



ORIGINAL RESEARCH PAPER

Yoga

YOGA FOR BUILD HAPPINESS AMONG THE HIGHER SECONDARY SCHOOL GOING STUDENTS

KEY WORDS: children, mental health, well-being, yoga happiness

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ABSTRACT

Worldwide school-going children are suffering from various physiological, psychological, and financial problems. Many research articles explained that yogic practices develop the physical, mental, spiritual, and emotional aspects of an individual. Yoga refers to a great variety of mental practices that involve a voluntary change in states and content of awareness. It is known to all that yoga has a positive impact on stress, anxiety, depression, and many other psychological problems. yoga's beneficial role is not only limited to psychological problems but also has a great impact on physiological health problems and creates mental happiness. Yogic procedures in a scientific manner help to maintain common body determinations. They affect functions of yoga-like planning, execution of tasks, memory, and learning. According to Patel- N. K. 2019, however, the practice of yoga can lead students to achieve the highest goal in life the self-realization of their inherent potential. The main perception in our article is that yoga may support higher secondary school going children and young people to survive stress and thus, subsidize positively to balance in life, well-being, mental health and happiness. The present research review literature suggests that yoga progresses children's physical, mental well-being and happiness. Likewise, yoga in higher secondary schools helps students improve flexibility, mood, and self-regulation skills affecting emotions and stress.

INTRODUCTION

Presently science has done a lot of things easier, but science hasn't capable of creating a peaceful environment among the students of modern society. In a school every child came from a different socio-economical background; some are physically, mentally weak, obese, lazy, fearful, enthusiastic, and more anxious. We saw some students have lesser concentration power or vital energy. To take care of such varied behaviors this paper proposes to design a curriculum that certifies the development of physically strong, emotionally balanced, mentally calm, intellectually sharp, and qualitatively evolved individuals. Yoga was a way of life that spiritually transcends all religions (Joshi et al., 2014). Yoga has been successfully applied to various mental disorders around the world, and several studies published in well-established journals have reported promising results over the past three decades.

Yoga has a wide reputation in the current school education system. The modern school education system emphasizes ICT based through which material progress is achieved, but the promotion of moral, ethical, and spiritual values and a healthy lifestyle is completely neglected. For human values, yoga was necessary to integrate into the modern education system to promote holistic development in body, mind, and spirit. Integrating yoga education into the current education system can support human values for attitude and behavior reform, relief from mental pressure and stress, development of a healthy lifestyle, formation of high moral character, and refined personality development of students a completed recovery (Patel, N. K. 2019). Therefore, we need to understand the importance of yoga in education and introduce it as a discipline and thereby focus on the process of curriculum integration. However, the practice of yoga can lead students to achieve the highest goal in life the self-realization of their inherent potential

Happiness was an electrifying and elusive state. Happiness was a state of well-being that encompasses a life lived well, with meaning and deep satisfaction. Besides feeling happy, it has health benefits. Yoga is a systematic, scientific method with a spiritually oriented practice that helps the human

consciousness gain control over the mind and body to achieve harmony between the self and the mind-body complex. By practicing yoga, people can achieve maximum harmony in their minds and body. The practice of yoga not only attains synchronization at the personal level, but one also attains synchronization with the global citizenry irrespective of caste, creed, language, or nationality. Yoga was a method given to mankind by ancient sages that represents one of India's wisdom traditions, used for millions of years to study, interpret and experience the mysteries of the mind and human nature (Kishan, P. 2020). It was not only a religious but also an experiential philosophy and spiritual approach to using symbols and metaphors originating in the Indian subcontinent. It was can be practiced by anyone belonging to any religion or belief system to improve their fitness to practice their religion by maximizing neurobiological fitness. It helps the students to become spiritual people.

