used by the investigator.

Data Analysis:

The measures of descriptive statistics showed a normally distributed data. To analyze within the group differences in the control and Experimental groups the paired t-test was used and to analyze the between groups, Independent samples t-test was used.

RESULTS AND DISCUSSION

Table-1: Table showing N, Mean, S.D and t-value of the Pre-Test and Post-Test scores of Control Group

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group Pre-test</td>
<td>32</td>
<td>183.81</td>
<td>17.07</td>
<td>0.003</td>
<td>@</td>
</tr>
<tr>
<td>Control group Post-test</td>
<td>32</td>
<td>193.09</td>
<td>16.85</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: @ - Not Significant at 0.05 level

Table-1 reveals that the obtained t-value (0.003) is less than the tabled t-value at 0.05 level of significance. Hence, there is no significant difference between the mean scores of Pre-test (183.81) and Post-test (193.09) of Control group with respect to the overall peace behavior of Intermediate students. Therefore, the null hypothesis stating that “there is no significant difference between mean scores of pre and post-tests of control group in internalization of peace behavior among Intermediate students” is accepted.
Table-2: Table showing N, Mean, S.D and t-value of the Pre-Test and Post-Test scores of Experimental Group

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group Pre-test</td>
<td>32</td>
<td>183.81</td>
<td>16.53</td>
<td>4.34</td>
<td>**</td>
</tr>
<tr>
<td>Experimental group Post-test</td>
<td>32</td>
<td>221.59</td>
<td>11.74</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** ** Significant at 0.01 level

Table-2 reveals that the obtained t-value (4.34) is greater than the table’d t-value at 0.01 level of significance. Hence, there is significant difference between the mean scores of Pre-test (183.81) and Post-test (221.59) of Experimental group with respect to overall peace behavior of Intermediate students. Therefore, the null hypothesis stating that “There is no significance difference between mean scores of pre and post-tests of experimental group in internalization of peace behavior among Intermediate students” is rejected and the alternate hypothesis is accepted. Thus, it may be concluded that there is significant influence of yogic practices on the peace behavior of Intermediate students.


From the results it is evident that regular practice of yoga would help in the internalization of peace behavior among Intermediate students. Hence, necessary steps should be taken by the authorities concerned to include Yoga Education as a compulsory component in the curriculum at Intermediate level and the parents and teachers should be sensitized towards proper implementation of Yoga Education.

Table-3: Table showing N, Mean, S.D and t-values of overall Pre-Test Scores of Control and Experimental Groups:

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>32</td>
<td>183.81</td>
<td>17.07</td>
<td>1</td>
<td>@</td>
</tr>
<tr>
<td>Experimental group</td>
<td>32</td>
<td>183.81</td>
<td>16.54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** @- Not Significant at 0.05 level

Table-3 reveals that the obtained t-value (1) is less than the table’d t-value at 0.05 level of significance. Hence, there is no significant difference between the mean scores of control (183.81) and experimental group (183.81) on their Pre-test with respect to their overall peace behavior of Intermediate students. Therefore, the null hypothesis stating that “there is no significance difference between mean scores of pre-test control and experimental groups in internalization of peace behavior among Intermediate students” is accepted.

Table-4: Table showing N, Mean, S.D and t-values of overall Post-Test Scores of Control and Experimental Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>32</td>
<td>193.09</td>
<td>16.85</td>
<td>8.13</td>
<td>**</td>
</tr>
<tr>
<td>Experimental group</td>
<td>32</td>
<td>221.53</td>
<td>11.80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** ** Significant at 0.01 level.

Table-4 reveals that the obtained t-value (8.13) is greater than the table’d t-value at 0.01 level of significance. Hence, there is significant difference between the mean scores of control group (183.81) and Experimental group (221.59) on their Post-test with respect to their overall peace behavior of Intermediate students. Therefore, the null hypothesis stating that “There is no significant difference between mean scores of post-test control and experimental groups in internalization of peace behavior among Intermediate students” is rejected and the alternate hypothesis is accepted. Thus, it may be concluded that there is significant effect of yogic practices on the peace behavior of Intermediate students.
SUMMARY

The study measured the efficacy of certain Yogic practices with special reference to internalization of peace behavior among Intermediate students of experimental group, when compared with the control group. By regular practicing this easy and simple Yogic practices will help the students in internalization of peace behavior.

IMPLICATIONS OF THE STUDY

The findings of the study help to suggest the curriculum designers and policy makers to give due consideration for the internalization of peace among students. It helps to sensitize the teachers to develop their own teaching strategies and skills to teach each subject from a peace perspective. In this context, the following steps would help achieve the same:

- Training on how to teach from a peace perspective must be imparted to teachers as well as teacher trainees.
- Special in-service and pre-service programs may be arranged for teachers to make them aware of the importance of education in peace building and reconstruction.
- To create and maintain an atmosphere of peace in the educational institutions for helping students to internalize peace behavior. For this a management technique based on a peace perspective should be adopted and implemented.
- To design special programs for parents and other members of the family to make them aware of the role of the family plays in inculcating the value of peace among children.
- A separate yoga master should be appointed in every Educational Institution so as to provide Yoga Education to the students on regular basis.
- Parents should be sensitized on the importance of yoga in molding the overall personality of their wards.

REFERENCES

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