

# Yogic Practice Boosting Gratification on College Going Trainee Teachers'

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## Abstract

The modern education system of the teacher training college shapes responsible enlightened citizens and qualified experts without whom no nation can progress socio-economically, culturally, and politically. Since society is becoming knowledge-based it is higher education that is contributing to a cultural socio-economic and environmentally sustainable improvement of the individual, organization, community, and nation. The Indian education system can neither compete nationally nor globally without a systematic and well-planned curriculum for the betterment of the trainee teachers'. Yogic practice in scientific ways daily basis is known as an influential factor on many physiological parameters of them. Studies have identified that yogic practice affects working efficiency. This study aimed to identify the effect of yogic practice on physiological parameters. College settings had been full of stressors that negatively influence pupils' mental health and academic performance. For solving trainee teacher s' academic performance issues, the yogic practice has been used to improve their academic outcomes. These findings further the knowledge of the role played by yogic practice interventions in reducing pupils' burnout symptoms and cultivating their ability and well-being, in promoting a nurturing classroom climate, and also in promoting the ability and well-being of Trainee teacher s. This study applied information process theory to demonstrate the internal mechanism between yogic practice and academic performance in three pathways with three major sections. This study benefited from the summary of the mechanism of yogic practice and academic performance, promoting the development of yogic practice-related activities and applications, and improving trainee teachers' participation in yogic practice interventions, thereby improving their academic performance. The findings suggest that yogic practice can improve the total personality of an individual. These results suggest that mindfulness-based yoga can be a positive tool for the classroom to reduce trainee teacher s' anxiety, stress, and depression. Benefiting from the summary of the mechanism of yogic practice and academic performance, promoting the development of yogic practice-related activities and applications, and improving trainee teachers' participation in yogic practice interventions, thereby improving their academic performance.

**Keywords:** Yogic practice, Gratification, Mindfulness-based yoga, Meditation.

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## 1. INTRODUCTION

Yoga is a physical, mental, and spiritual tradition that originates in ancient India. First codified by the sage Patanjali in his Yoga Sutras around 400 C.E. The practice was in reality handed down from teacher to trainee teacher long earlier than this text arises. Traditionally, this was a conversation program, but since yoga became popular in the West in the 20th century, group classes have become the norm. Participation in yoga and yogic practice has increased over the past decade among both adults and youth in the United States. According to data from the National Health Interview Survey, yoga (in the form of physical postures as exercise) was the most commonly used

complementary health approach in India (Sun *et al.*, 2021).

The second most commonly used complementary health approach was meditation; the use of meditation increased awareness. The most popular form of meditation for health in the United States is yogic practice, which was introduced in 1982 at the University of Massachusetts Medical Center in the form of Mindfulness-Based Stress Reduction. The yogic practice was initially defined in MBSR as intentional self-regulation of attention from moment to moment, and other definitions have since emerged centering on focal awareness of experience in the present moment.

As adults have increasingly turned to yoga and meditation to improve their health, the percentage of children's participation (Karak *et al.*, 2015).

Yoga has been used in a school setting it was not always implemented by the classroom teacher thus it is difficult to determine whether mindfulness can be used effectively by the regular classroom teacher. Additionally, few studies are conducted in elementary schools and fewer still focus on young children and preschoolers. The appropriateness of yoga is called into question. Current systematic reviews of the literature coincide that the benefits of yoga to young children are inconstant primarily due to issues of suitability in the methods. Meaning that the yoga sessions were unsuitable for children either due to their length, inappropriate testing (asking young children to complete a battery of cognitive tests, or relying solely on self-report measures), or lack of control for confounding variables, such as drugs. Where the duration of individual sessions has listed the studies that did not find yoga to be beneficial were often an hour or longer, with some sessions with four to six-year-olds being two hours long. The aim of this paper is threefold. First, this paper will review the literature to establish how teachers might effectively use yoga to support trainee teacher s with diverse learning needs. Secondly, this paper examines existing research, in conjunction with the Ontario curriculum to establish how yoga can be incorporated into the curriculum. Yoga is a Hindu philosophy that teaches people to manage their bodies and mind in instructed to arrive at internal amity. Traditionally yoga was a way to join the physical, spiritual, and emotional aspects of an individual, thereby allowing them to reach a state of inner peace or mindfulness. Yoga has three components: the emotional, the physical, and the spiritual aspects. Yoga consists of many different subtypes which focus more heavily on certain aspects compared to other mechanisms. Physically, yoga improves balance, flexibility, and coordination; helps develop kinaesthetic awareness Hagen, I., & Nayar, U. S. (2014).

