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Impact of structured yoga and meditation practices on mental health and academic performance/motivation of the school students: An experimental study

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Abstract

Achievement motivation and mental health play a significant role in the success of students and their general growth. Students are under the pressure of constant competition in the educational environment, have anxiety and emotional imbalance, which can adversely impact their performance and well-being nowadays. Yoga and meditation are believed to be effective methods of enhancing body health, mental stability and emotional equilibrium. This research was meant to test how yoga and meditation methods can influence the mental well-being and achievement motivation of school students. The research design adopted was an experimental form of research. The sample size was determined as 80 students in XI standard in the academic year 2021-2022 using a random sampling method and will be divided into two i.e. a control group (40 students) and experimental group (40 students). The experimental group was exposed to twelve weeks of structured twelve weeks of yoga and meditation training program, three days a week whereas the control group was not exposed to any intervention. The measurement of mental health was done on the basis of Trier Personality Inventory (TPI) created by Peter Becker and achievement motivation on the basis of Mukta Rani Rastogi Achievement Motivation Scale. Mean, standard deviation, and t-test were used to examine the collected data. The results had shown great improvement in mental health and achievement motivation in the students who have practiced yoga and meditation as compared to the control sample.

Keywords: Yoga, Meditation, Mental Health, Achievement Motivation, School Students, Experimental Group, Control Group etc.

Introduction

Physical and mental strength training come together in yoga, which also encourages introspection and a heightened awareness of one's energy centers. While most people think of yoga as a physical practice including poses (asana), the practice really includes many other aspects, such as meditation, mindful breathing, dietary and lifestyle adjustments, and the use of sound to promote consciousness and enlightenment. How a person feels, thinks, and acts are all aspects of their mental health, which encompasses their emotional, psychological, and social welfare. Taking care of one's mental health is crucial in today's complicated and fast-paced world since neglecting it may lead to bad habits. Meditation has been around since the dawn of humanity,

having its roots in the ancient Vedic mythology. This technique has its roots in the Vedic period and is being used today in Ayurveda, an old Indian medical system. You may improve your physical, mental, emotional, and psychological health by meditating. Additionally, it is used as a method to control really painful diseases. The rising tide of work-related stress and the shrinking work-life balance have contributed to meditation's meteoric rise in popularity over the last two to three decades, making it one of the most common forms of stress relief used today. The practice of meditation entails settling into a deep level of relaxation while focusing on a single object or feature. Students and young people nowadays confront intense competition in all areas of their lives as a result of societal

shifts brought about by factors like globalization, urbanization, and industrialization. Therefore, in today's world, a student's everyday life is not immune to stress, overload, anxiety, or sadness. A student's life is precariously balanced as he attempts to meet the enormous expectations placed on him by his family, parents, and society at large. Consequently, those kids deal with a range of mental health issues, which in turn affects their physical and mental health. According to the World Health Organization, almost half of the global population deals with some kind of mental illness, which may have a negative influence on their sense of self-worth, relationships, and daily functioning. Mental health is crucial since it affects people's daily lives and, by extension, society's ability to be peaceful and harmonious. Both a person's physical and mental well-being contribute to their overall health. A mentally healthy individual is one who has the following qualities: physical fitness, emotional stability, maturity, adaptability to various situations, balanced personality traits, and admirable moral and social principles. The emotional and psychological health of students, as well as their contribution to society's progress, has received a lot of attention as of late. A person's mental health is foundational to their physical well-being since it fosters growth in areas such as intelligence, emotional stability, social maturity, moral character, the ability to adapt, contentment, joy, goal attainment, integrated personality development, and many more. When it comes to improving one's emotional and psychological health, yoga is crucial. The practice of yoga has gained immense popularity both in India and the West as a means of combating stress and improving overall well-being. When practiced regularly, yoga improves one's physical, mental, emotional, social, and spiritual well-being.

Review of Literature

In recent years, issues related to adolescents' mental health have gained significant attention as a matter of public health and societal concern. Mindfulness meditation has emerged as a promising alternative to conventional psychological intervention techniques; it is both adaptable and non-invasive, and it is quickly becoming a center of attention in the field of mental health research and practice. The purpose of this article is to provide support for more effective intervention techniques by reviewing the beneficial benefits of mindfulness meditation training on the mental health of adolescents, investigating its mechanism of reducing symptoms of anxiety and depression, and increasing psychological resilience. A thorough analysis of four empirical publications was conducted after a literature search yielded pertinent research from both domestic and international sources. Research has shown that teaching teenagers to practice mindfulness meditation may help them deal with anxiety, sadness, and build resilience. Educators and policymakers may find evidence-based advice in this article that highlights its theoretical foundation and practical relevance.

