



PROMOTING WELLBEING OF MIDDLE SCHOOL STUDENTS THROUGH YOGA PRACTICES

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ABSTRACT

Center school understudies are powerless against scholarly, social, and emotional well-being issues. Yoga is an Indian discipline rehearsed for wellbeing and unwinding. School-based yoga programs are turning out to be progressively normal given their likely advantages for understudies. Concentrate on results proposed that center school-based yoga mediations showed emotional well-being, leader working, and physical, social, and scholarly advantages for understudies. A solitary subject plan with four stages was utilized. Understudies took part in everyday yoga practice followed by a social examinations class period. Commitment information was followed through counts across all stages. Scholarly accomplishment was surveyed through jargon coordinating, numerous decision, and guide tests given week by week. Youthful young people are probably going to encounter pressure or s including scholarly tension, sensations of solitary lines and detachment, and inordinate openness to web-based entertainment, which have been all aggravated by the pandemic and related disturbances. All inclusive preventive projects at school act as a significant procedure for furnishing youth with adapting abilities to address current and future social and personal difficulties. Yoga and brain completion programs have arisen as a promising preventive methodology for schools and have demonstrated doable and satisfactory.

Key words: mental health, Middle school, mental health, vocabulary matching, yoga practice, social media.

INTRODUCTION

Graduating from elementary to middle school comes with the change of having one teacher to six or seven, and the related challenges of transitioning from one authority figure to several. Students also experience rapid physical, intellectual, and social changes at different rates and different times, while educational contexts and social expectations are expanding. This vulnerable time is associated with a variety of academic, behavioral, and mental health challenges. Early intervention in addressing youth mental health issues has been emphasized as an important strategy by policy makers and researchers alike. Merikan gas and colleagues highlighted the importance of transitioning the common emphasis on treatment of mental health disorders in youth to focus on prevention and early intervention. Unaddressed behavioral health problems may lead to self-injurious thoughts and behaviors. Suicide is one of the leading causes of death for adolescents and is often but not always associated with pre-existing anxiety and depression. Parents and care givers may not be aware of the mental health concerns of children in the course of their normal daily routines, including thoughts of self-harm or suicidal ideation. Yoga is said to be indispensable of the ultimate accomplishment in life. It is a science that affects not only the conscious self but the subconscious as well. It is a practical physiological training (kriya yoga), which if practiced can exalt man to the 'supra mundane level'.

LITERATURE REVIEW

Chensen He (2021) In order to better understand the current situation of junior middle school students' sense of social responsibility and to grasp the influencing factors of junior middle school students' sense of social responsibility, we used the Questionnaire on Social

Responsibility of junior middle school Students (QSRJMSS) to investigate and assess the responsibility data of 569 students in five middle schools in Anhui Province. We conclude that junior middle school students have a poor sense of social responsibility (For example, on the question “daily self-study time”, “willingness to exercise”, “willingness to undertake household chores”, “awareness of community service”, “willingness to give way to the elderly on the bus”, “awareness of water conservation”, “awareness of the view that the rise and fall of the world is the responsibility of everyone” answers to seven questions , such as active consciousness weak, complete quality is poorer).

Xiaoyan Li (2020) To explore the mediating effects of self-esteem and academic self-efficacy on gratitude and core self-evaluations in rural junior middle school students. The Gratitude Scale, Self-esteem Scale, Academic Self-Efficacy Scale and Core Self-Evaluations Scale were used to conduct a questionnaire survey among 923 rural junior middle school students. The bias-corrected percentile Bootstrap method was conducted to test the chain mediating role of self-esteem and academic self-efficacy between rural junior middle school students' gratitude and core self-evaluations. Gratitude not only directly influences the core self-evaluations of rural junior middle school students, but also through the indirect path of self-esteem and academic self-efficacy, as well as the chain mediating path between these two variables.

Cindy Bankston (2017) Abstinence education lessons were designed to address teen pregnancy and sexually transmitted infection (STI) among adolescent youth. A community nonprofit organization with extensive experience in abstinence education trained youth leaders and high school students to collaborate with public school health education teachers. Originally developed for use in schools with a high proportion of African Americans, they were adapted for use in schools with a high proportion of Latinos. Over 1000 students from nine middle schools in the northwest part of the United States participated. Responses to pre- and post-intervention survey items were compared and indicated improvements in knowledge of the benefits of sexual abstinence and changes in attitudes toward abstinence.

