

Study On Effectiveness Of Yoga In School Curriculum

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Abstract

The purpose of this study is to report the findings of an investigation into the potential uses of yoga in the classroom. Yoga is a collection of practises whose collective goal is to bring about mental and emotional stability. There has been a rise in stress and emotional illnesses; kids are sitting about more and paying less attention in class because of the continual barrage of information they get from screens like phones, computers, and TVs. Yoga has been shown to be useful in treating a wide range of ailments and disorders, as shown by a large body of research documenting its benefits. Stress, anxiety, and sadness are all things that may benefit from regular yoga practise.

Yoga's potential inclusion in the school curriculum for both typically developing and disabled students is explored. Thus far, findings suggest that incorporating yoga into the academic experience may help students focus better, better manage their emotions, and feel less stressed..

Keywords: *yoga, education, schools, health.*

Introduction

In the modern world, schooling is getting more and more difficult.

We live in a world saturated with mobile phones and other types of contemporary technology that introduce something new every day, and as a result, we've become used to rapid change, variety, and novelty.

With so much going on in their lives, kids go to classrooms where they sit for six hours a day and take notes on a chalkboard.

Anxiety and stress are on the rise among today's youth because of the excessive demands and expectations placed on them. Children typically experience stress because they struggle to satisfy the expectations of their instructors and parents. Conversely, many parents and educators are stressed out. Children learn, for instance, about the reproduction of annelids, but nobody teaches them to breathe deeply and consciously in order to alleviate tension.

The pressure on today's youth is growing. One research found that as many as half of Finnish teenagers exhibit signs of mental and psychosomatic illnesses (Santalahti et al, 2005). The results of a research conducted in Croatia by Vuli Prtori and Lonarevi (2016) showed that between 13 and 17% of students between the ages of 11 and 15 have severe

internalised symptoms (stress, anxiety, depression). Younger individuals, compared to older adults, have much greater stress levels (Hagen, Nayar, 2014).

Anxiety, sleeplessness, muscular discomfort, high blood pressure, lowered immunity, coronary disease, depression, and other health issues are only some of the negative outcomes of prolonged stress. As of 2014 (Hagen, Nayar). Stress also has a significant effect on one's capacity to pay attention (Stueck and Gloeckner, 2005). Both norepinephrine (responsible for concentration and mental energy) and dopamine (responsible for pleasure) levels drop in response to stress, diminishing the enjoyment of previously pleasurable activities.

As a corollary, it lowers levels of the mood-boosting chemical serotonin (Hagen, Nayar, 2014). On the other hand, it raises cortisol, which is linked to the decline of the hippocampus and the loss of dendritic cells, and therefore to memory problems (Lupien et al., 1998).

Our Croatian school system does not encourage physical activity outside of the designated PE period. Also, although students are limited to sitting still during class, they are free to roam about during breaks. Contrarily, recent studies have shown physical activity to have a clear correlation with cognitive improvement. As we use our muscles, especially when we move in a coordinated and balanced fashion, we release neurotrophins like dopamine, which promote the survival and proliferation of neurons and the formation of new connections between them (Fotuhi, 2013; Hanaford, 1995). Education reform that makes classrooms more engaging and stimulating for students is urgently needed to improve educational performance. In this study, we'll examine how regular practise may improve yoga's health benefits via a systematic literature evaluation, and to assess the potential and function of yoga as a pedagogical tool for students of all levels. The original meaning of the term "yoga" in its Sanskrit roots was "union, join" (Paramhans Swami Maheshwarananda, 2006). The original definition of the term yoga was "an all-pervasive, constantly alert awareness that maintains harmony throughout the cosmos (Paramhans Swami Maheshwarananda, 2006, 11).

Yoga may refer to both the end result—a state of inner peace and harmony—and the means by which that state is attained. Some estimates place the earliest written records of yoga at around the year 3000 B.C., but the scriptures suggest that the practice's lore goes back far further in antiquity, to when it was passed down orally (Kumar, 2008).