The study aimed to find out the effects of yoga in reducing stress levels, increasing concentration levels, changing behaviour patterns, and increasing happiness levels among students going to higher secondary school. Practicing yoga has proven to be a very helpful technique for school-going students. Practicing yoga helped build coping skills in the students due to which they are now able to deal with problems that interfere with their studies. Continuous practice of yoga by students makes them aware of their inherent potential and thus helps them to overcome any problem in life. Through this study, we can conclude that all students were suffering from stress and anxiety before practicing yoga; They were hypertensive at such a young age (Graham, M. 2022). Most of them were at low concentration levels and did not score well in their studies. They were unable to concentrate in their classes and had poor attention duration. Apart from this, most of them had bad manners and were very rude to others. They had disobedient behaviour with friends and family. Most of them were hopeless in their lives. But after practicing yoga regularly, many students feel less stressed and stop worrying.

OBJECTIVES OF THE STUDY

- To build the happiness of Higher Secondary School Going children through yoga.

- To understand the importance of yoga education for developing the quality of life.
- To find out their health status.
- Attitude towards the yogic activity.

ORIGIN OF THE STUDY

In a school every child is different; some are physically weak, obese, hyper-active, lazy, fearful, excited and anxious. Some have lesser concentration power or vital energy. To take care of such varied personalities this paper proposes to design a curriculum that ensures developing physically strong, emotionally balanced, mentally calm, intellectually sharp, and qualitatively evolved individuals. The modern education system has attributed an unbalanced importance to the intellectual growth of children. Even 'yoga' is being used for 'bhoga' rather than for reducing the dependency on 'bhoga' to attain happiness. One period of physical training, one or two periods for extra-curricular activities and value education will not fetch the desired end result of creating a program of holistic development of human beings. As a result, an unbalanced intellectual growth is predominant in society with insufficient attention to mental and social responsibilities of human beings qualitatively. The physical, panic, mental and intellectual growth takes place during the early childhood of a person. Therefore, this is a crucial period in any human being's life for setting up of a balanced life style, during later part of life. Games are an appropriate medium for working with children especially of pre-primary and primary levels. Children, especially at their tender age, respond well to games and playing materials. This paper presents a set of games for children of age group 4 to 10 years, designed and structured to nurture the physical, mental and intellectual developments and to enhance interpersonal relations. Such developments, as argued in this paper, are only means and not the ends by themselves. The main purpose of playing games proposed here can be explained in terms of the yogic system of Indian philosophical tradition whose essence lies in understanding the *pañca ko as*, namely *annamaya ko a*, *pr namaya ko a*, *manomaya ko a*, *vijn namaya ko a* and *nandamaya ko a*. Children are guided through games which are broadly classified into five types that is *Physical*, *panic*, *mental*, *analytical (baudhika)* and *tranquil*, for gradual uncovering of these sheaths (*pañca ko as*) that bring them closer to their true identity, this helps one to live a life in harmony with oneself, other human beings and nature. The significance of physical games lies in strengthening physical body of a child and resolving *annamaya ko a* to reach the next levels, that is *pr namaya ko a* and so on.

DEFINITION OF THE PROBLEM -

Children are quite good at hiding their distress and emotional stress from their parents, since they do not want their parents to worry on their account. They desire to please their parents by their "appropriate" and "socially right" behaviors. Children dislike upsetting their parents and being the reason for adding to existing parental stress. According to a constructivist approach, children actively participate in their own development process. Moreover, children and young people interact with everyday life situations.

Epidemiology

International status

Happiness seems to be an elusive state. Philosophers, theologians, psychologists, even economists have long sought to define it. Happiness is believed to be something to pursue and achieve, something that can be tracked down or even purchased.

According to yoga sutras (aphorisms) written by Maharishi Patanjali several thousand years ago, *santosh*, which means *contentment*, is one of the first rules or a form of self-discipline of yoga. This indicates that happiness is a skill, habit and practice. The practice of *santosh* removes us from the wild-goose chase and rests us in a gentle hammock of joy and

peace. According to William Arthur Ward, one of America's most quoted writers of inspirational maxims, "Happiness is an inside job," and this is a great thing to remember as a yoga practitioner. When we forget this and look for validation externally—in relationships, career success, or material goods—ultimately, we end up disappointed.

