



## Attitude of M.Ed. Student and Teachers towards Yoga

RAFIKBAHI A. UMATIYA  
Research Scholar,  
Bhagwant University, Ajmer  
Rajasthan (India)

### Abstract:

*Traditionally, Yoga is a method of joining the individual self with the Universal Spirit, Divine energy or Cosmic Consciousness. Mental and physical exercises are designed to help achieve unlimited goal. Keeping these aspects in mind, the researcher has studied about the attitude of M.Ed. students and teachers towards Yoga. For this the researcher have prepared a Yoga attitude scale for data collection and applied it on the M.Ed. students. The researcher has applied t-test for data analysis and for find out the results.*

**Keywords:** Attitude, Breathing technique, Student & teacher, Meditation, Yoga

### 1. Introduction

At the beginning of 2012 the world population stood at more than 7.0 billion, nearly half of this population is below poverty line. When we stop for a moment and see all around, we find suffering from feeling of insecurity, pain, distrust, disharmony, disorder, conflict galore, and war. There is enormous selfishness present in human beings which leads to all kinds of ills and miseries in society. We have become narrow minded and self centered to the extent that we do not hesitate to torture others for the sake of our happiness. This brain regulates basic life functions, generates strong primitive emotions needed for survival (aggression, lust, fear), doesn't take orders and is far away from "executive central" (the neo cortex).

What are spiritual Intelligence and its dimensions? How can we develop our spiritual intelligence? And the answer is Yoga Teachers Training Classes or Retreat or Work Shop. It is clear from recent research that teachers have great potential to affect students' educational outcomes. There is substantial evidence indicating that schools make a difference in terms of student academic achievement. Specifically, differential teacher effectiveness is a strong determinant of differences in student learning. Effective teachers believe that they can make a difference in student learning outcomes and they teach in a way that demonstrates the belief. The teacher effectiveness is closely associated with Teacher Efficacy that in turn is greatly dependent on emotional intelligence. So it will always be helpful for teachers if their EI can be enhanced.

### 2. Yoga and Meditation

The term yoga comes from a Sanskrit word which means union. Traditionally, yoga is a method of joining the individual self with the Universal Spirit, Divine energy, or Cosmic Consciousness. Mental and Physical exercises are designed to help achieve unlimited goal, also called self-transcendence or enlightenment. On the mental level, yoga uses meditation (dhyana) and breathing techniques (pranayama) to quiet clarify and discipline the mind. On the physical level, yoga postures, called asanas, are designed to strengthen tone, and align the body. These postures are performed to make the spine supple and healthy and to promote blood flow to all the organs, glands and tissues, keeping all the body systems healthy. One should never forget that yoga is not a religion, but a way of living with health and peace of mind. Beyond doubt Yoga originated in ancient India and is one of the longest surviving philosophical systems in the world. It is the

gift of the oldest Vedic philosophy to the modern world. It is now an open secret that Yoga harmonizes mind with body that results in quantum benefits. Yoga through meditation works remarkably to achieve this harmony. In fact these work together in achieving the common goal of unity of mind, body and spirit – a state of eternal bliss. This broadens outlook of a person towards life. Our emotions seem to be associated with our mind and this is what makes human beings different from computer systems.

### **3. Objectives**

The study has the following objectives:

1. To find out the attitude of M. Ed students towards Yoga.
2. To find out whether there is a significant deference between male and female M. Ed students towards Yoga.
3. To find out whether there is a significant difference between joint family and nuclear family M. Ed students in their attitude towards yoga.
4. To find out whether there is a significant difference between rural and urban area M. Ed students in their attitude towards Yoga.
5. To find out whether there is a significant difference between arts and Science M. Ed student in their attitude towards Yoga.

### **4. Hypotheses**

The following hypotheses have been formulated for the present study.

1. The M. Ed students have a favorable attitude towards yoga.
2. There is no significant difference between male and female M. Ed students in their attitude towards yoga.
3. There is no significant difference between joint family and nuclear family M. Ed students in their attitude towards yoga.
4. There is no significant difference between rural and urban area M. Ed students in their attitude towards yoga.
5. There is no significant difference between Arts and Science M. Ed students in their attitude towards yoga.

### **5. Research Method and Sample Selection**

The normative survey method had been used. The investigator selected 120 student of M.Ed College of North Gujarat University by using simple random sampling technique.