The "Yoga Sutra of Patanjali" is one of the canonical texts of yoga philosophy. Yama, niyama, asana, pranayama, pratyahara, dharana, dhyana, samadhi: these are the eight limbs of yoga, created by Patanjali (Paramhans Swami Maheshwarananda, 2012). Pranayama is a breathing exercise, pratyahara is the withdrawal of senses, dharana are exercises of focused attention, dhyana is meditation, and samadhi is a unified state of consciousness. Patanjali's "Yoga Sutras" provide the basis for a tradition that is still widely followed today.

To live a life of yoga is to engage in a way of living that emphasises the cultivation of self-awareness and the pursuit of inner peace via a number of techniques.

Stretching and breathing exercises are the first steps in a regular yoga practise. The two of us take five to ten minutes to purposefully unwind every muscle in our bodies. Diaphragmatic breathing, in addition to the more common chest and clavicular breathing, is a key component of the relaxation techniques we use (so-called abdominal breathing).

After this, active activities are performed to loosen up the muscles and limber up the joints. Asanas are the following topic. According to Paramhans Swami Maheshwarananda (2012), asana means "stance." There are some poses, called asanas, that are easy on the body and mind. With this practise, you move in time with your breath and are fully present while doing so. Afterwards, you'll go on to pranayama, or mindful breathing, and meditation.

THE IMPACT OF YOGA ON PSYCHO-PHYSICAL HEALTH

Yoga has been shown to have several health benefits, including the reduction or elimination of some ailments and improvements in overall physical condition and posture. As a kind of exercise, yoga has been shown to alleviate stress and promote mental health.

Asanas contribute to good posture by adjusting the spine, increasing range of motion, and building strength in the muscles and tendons supporting the back (Khalsa, 2007). Internal organs are rejuvenated, toxins and wastes are removed from the skin, digestive, and cardiovascular systems, the central neurological and endocrine systems are regulated, and brain cells are fed via the practise of asanas and pranayama (Khalsa, 2007). Adults, children, and teenagers all benefit from exercise's ability to maintain healthy blood pressure and heart rates (Bhargava et al., 1988; Birdee et al., 2009). Lung capacity increases, breathing becomes more regular, and the number of breaths taken and released per minute decreases (Joshi, Joshi, Gokhale, 1992; Raub, 2002).

Many research have investigated yoga's ability to alleviate stress, anxiety, and depression, all of which are on the rise not only in adults but also in youngsters. Emotional states were measured in some studies by having participants rate themselves, while others used physiological signs.

As an anti-stress practise, yoga has been proved to be beneficial at any age (Granath et al., 2006; Kalayil, 1988). There have also been reports of beneficial benefits on anxiety and panic attacks (Telles, Gaur, Balkrishna, 2009; Kozasa et al., 2008; Kuttner et al., 2006; So & Orme-Johnson, 2001). Although walking has been shown to boost levels of the GABA neurotransmitter, which is involved in anxiety disorder, yoga practise has the opposite effect (Karri, Yakhkind, Jensen, 2010). Kalayil (1988) found that elementary school students who participated in yoga classes had lower levels of situational anxiety, and that high school students who participated in yoga classes had better anger management skills, felt less tired, had lower levels of anxiety, and had improved moods compared to the control group (Khalsa et al., 2012).

A meta-analysis of 124 research on the benefits of yoga found that the many limbs of the practise, including asanas, meditation, and breathing, had a positive influence on mental health, specifically on depression (Balasubramaniam, Telles, Doraiswamy, 2013).

Those who participated in the "Siddha Samadhi Yoga" curriculum, which consists of meditations and pranayama, showed improvements in their mental health (Kozasa et al., 2008). Studying the effects of yoga on 200 17-year-olds, researchers found that those who participated reported greater pleasure and psychological equilibrium (Gupta, Singh, Singh, 2016). It has been scientifically shown that meditating may make you more empathetic (Lazar et al., 2005; Lutz et al., 2008).

YOGA IN SCHOOLS

Reviewing the existing literature on yoga's impacts leads one to believe that incorporating yoga into the classroom would be well received and would contribute to the desired results.