Yoga can also be used as a classroom managing tool, in adding together to setting the tone of the group of pupils. A study by Hassar found that yoga had a considerable effect on establishing the ambiance of the classroom. Yoga was useful for retrieving the consideration of college-going trainee teacher s' and resetting the classroom environment and tone in a comparatively short period. Yoga can create a calm and peaceful environment and refocus trainee teacher s' attention toward a more focused lesson when transitioning between subjects or after breaks. Many trainee teacher s struggle during times of transition, especially children with conduct disorders, Autism and as they are typically a time when a classroom becomes chaotic Nanthakumar, C. (2018). Yoga is of particularly beneficial tool for classroom management during this time as it can help ease the tone of the class into a more

peaceful state, allowing teachers to continue with the lesson more readily. Trainee teacher needs to be taught the foundations of mindfulness at an early age, to allow these practices to become the tool that foster resilience. The earlier trainee teacher s learn these practices, the more they benefit in the future. This review study adds to the accessible body of journalism on the benefits of philosophy yoga to young trainee teacher s by establishing that trainee teacher engagement and attention is a key mystifying variable, which future studies should take into consideration, and establishes the maximum time that children can pay attention. This study also establishes a teaching methodology that can be used to keep trainee teacher s engaged in a yoga lesson and outlines a clear methodology that can be replicated in future research.

### 1.1 Origin of the Study

In our society we can see that there are two types of people. One who are lazy, suffering with anxiety, they always thinking about themselves, and they don't have any contribution to for the society. At the same time we can see some people of different category who are always active, doing their works happily, think about society and contribute them for the society. When we think that why this kind of differences in society then we can find out that the person who is happy and contribute for the society is doing yoga in his daily life.

### 1.2 Objectives of the Study

- To find out current health status of college going trainee teacher.
- To find what are the attitude toward their curriculum.
- To find out emotional wellbeing of college going trainee teacher.
- To find out social wellbeing of college going trainee teacher.
- To find out spiritual wellbeing of college going trainee teacher.

## 2. METHODOLOGY

### 2.1 Literature Search

The integrative literature review methods followed which was conducted in PubMed, Google Scholar, and Research Gate etc. Included only empirical studies published in the last few years. . The search was conducted using keywords including mindfulness, mindfulness-based intervention, meditation, cancer, pain, and cancer-related pain.

### 2.2 Selection of the Studies

Inclusion criteria for the selected studies were as follows:

- Quantitative study.
- Qualitative study.
- Focusing on a yogic practice intervention in college going pupils.

- Written in English.

### 3. FINDING AND DISCUSSION

#### 3.1 Cognitive Process-Attention

Attention is the major important thing in all learning circles; for instance, listening lessons significantly impact college-going pupils' immediate reactions and help their attention focus on critical thinking. The attention process includes selective arousal, filtering, discarding, and suppressing the required information for specific stimuli. Many studies applied trainee teachers with a set of breath training. This training helped trainee teachers' develop a sense of calm after recording their thoughts and feelings, thereby increasing awareness. In addition, studies demonstrated that training could reduce the trainee teacher's tendency to pay attention to painful thoughts and contemplations, such as internal attention to negative self-evaluation and self-deprecation, which may decrease trainee teachers' depression. Moreover, decreases anxiety, reducing trainee teachers' social skills. Furthermore, the regulation of attention allows trainee teachers to maintain awareness for more extended periods and be less impressionable to distractions, improving learning and test scores. Attention control theory is predicted to explain the internal mechanism between attention and trainee teachers' academic outcomes. Attention control theory proposes that anxiety can damage the goal-driven attention system and interfere with the transfer and inhibition functions of the central executive system, which has a more significant negative impact on processing efficiency than on operational performance. Moreover, both anxiety and distressful thoughts can occupy cognitive resources (working memory and attention focus control) available for processing information and handling complex tasks, especially in performance situations, and interfere with the transfer and inhibition functions of the central executive system, which has a greater negative impact on processing efficiency than on operational performance. Thus, reducing anxiety and painful thoughts can allow more attention focus and working memory to be allocated to tasks directly related to academic performance.