YOGA

Yoga is the way to the calm, peaceful and modest life. Yoga teaches us that happiness is always available to us, no matter what our circumstances. To tap into it, we have to look within. Again, in the words of Nathaniel Hawthorne, "*Happiness is a butterfly, which, when pursued, is always just beyond your grasp, but which, if you will sit down quietly, may alight upon you.*" Yoga gives us that space to sit quietly and to look within and find happiness there.

IMPORTANCE OF YOGA IN SCHOOL EDUCATION

Prime minister of India is emphasizing on Yoga which is an ancient art of Indian culture but less explored in relation to modern medicine. Giving due importance to Yoga, United Nations declared 21st June as "World Yoga Day". Ahead of World Yoga Day, Union Health Minister Shripad Naik sent a proposal to HRD ministry to make Yoga a compulsory subject in schools. Union AYUSH minister Shripad Naik Monday said a proposal had been sent to the HRD ministry to include Yoga in the educational curriculum from the next academic year. The importance of Yoga in Education is too enormous to ignore. Today's education is mostly information concerned with and it needs to qualitative changes in physical, mental, spiritual development of the students in a balanced way. The education with Yoga would improve mental faculties, develop positive health, inculcate higher values, provide peace and tranquility and build up moral character which can lead us to attain highest goal of life as well as education. The main benefits of Yoga in Education are discussed below:

- Physical health.
- Balancing both hemisphere of the brain.
- Develop values.
- Healthy emotional development.
- Develop cognitive and affective domain.
- Academic performance.
- Sharpen memory.
- Improve senses.
- Integrated personality development.

Yoga offers new learning possibilities to a wider group of students than traditional sports or fitness curriculum, making it a valuable addition to any educational program. Additionally, adding yoga to a school's curriculum will help provide a quality physical education program as modification of traditional physical education yoga in sports as important as other think it helps us in different ways and different levels in a sports men life. Yoga can play a key role in cultivating mind control and concentration which helps a sportsperson to perform at their game. It offers children and adults an opportunity to experience success in physical activity, which can help build a foundation of strong of life. However, curriculum specialists, teachers, trainers and students should know and analyze seriously the real challenges of yoga education in classroom settings and real life as well (Patel, 2019). Yoga, Exercise and healthy living are everyone favorite from time immemorial. However, now it becomes the basic need because our life style is getting complex day by day and there are many new types of problems regarding health emerges at very fast pace as compared to our ancestor's life. These all problems of health directly or indirectly correlated with our lifestyle (Qamar & Husain, 2017). Like the last five to six decades there has been campaigning for green and clean environment, conservation of forest and natural resources, conservation on wildlife and sustainable development, now the time has come for campaigning towards healthy and natural life style across the section of the society especially for those who are the future of the nation i.e. school students.

METHODS

STUDYTYPE

The project work was to review the study based on secondary database evidence.

SEARCHING PROCEDURE

In the study online procedure is available with us. It was further stated that for the present study the researcher used the following search engine:

- Google Scholars.
- PubMed.
- Research Gate.
- Shodhganga.

ACQUISITION OF EVIDENCE

Researchers collected scientific evidence through the review study based on secondary database evidence and electronic databases; and critically analysed the perfect appropriate article according to the nature of this study.

INCLUSION AND EXCLUSION CRITERIA

Studies related to the objective of this paper were included in this project whereas studies that were not directly matched with the concept of analysis were excluded from the process.

SELECTION PROCEDURE OF REVIEW ARTICLES

In the first attempt, a total of 113 articles were assessed based on eligibility criteria. Out of which only 41 papers fulfilled the objective of this study. Details selection procedure adopted for this study is presented in the total 105 studies were selected secondarily but 45 were considered for the discussion;

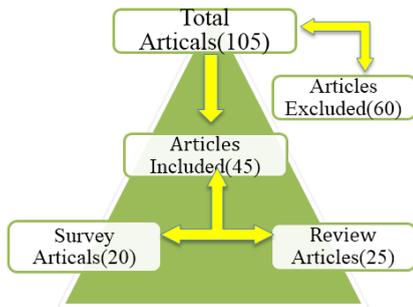


Figure-1.