Yoga is taught in over 9,000 classrooms throughout the United States. In excess of 5,400 yoga teachers have been educated to lead classroom sessions on the subject (Khalsa, Butzer, 2016).

There has been a meteoric rise in the number of scholarly investigations on the efficacy of incorporating yoga into school curricula. There were six studies published between 2005 and 2009, thirty published between 2010 and 2014, and eleven published in 2015. (Khalsa, Butzer, 2016). The United States and India have been the primary research locations. We have a study from Israel and one from Germany. There is no European study in the existing databases, despite the fact that yoga has been taught in European schools for more than 30 years, as shown by the programmes of different institutions. Certain European nations host local chapters of Flak's "Research on Yoga in Education" initiative (<http://www.ryeuk.org/>) (France, UK, Italy, Belgium, etc.). Several nations throughout Europe, the Americas, Australia, Asia, and even Africa practise Yoga as part of the "Yoga in everyday life" method developed by Paramhans Swami Mahewswarananda. A significant number of Croatian educators have studied under the "Yoga in everyday life" framework and now incorporate its principles into their classrooms.

Most of the time, yoga was scheduled to coincide with students' PE sessions, but there were instances when instructors worked the practise into their lessons. The vast majority of yoga programmes are led by certified yoga instructors, and in some cases, yoga instructors even educate the trainers.

There have been three recent systematic reviews published on the topic of yoga-based classroom interventions, all of which are based on the existing literature. In 2016, we conducted our most recent comprehensive review (Khalsa, Butzer, 2016).

Many subsequent publications were published in this area; however, only a few of these papers passed stringent methodological standards, such as having properly constructed experimental and control groups comprised of people chosen at random (so-called randomised controlled trials)

Yoga has been shown to be beneficial for children of all abilities and conditions, including those with autism, intellectual impairments, learning challenges, and behavioural issues, according to a meta-analysis of 12 research (Serwacki, Cook-Cottone, 2012). Students' stress coping methods have improved, and their levels of tension, anxiety, and emotional arousal have reduced, while their levels of attention, focus, and self-esteem have risen (Serwacki, Cook-Cottone, 2012). Although there is promising preliminary evidence for the efficacy of yoga-based therapies, the authors note that final conclusions cannot

be formed due to methodological constraints of certain research (quasi-experimental designs, cohort studies, poorly detailed intervention programmes).

Mood, tension, anxiety, self-esteem, and memory scores all showed moderate to minor impacts in a meta-analysis of nine trials (Ferreira-Vorkapic et al., 2015).

According to two research (Haden, Daly, Hagins, 2014; White, 2012), yoga practitioners experience greater levels of stress both during and after practise compared to those in the control group and those who participated in a traditional physical education session. They provide reasons for why these consequences could occur. They claim that kids may experience anxiety when first beginning yoga since the activities are novel and will demand some adjustment and effort on their part. As a result, they advise looking at how yoga affects stress levels beyond the first phase, or after the intervention has taken place. They point to the necessity to tailor the yoga curriculum to children's developmental stages as a potential explanation for the rise in stress levels, and to the inadequacy of methods like breathing exercises for youngsters. Children may also benefit from doing breathing exercises, but they must meet the conditions outlined in this study first. In an effort to explain their findings, the authors of studies in which children experienced increased stress (Haden, Daly, Hagins, 2014; White, 2012) point to the students' increased self-awareness as a consequence of yoga as a potential reason.

Conclusions

This work attempted to add to the solution to the issue of the function of yoga in education by evaluating a series of studies. There has been an uptick in interest in studying yoga's potential as a treatment for and preventative measure against a wide range of ailments and diseases and intervention in disabled kids, and incorporating it into the regular school curriculum. Yoga has been shown to improve physical health, mental acuity, emotional stability, and behavioural control in previous studies. Having yoga taught in schools has been shown to help children relax, focus better, and feel more at peace, all of which are essential for academic achievement. Studies on the effects of incorporating yoga into classroom time, breaks, and extracurricular activities have shown promising results.

Based on the above, it is reasonable to infer that yoga has the potential to play a pivotal role in the scholastic realm by facilitating achievement and encouraging psychosocial growth.

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