### **6. Tool**

Attitude towards Yoga scale, constructed and validated by the investigator, was used to measure the attitude of M. Ed students. The scale consists of 32 statements. Each item provided five responses. The responses were expressed on a five point scale, strongly agree, agree, undecided, disagree, strongly disagree and weights of 5, 4, 3, 2, 1 are given in that order for the favorable statements and 1,2,3,4,5 are given in that order for unfavorable statements. The value of split-half reliability co-efficient for attitude towards yoga scale was calculated as 0.82 and validity 0.934.

## 7. Testing of Hypotheses

**Table 1 Mean Attitude towards Yoga Scores of the Entire Sample and it's Sub-sample**

Variable		N	Mean	S.D.	't' Value	Significance at 0.01 Level
Entire Sample		120	119.07	14.68		
Sex	Male	53	117.45	16.65	4.48	Significant
	Female	67	130.62	15.35		
M. Ed Students Family type	Joint	22	121.38	18.32	0.064	Not Significant
	Nuclear	98	121.64	16.11		
M. Ed Students Locality	Rural	75	122.29	15.95	5.92	Significant
	Urban	45	139.48	14.89		
M. Ed Students subjects	Arts	72	122.67	16.56	0.72	Not Significant
	Science	48	124.80	15.36		

### 7.1 Hypothesis 1

The M. Ed students have a favorable attitude towards yoga.

The Mean and Standard deviation of the sample were 119.07 and 14.68 respectively (Table 1). The scores ranged from 32 to 160. Hence it was concluded that the M. Ed students had a favorable attitude towards yoga.

### 7.2 Hypothesis 2

There is no significant difference between the male and female M. Ed students in their attitude towards yoga.

Table 1 reveals that the 't' value (4.48) is significant at 00.1 level. Hence, it can be inferred that there is a significant difference between male and female M. Ed students in their attitude towards yoga.

### 7.3 Hypothesis 3

There is no significant difference between joint family and nuclear family M. Ed students in their attitude towards yoga.

Table: 1 indicates that the 't' value (0.064) is not significant at 0.05 level. Hence, it can be inferred that there is no significant difference between joint family and nuclear family M. Ed students in their attitude towards yoga.

### 7.4 Hypothesis 4

There is no significant difference between rural and urban area M. Ed students in their attitude towards yoga.

Table 1 indicates that the 't' value (5.92) is significant at 0.001 level. Hence, it can be inferred that there is a significant difference between rural and urban area M. Ed students in their attitude towards yoga.

### 7.5 Hypothesis 5

There is no significant difference between Arts and Science M. Ed students in their attitude towards yoga.

Table 1 indicates that the 't' value (0.72) is not significant at 0.05 level of confidence. Hence, it can be inferred that there is no significant difference between Arts and Science M. Ed students in their attitude towards Yoga.

### 8. Findings

The following were the findings of the study.

1. The M. Ed students had a favorable attitude towards yoga.
2. There was a significant difference between male and female M. Ed students in their attitude towards yoga.
3. There was no significant difference between joint family and nuclear family M. Ed students in their attitude towards yoga.
4. There was significant difference between rural and urban area M. Ed students in their attitude towards yoga.
5. There was no significant difference between Arts and Science M. Ed students in their attitude towards yoga.

### References

1. Gajjar, Nilesh B. (2012). Effect of Yoga Exercises on academic achievement, memory and reasoning ability. International Journal for Research in Education (IJRE). Vol. 1, Issue 1, December 2012. ISSN: 2320-091X (Online) Published By RET Academy for International Journals of Multidisciplinary Research (RAIJMR) at [www.raijmr.com](http://www.raijmr.com)
2. Guar, B.P. and Anshuman, Sharma (2000). Effect of Preksha Meditation on Personality Variables and Psycholmatic Health. *Psycho- Liguq*, 33(1) 87-92.
3. John, W. Best and James, V. Kahn (1990). Research in Education. Seventh Edition Prentice Hall of India Private Limited, New Delhi.
4. Joshi, K. S. (1984). Yogic Pranayama Breathing for long life and Good Health. Udayana Publications, New Delhi.
5. Nagendra, H.R. Jnana Yoga-The Path of Knowledge, Yoga and its applications. Yoga Sudha. Swami Vivekananda Yoga Prakashana, Banglore, 1999.
6. Nimavathi, V. (2011). Attitude of B.Ed. Students towards Yoga. Edutracks, December. Neelkamal Publications PVT. LTD. Hyderabad.
7. Swami, Rama (1979). Lecturers on Yoga Practical Lessons on Yoga. The Himalaya International Institute of Yoga Science and Philosophy Honesdale, Pennsylvania.