FINDINGS OF THE STUDY:

A total of fifteen reviewed articles were selected in the inclusion criteria. All studies were conducted among school children of higher secondary school students in India. The yoga intervention in this study was heterogeneous. Not only did the interval of the program change, but so did the frequency of the yoga sessions, from 30-minutes a day for five weeks to once a week over a year. Although some studies were brief randomized controlled trials, others were either uncontrolled or merely qualitative evaluations as summarized in one study that employed a paired-sample research design. This review study was conducted by Mendelson et al. The yoga group (YG), compared to the control group (CG), had reduced involuntary stress responses after practicing yoga for 12 weeks. It appears that the mindfulness component of the yoga sessions was effective in increasing self-regulatory capacity and reducing anxiety among young people. The results of this study are encouraging, as factors such as rumination and intrusive thoughts are associated not only with depression but also with physical diseases such as high blood pressure. Just as in the study by Mendelsohn et al. The applicants in the study by Nagle et al. He was in favor of yoga. Most participants, after participating in the 10-week program, confirmed the benefits of yoga. One participant in the study declared that yoga was not only a good stress reliever but also relaxation for the nerves. YG overall showed more

thoughtfulness than CG. Also, mood improved in YG, while it worsened in CG. The results of this study agree with Ross and Thomas, suggesting that yoga may be as effective, if not superior, to exercise for improving health outcomes and specifically reducing stress. However, the Perceived Stress Scale and the Inventory of Positive Psychological Attitudes, although internally consistent, revealed hardly any differences between YG and CG. Although academic and athletic performance outcomes due to yoga interventions are not the main focus of this review, many student-athletes found yogic breathing to be extremely beneficial to their performance on the track. It is informative that many students have found yoga to help them become aware of their negativity, thus reducing their tendency to be emotionally reactive. Some of these young children found this mind-body movement practice effective in increasing their levels of positive emotions.

DISCUSSION OF FINDINGS:

This review systematically studied the literature on yoga in higher secondary school surroundings, exploring the evidence of yoga-based interventions on different psychological variables and cognitive functions. Forty-eight peer-reviewed published studies in which yoga was taught to school-aged children in a higher secondary school setting were identified. Inclusion criteria included only randomized control studies (i.e., the control group had no interference or active control) in which yoga (and not just meditation) was trained and the belongings on psychological well-being or intellectual determinations were analyzed. After a wide qualitative and quantitative combination, fifteen studies were selected. Concerning the effects of yoga on psychological well-being, of the six studies, three of them support the benefits of yoga or yoga-based programs for children in higher secondary school settings. Khalsa et al. experimental that yoga participants showed statistically important modifications over time relative to controls on trials of anger regulator and fatigue. Noggle et al. also observed defensive benefits in psychosocial well-being (anxiety and harmful effect) for students who joined a yoga program. In Ramadoss and Bose, only the yoga group demonstrated a slight decrease in stress while maintaining self-control. In contrast, Haden et al., 2014 and White observed a significant increase in perceived stress in the yoga group compared to the physical education and control groups, respectively. However, in White, both groups (yoga and control) reported significantly greater self-esteem and self-regulation over time. Lastly, Hagins et al., found that yoga did not reduce stress reactivity, compared to a physical education class, when students were submitted to stressor tasks. However, due to the compact number of randomized trials in school settings and the contradictory conclusions, no ultimate deductions can be drawn from these studies with children but rather indications and proposals based on significant and dependable but out-of-the-way results. The following subcategories discuss approximately the positive and negative results.