Kimberly Kohler (2016) The purpose of this study was to assess the effectiveness of a yoga-based social-emotional wellness promotion program, Transformative Life Skills (TLS), on indicators of adolescent emotional distress, prosocial behavior, and school functioning. Participants included 159 students attending an inner-city school district who were randomly assigned to treatment or business-as-usual comparison conditions. Results suggested that students who participated in the TLS program demonstrated significant reductions on unexcused absences, detentions, and increases in school engagement. Significant concurrent improvements in primary engagement stress-coping strategies and secondary engagement stress-coping strategies were noted as well. Specifically, significant increases in student emotion regulation, positive thinking, and cognitive restructuring in response to stress were found.

Cecilia Colunga-Rodríguez (2016) School climate is a construct that shapes the interactions between school members and influences its development in different aspects. For the students, school climate perceptions have been linked to their academic, psychological, and behavioral development. Despite its relevance, there are only few studies of Mexican students exploring issues related to school climate. A transversal and descriptive study was developed. The 2211 participants were students from four public middle schools. The parents' consent

was obtained through a waiver of active consent process. Frequencies, averages, standard deviation and Z-scores were calculated. Mann-Whitney U test and one-way analysis of variance (ANOVA) were used to explore differences in the school climate perceptions based on select student, familial, and school characteristics.

Yoga

Yoga-like practices were first referenced in the antiquated Hindu text known as Rigveda. Yoga is alluded to in some of the Upanishads. The principal known appearance of "yoga" with a similar significance as the cutting edge term is in the Katha Upanishad, which was presumably made between the fifth and third hundreds of years BCE. Yoga kept on creating as a methodical report and work on during the fifth and 6th hundreds of years BCE in old India's plain and Śramaṇa developments. The most exhaustive text on Yoga, the Yoga Sutras of Patanjali, date to the early hundreds of years of the BC; Yoga reasoning became known as one of the six customary philosophical schools (Darśanas) of Hinduism in the last part of the main thousand years CE. Hatha yoga texts started to arise between the 10th and eleventh hundreds of years, beginning in tantra.

Yoga in Schools

Research recommends that there has been an expansion in yoga practice among school-matured youth. found a critical expansion in the utilization of yoga among kids ages 4-17 years in the US, expanding from roughly 3% in 2012 to more than 8% in 2017. A large portion of these examinations were led in grade schools, trailed by secondary schools, and less in center schools. The creators tracked down wide fluctuation in these examinations. For instance, somewhere in the range of 5 and 100 yoga meetings were held; yoga went from 1 to 52 weeks; what's more, the length of every yoga meeting went from 4 to 180 minutes. Khalsa and Butzer noticed that school-based yoga research seemed, by all accounts, to be in the beginning phases as proven by different review impediments, for example, little example sizes, absence of randomization, restricted insights regarding the mediation, and nonappearance of control gatherings.

Yoga as therapy

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Remedial yoga

The Worldwide Relationship of Yoga Specialists offers a meaning of yoga treatment that can include a large number of exercises and works on, referring to it as "the method involved with engaging people to advance toward further developed wellbeing and prosperity through the utilization of the lessons and practices of Yoga". The historical backdrop of healing yoga

returns to the trailblazers of present day yoga, Krishnamacharya and Iyengar. Iyengar was debilitated as a youngster, and yoga with his brother by marriage Krishnamacharya worked on his wellbeing; it had additionally helped his little girl Geeta, so his reaction to his understudies' medical problems, in Newcombe's view, "was an extreme and individual one." As a result Iyengar was treating "healing yoga" as undifferentiated from Henrik Ling's clinical tumbling. As soon as 1940, Iyengar was involving yoga as a treatment for normal circumstances like sinus issues, spinal pain, and weariness. Iyengar was able to push individuals through torment "to them additional opportunities." During the 1960s, he prepared a couple of individuals, for example, Diana Clifton and Silva Mehta to convey this medicinal yoga; specific asanas were utilized for various circumstances, and non-medicinal Iyengar Yoga instructors were educated to let understudies know that normal classes were not appropriate for "serious medical problems".

RESEARCH METHODOLOGY

The Worldwide Relationship of Yoga Specialists offers a meaning of yoga treatment that can include a large number of exercises and works on, referring to it as "the method involved with engaging people to advance toward further developed wellbeing and prosperity through the utilization of the lessons and practices of Yoga". The historical backdrop of healing yoga returns to the trailblazers of present day yoga, Krishnamacharya and Iyengar. Iyengar was debilitated as a youngster, and yoga with his brother by marriage Krishnamacharya worked on his wellbeing; it had additionally helped his little girl Geeta, so his reaction to his understudies' medical problems, in Newcombe's view, "was an extreme and individual one." As a result Iyengar was treating "healing yoga" as undifferentiated from Henrik Ling's clinical tumbling. As soon as 1940, Iyengar was involving yoga as a treatment for normal circumstances like sinus issues, spinal pain, and weariness. Iyengar was able to push individuals through torment "to them additional opportunities." During the 1960s, he prepared a couple of individuals, for example, Diana Clifton and Silva Mehta to convey this medicinal yoga; specific asanas were utilized for various circumstances, and non-medicinal Iyengar Yoga instructors were educated to let understudies know that normal classes were not appropriate for "serious medical problems".