Everyone, especially students, has to take care of their physical and mental health in order to live a full and meaningful life. A healthy mind is necessary for one to successfully regulate and appreciate their social activities, which in turn promotes subjective well-being and mental calm. A student's degree of mental health and wellbeing

impacts almost every facet of their lives. It guarantees the probability of effectively completing activities or tasks and decides if one participates in them. Practicing yoga and meditation regularly may help students cultivate a psychologically healthy personality by bringing them inner calm, physical energy, and a feeling of balance, which in turn can lead to more autonomy, contentment, and health. Through a five-week intervention program, this research examines the effects of yoga and meditation on the mental health and subjective well-being of school pupils. Sixty kids, ranging in age from thirteen to sixteen, took part in five weeks of 30-minute yoga and meditation sessions every day. Using standardized psychological instruments, evaluations were carried out both before and after the intervention. Both the mental health and subjective well-being ratings showed significant improvements in the paired sample t-test. According to the results, including yoga and meditation into students' daily routines may improve their mental health and academic performance in the classroom.

M., Kalimuthu & Prasanth, D. (2024) ^[1]. College and university students' yoga practices and their effects on their grades are the focus of this research. Our goal in collecting surveys and assessing academic outcomes was to learn how yoga affected students' mental and intellectual health. Students' academic performance is shown to be enhanced when they regularly practice yoga, according to the research. They are able to focus better, manage their time more efficiently, and feel less stressed overall. Improved memory retention and emotional stability are two other benefits that students have reported. A more effective learning experience is enhanced by these advantages. According to the research, students' health and academic performance might benefit from yoga classes. We need further studies to confirm these results and determine if yoga has any lasting effects on students' performance in the classroom.

Naragatti, Siddappa & Hosakote, Vadiraja & Anburani, Dr. (2023) ^[2]. "The Role of Yoga in Enhancing Student Well-being and Academic Performance: A Comprehensive Review" delves into the significant effects of yoga on students' health, happiness, and academic achievement. The purpose of this all-encompassing evaluation is to provide a synopsis of the many ways in which yoga may promote students' overall development. By analyzing a variety of study data, this review emphasizes the positive effects of yoga on physical health, mental health, and cognitive skills. Results show that students' ability to focus, their level of stress, their level of self-awareness, and their overall academic performance may all benefit from yoga in the classroom. In addition, this abstract delves into the several ways that yoga brings about positive results, such enhanced awareness, better control over emotions, and better physical well-being. Hey there! The potential benefits of yoga on students' well-being and academic achievement have garnered more attention in recent years. The purpose of this comprehensive study is to investigate if and how yoga might boost students' health, happiness, and academic achievement. This study seeks to provide a thorough grasp of the several ways in which yoga may benefit students by examining various aspects such as physical and mental health, cognitive abilities, emotional regulation, and social benefits. This study aims to highlight the importance of

incorporating yoga into educational settings in order to improve students' well-being and academic performance. To foster a conducive learning environment in today's competitive educational landscape, it is crucial to comprehend the interplay between these two factors. Yoga sessions provide a nurturing environment for learning by focusing on mental clarity, stress alleviation, and physical wellness. The purpose of this review article is to provide a comprehensive account of yoga's impact on students' health, happiness, and academic achievement by exploring yoga's advantages, analyzing effective yoga practices, assessing the research, and drawing conclusions. By analyzing a large body of data, this review will shed light on the many ways in which yoga benefits students.

Shroff, Farah & Asgharpour, Mani. (2017) [3]. As a result of the growing prevalence of mental health issues throughout the world and the inadequacy of present allopathic treatment regimens, there is an immediate need for strategies that may effectively promote mental health within populations (citation). Reducing stress effectively may improve health and forestall disease. Yoga is becoming more popular all around the world as a way to take care of one's mind and body in an affordable, approachable, and widely accepted way. Many people are seeking out yoga as a means to enhance their mental health. This shift may be attributed to several factors, including a preference for self-treatment over professional involvement, a belief that yoga is more effective than medicine, a desire to reduce side effects, and a lack of response to medication. Yoga is more cost-effective than pharmaceutical therapies and psychotherapy, and it has fewer side effects. Another benefit of yoga is that it makes you fitter and more independent. This short article reviews the research on yoga's potential benefits for promoting mental health, preventing sickness, and treating depression.