The benefits of yoga are manifest and schools must be willing to incorporate this activity as part of the school curriculum. One interesting outcome in one of the qualitative studies in this review is that live procedure attracted the practitioner. Benefits of yoga, which is not only meditative practice but also effective in helping children survive stress and anxiety. Yoga occupies not only the body but more importantly, the mind in promoting well-being and happiness. Most of the studies analyzed in this review appear to have produced acceptable outcomes. According to Hennington, yoga can be approached comprehensively in stress management. Improvement in the candidates' self-regulatory dimensions has a noticeable effect on the development of core competencies that will promote positive behavioural, emotional, and academic outcomes. Their studies exposed that children's physical and intellectual well-being, resilience, mood, and self-regulation skills, regarding

emotions and stress, increased after experiencing therapeutic yoga. The results from these studies, despite their limitations, do appear to suggest that a yoga curriculum would benefit the students' psychosocial and emotional well-being. Nevertheless, this is not surprising, as adult studies have demonstrated that pranayama induces a change in brain activity and lowers oxidative stress. The parasympathetic nervous system is stimulated, thus reducing the resting heart rate. Similarly, during savasana (corpse pose) or deep relaxation (yoga Nidra), the activity of the sympathetic nervous system is reduced. It is wonderful how the children in Conboy et al.'s study had logically assumed that, when they were worried or angry, they could exercise pranayama to de-stress themselves. Yoga appears that if the mindfulness of the paybacks of yoga can be spread to larger people, children may not need to depend on medication whenever they are stressed. Instead of heading to a clinic for every stress or anxiety attack, these children may opt for yoga. However, in this review, most, if not all, of the studies were limited by not only a small sample size but also heterogeneity in the sample population. In emphasis group discussions, peer dynamics may have impacted the participants' replies; this is because most members told one another. Later their comments could have been skewed in about way. Also, data regarding participant characteristics, such as family history and socio-economic status, peer relationships, and psychiatric diagnosis (if any) before the study, were not collected in all the studies. All this information would have been useful in providing more meaningful contextual details to understand the results. Some studies, on the other hand, lacked control groups, which made it hard to determine whether the results obtained, were due to yoga involvement or approximately else. Children are upcoming of any nation and knowing about their health grades is the basis for articulating an approach to achieve a better life for present and upcoming generations. However, the percentage is low, but it is dangerous. The government and other stakeholders must come together and devise a comprehensive plan to accomplish the goal of a healthy school. Nothing is far if one is ready to follow the right path.

CONCLUSIONS:

Yoga interventions, as well as asanas, pranayama, pratyahara, Dharana, and meditation, seem to be effective in helping children overcome stress, anxiety, and happiness. Healing poses, savasana (corpse pose), and pranayama (enlargement of prana) bring one into a state of pratyahara (withdrawal of the senses), which empowers the interruption of the nervous system. The practice of yoga, if completed consistently, can help children connect with their inner world through the synchronization of mind, body, and breath to achieve a heightened state of happiness. A higher state of calmness was accomplished, concrete the way for a healthy physiological, intellectual and emotional life. This yoga asana practice seems to be a profitable way to deal with stress anxiety and happiness. If would have more comprehensive research is required to evaluate psychosocial and educational outcomes in response to therapeutic yoga, American schools should seriously consider opening their classroom doors to this yoga movement administration, as it appears to be an effective practice in supporting psychosocial needs. Today's children. As a pilot test, it was recommended that yoga sessions be implemented either as part of routine physical education lessons or as an extra co-curricular activity after school hours. If resources are limited, children with mental and emotional problems may be given importance for access to yoga sessions. Because yoga is spiritual and can be practiced by anyone irrespective of race, gender, or religion, schools can hire or send existing physical education teachers for intensive training so they can become certified to teach yoga. The next step would be to observe behavioral changes in students and take it from there. Temporarily, schools can approach private organizations such as the Malaysian Yoga Society to provide volunteer yoga instructors. It is suggested

that early introduction to yoga in students can help improve happiness levels. Based on the results and within the limitations the findings of the present study provide evidence that yoga increases the happiness as well as mental well-being function of higher secondary students. Therefore, if we can integrate the several verses of Scripture into our lives then we will confidently be able to make our lives more gorgeous. That is why today it is compulsory to teach the culture of yoga among higher secondary school students to improve their quality of life.

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