#### 3.2 Information Storage-Memory

As for the neuropsychological justification of why yogic practice improves physiological welling and it is proved that yogic practice can increase the hippocampus, which is an associated brain region. Furthermore, since anxiety can hinder the central executive processes and yogic practice was shown to relieve anxiety, this could be a mechanism through which yogic practice can improve happiness. The impact of yogic practice is reflected in the improvement of specific disciplines or knowledge abilities. It is proven to be significantly related to attainment in mathematics. According to Raghubar (2010), yogic practice training is positively associated with mathematics ability, particularly in children and children with math difficulties, whereas this

relationship is affected by factors such as age, skill level, and how mathematical problems are presented. The visual-spatial yogic practice is crucial for increasing mathematics performance. Suggested that the effect of visuospatial skills yogic practice on mathematical performance is mediated by fluid intelligence, which is dependent on visuospatial skills yogic practice. Moreover, it is proved that yogic practice can improve the reading comprehension ability of children. Auditory-verbal yogic practice plays an essential role in improving reading comprehension. Furthermore, it is proved that yogic practice deficits are related to some developmental (Kyttälä & Lehto 2008).

#### 3.3 Executive Cognition

What the nature of executive cognition structure is has been debated, but the generally accepted theoretical framework has inhibition, working memory updating, and transfer as essential components that are interconnected, and some complex executive cognition tasks may require some combination and coordination of these executive cognition components. Previous studies confirmed that there were significant positive effects of yogic practice and that meditation could be beneficial for executive cognition in either the long or short term Helber c. (2012).

A large body of research demonstrated that executive cognition was significantly and positively correlated with academic achievement, particularly in the areas of mathematics and reading, and that executive cognition was trainable. However, there was also some uncertainty, for example, whether executive cognition is domain-general or domain-specific. There is also some uncertainty about the magnitude of the effect of executive cognition on academic achievement concerning the educational stage. There is evidence that executive cognition was more strongly related and academic achievement at early educational stages, but it has also been argued that executive cognition was not only trainable and could be improved at any age through many different methods. Taken together, the above research and theoretical evidence suggested that training could lead to significant Miyake *et al.*, (2000).

#### 3.4 The Importance of Gratification

Stress release- Stress is a feeling of excitement or physical nervousness. It can come from any event or thought that makes you feel frustrated, angry, or nervous. Pressure is your body's feedback to a challenge or command in little rupture. Stress can be positive, such as when it helps you keep away from hazards or meet a limit. A person who is doing yoga every day is always happy and doesn't get stressed. It means yoga improves our happiness which helps to release stress More, R. A. (2019).

### 3.5 Decrees Jobless Depression

Nowadays it is very difficult to get a job. Everybody wants to settle in life but after a time when they did not get a job, they fail into depression. They always feel that they are a failure in society. Society looks down on them. Even their friends and family always call them unemployed. As they suffer day after day in this way, they suffer from inferiority. But those who do yoga among them are different from others. They think that life is a storehouse of opportunities. Life gives opportunity to every person in every moment. Therefore suffering from inferiority in life is stupidity. We can get this kind of positive thinking by doing yoga every day. So we can say that yoga makes a person happy, and happiness decreases jobless depression Revathy, N. (2010).

### 3.6 Immunity Power Increases

The yogic practice provides natural support to the immune system. By lowering stress hormones in your body, yogic practice rescues the immune system from negotiation. Apart from this, Yoga conditions the lungs and respiratory tract, stimulates the lymphatic system removes toxins from the body and ensures the optimal functioning of your organs. There is sufficient research to prove that even 20 minutes of meditation frequently can increase endorphins – feel-good chemicals within the body and decreases cortisol levels which cause stress. This in turn leads to positive states of intelligence that encourage superior well-being. Include Surya Namaskar, and breathing techniques like Anulom Vilom, and Brahmari in your yoga practice. Being deficient in sleep, poor diet, and life anxiety all lead to a weakened immune system.