RESULTS

These mean of the scholarly accomplishment appraisals for all members across all stages. Every appraisal given was out of 5 potential focuses. Five appraisals were given during both Standard 1 and Pattern 2. During both Intercession 1 and Mediation 2, three evaluations seven days were given. Every intercession stage endured fourteen days, so there were six evaluations given during this time. The mean score for every member was determined for each stage.

Table 1: Mean Academic Achievement Across All Phases

Students	Baseline 1	Intervention 1	Baseline 2	Intervention 2
Student A	4.40	4.33	3.00	4.33
Student B	2.80	2.75	1.70	2.83
Student C	4.40	4.00	2.20	5.00

Student D	4.80	5.00	2.80	5.00
Student E	3.80	3.17	1.70	3.17
Student F	2.60	4.75	1.90	3.50
Student G	3.40	4.83	2.20	3.67

Engagement Group Results

Table 2 shows the mean of time engaged during the social studies instructional period for all participants involved. Tallies were taken at six intervals throughout a thirty minute time frame. Data listed in the table expresses the mean number of minutes engaged out of thirty. The mean for the time engaged for the group during Baseline 1 was 18.14 minutes. During Intervention 1, the mean time engaged for the group was 25.29 minutes.

Table 2: Mean Academic Engagement Across All Phases

Student	Baseline 1	Intervention 1	Baseline 2	Intervention 2
Student A	22.0	29.5	20.0	32.5
Student B	12.0	17.5	10.0	24.0
Student C	16.0	33.0	26.0	29.0
Student D	10.0	45.0	23.0	65.0
Student E	15.0	29.0	22.0	22.0
Student F	22.0	28.5	15.0	27.0
Student G	21.0	24.5	13.0	29.5

Illustrates the data collected across all phases for the academic achievement of Student A. The Baseline 1 mean score was 4.40. The student decreased to 4.33 during Intervention 1. With removal of the intervention, Student A decreased his mean score again to 3.00. For Intervention 2, his mean academic achievement score increased to 4.33.

Survey Results

Toward the finish of every day to day cooperation in yoga, the understudies finished a Likert scale type study. There were three inquiries - (1) I appreciated taking part in yoga today, (2) I feel ready for social examinations class subsequent to taking part in yoga, and (3) I found that yoga assisted me with keeping on track and really buckle down in different classes. The responses went from 5 "firmly concur", 4 "concur", 3 "unsure", 2 "dissent", and 1 "unequivocally clash". Table 4 shows the mean responses determined. The responses were counted and the not entirely set in stone for each inquiry at both mediation stages.

During Mediation 2, understudy fulfillment went on as reflected by expanded scores across all inquiries (Scope of 4.30 to 4.56). Question one had the biggest increment with a mean

score of 4.56. Question two had a mean score of 4.34. Question three expanded to a mean score to 4.30.

Table 3: Mean Response to Daily Yoga Participation Survey

Survey Questions	Intervention 1	Intervention 2
I enjoyed participating in Yoga today	4.15	4.58
I feel prepared for Social Studies class after participating in Yoga	4.16	4.38
I found that Yoga helped me stay focused and work hard in other classes	4.17	4.29

CONCLUSION

Future examinations might be better ready to decide the circumstances for powerful utilization of YMP, including which subgroups of youth might profit from mind-body treatments, and whether upgrades are enduring over the long haul. Administrations should be chosen to improve understudy scholastic commitment and accomplishment all through the school day. Yoga is an exploration based action that furnishes understudies with methodologies to improve self-guideline, consideration, drive control, decrease of nervousness and stress, close to home strength, and generally wellbeing and prosperity. The reason for the DCE and project was to make a maintainable yoga and care program that advances quality upgrades and development of assets accessible to the doctoral capstone site local area, recognize likely convenience of the accessible assets, and empower cooperation in yoga and care gatherings to expand expected physical and mental advantages. Furthermore, educators announced actual enhancements in their understudies including balance, strength, adaptability, eye-hand coordination, nimbleness, body weight, actual excitement, running pace, and response time as well as psychosocial upgrades in their understudies incorporating social communications with colleagues, consideration, working memory, self-guideline, social-profound conduct all through the study hall, and further developed homeroom climate.

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