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### 3.7 Helps Maintain Physical and Mental Peace

Yogic practice is immensely helpful in not only our physical but also mental and spiritual development. Those who practice yoga daily he/she know that it is very effective in treating and alleviating various ailments, problems, diagnoses, and stressful situations. Yoga is much more than a simple exercise or stretching routine; It helps improve our body as well as our brain. It's one of the few physical activities that do a pretty thorough job of connecting your brain to your body Yadav *et al.*, (2015). Ability to defend itself against bacteria and viruses. Shishuasana (Child Pose), Setu bandh asana (Bridge pose), Halasana (Plow pose), Bhujangasana (Cobra Pose), Dhanurasana (bow pose), and Matsyasana (fish Pose). These yoga poses are help us to increase our immunity Gopal *et al.*, (2011).

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#### 4. SUMMARY OF THE STUDY

Overall, yogic practice had a positive impact upon most outcome measures. Moreover, a fairly large evidence-base regarding the use of yogic practice in healthcare settings is gradually accumulating. These studies suggest yogic practice can potentially reduce mental health as well as physical issues, enhance well-being related outcomes like this self-happiness and improve aspects of towards ability. These outcomes appear to be fairly evenly disseminated across different healthcare professions. For instance, one might hypothesize that occupation which potentially have greater familiarity with psycho physiological intervention like yogic practice, such as those in mental health awareness, might be more amenable to its effects. However, that appears to not be the case. Some review papers analysed here, specifically involved people working in mental health awareness. These percentages were roughly reflected in the patterns of findings with respect to the various outcomes. For instance, in terms of anxiety, mental health awareness was involved in three of the nine interventions that reported a significant improvement, and two of the seven that found no such improvement, one that found a worsening impact. Thus, it appears that mindfulness might be helpful generally, regardless of their particular occupational role. However, there are a number of issues with the research which limits the conclusions that can be drawn. The findings suggest that yogic practice can improve psychological wellbeing of an individual. These results suggest that yoga can be a positive tool for the classroom to reduce trainee teachers' anxiety and stress psycho physiological intervention.

#### 5. CONCLUSION

Yogic practice is extremely versatile, poses can be adapted if a trainee teachers' is incapable of doing certain pose, some poses are more difficult and so teachers can introduce new poses when they feel their trainee teacher s are capable of doing them. Various aspects of yoga can have different benefits to different types of trainee teacher s. Trainee teacher s who have difficulties with emotional regulation will benefit substantially from deep breathing as it can help children calm down when they are experiencing upset. The meditation aspect of yoga is beneficial for trainee teacher s with attention deficit disorder, autism or depression as it can help concentration and focus; and will teach children mindfulness which can foster empathy and resilience. Deep breathing can also help children with asthma or other breathing difficulties. Teaching children yoga is not only beneficial to their physical development, it is also crucial for their emotional development and overall wellbeing. Integrating yoga into the health and physical education curriculum helps children develop emotionally, physically and socially, and benefits children mental health. Teaching children yoga also increases

their physical literacy as they learn different movements and start applying them in other activities, as children gain confidence the difficulties of the yoga poses can be increased to suite the individual needs of the children. Yoga also can be incorporated into the social studies curriculum as it helps children develop a sense of identity, improves interpersonal relationships and teaches children about different cultural traditions.

Teaching yoga to children not promotes a lifetime habit of physical activity, encourages child development, and teaches children the skills they need to become resilient adults. A few limitations exist in this study, mainly due to the age of the population. As many trainee teacher s were learning their letters or just beginning to read they were not asked to fill out any questionnaires or to perform a pre and post-tests. Additionally, engaging in such tests would have extended the length of the session and trainee teacher s would have lost focus and become disengaged. For these same reason, interviews were not conducted either as they would have been conducted immediately after the lesson, extending the period of time that trainee teacher s were asked to concentrate. Young children often do not give detailed answers to interview questions and feedback was usually brief and often consisted of variations of the phrase "it was fun". There were time restraints due to the nature of the study and thus the number of session was limited to a single lesson.

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