Singh, Hari & Shekhar, Chandra & Kumar, Sachin. (2015) [4]. This study provides a statistical overview of the research on the benefits of yoga therapies for several aspects of psychological well-being. Some mental illnesses include tension, stress, anxiety, despair, or traumatic events. Many different types of mental health issues tend to manifest throughout adolescence. This research found that yoga helped alleviate symptoms of mental imbalance. The participants in our research are residential school students in Pilani run by the Birla Education Trust, ranging in age from eight to fourteen. As part of our study, we enlisted the help of 276 pupils from Birla Public School, Birla Balika Vidyapeeth, and Birla School. A battery of mental status tests is administered both before and after yoga, and the results are statistically compared. The final table draws conclusions from all the inferred data.

Research Methodology

Research methodology is the systematic and scientific approach used by the researcher to gather, analyze and interpret data in a bid to answer the research questions and test the formulated hypotheses. It offers a transparent outline, which leads to the whole process of the research and makes sure that the study is objective, reliable, and valid. An effective methodology increases credibility of the results and assists in development of meaningful relationship between the variables being studied.

Research Procedure

Experimental method among other research method will be considered to be a scientific method of research. It provides a systematic and logical way of answering the research questions. It is the best way to establish cause and effect relationships between the variables. It helps to test hypothesis of casual relationships between the variables. It begins with questions concerning about the relationship between two (or) more variables.

Experimental design

In this design, two or more groups will form of the subjects selected by random. Judicious selection of the design improves the probability that the observed change in the dependent variable will be caused by the manipulation of the independent variable and not by other factors. The procedure in this design will be listed below

- Testing the group
- Introducing the intervention
- Giving the treatment
- Testing again
- Noting the gains

Selection of subjects

The sample selected for this experiment is random sampling technique. 80 students during the academic year 2021-2022 In XI STD has formed the sample for the study. Yoga and Meditation therapy is useful and effective to enhance the mental health and achievement motivation among students, if they are ready to accept the training strategies. Hence the investigator selected 80 students of 2021 to 2022 batch for the sample. They are dividing into two groups. Each group had 40 subjects. The first is control group, the second is experimentally group.

Table 1: Group for Experimentation

Sl. No	Name of the Group	Players
1	Group-I Control Group	40
2	Group-II Experimental Group.	40
	TOTAL	80

Table 2: Selection of Sample

Sl. No.	Number of girls	Number of boys	Total Number
1.	40	40	80

Variables of the study: The dependent variable of the study will mental health and achievement motivation among students and the independent variable will yoga and meditation among students in schools.

Tool administration and data collection

In the present investigation the level of mental health and achievement motivation among students will be found with administration of Trier personality Inventory (TPI) by Peter Becker for Mental health, Mukta Rani Rastogi Test Questionnaire for and sports achievement motivation scale SAMS respectively. The scores secured by the student players will be collected and computed for analysis.

Source of Data Collection

The data from the school student players (sample) were

collected under the following dimensions

- Mental Health
- Achievement Motivation

The current study seeks to improve the mental wellbeing and the motivation of the school student players to improve their achievement by introducing the practice of Yoga and Meditation. Taking into consideration the increased role of mental health and academic motivation in adolescents, the proposed study will target XI standard students as this cohort is at the intersection of academic and emotional development. Yoga and Meditation were chosen as the strategies of intervention, as they have been accepted widely due to their effect on the improvement of psychological well-being, alleviation of stress, and improvement of concentration and motivation. The researcher aimed at offering a systematic program that might be effectively applied in the school, thus, allowing the students to cope with stress more efficiently, stay emotionally balanced, and enhance their motivation to academic and personal success. Lastly, the required data were gathered in an organized manner using the 80-students sample and subjected to overall analysis of data. The descriptive statistics was used to summarize the nature of the sample and pre-test/post-test outcomes and relational and correlation analysis was performed to test the correlations and causality between the intervention and the outcomes. By doing so, the research sought to offer a strict assessment of the role of Yoga and Meditation in mental health and achievement motivation that could be used as empirical evidence that can justify the inclusion of this practice into the school curriculum among adolescent students.

Execution of the Research

Description of Yogic Practices

1. Surya Bheda
2. Ujjayi
3. Ardha-Matsyendrasana
4. Bhadrasana
5. Bhujangasana
6. Chakrasana
7. Dhanurasana
8. Halasana
9. Matsyasana
10. Pashchimottanasana
11. Pavan-Muktasana
12. Sarvangasana
13. Vajrasana
14. Savasana

Meditation

Finding calm within oneself is the ultimate goal of meditation. One of the most effective ways to undergo change and cultivate one's inherent traits is to meditate. Changing our negative ideas into positive ones is the most effective strategy to bring about that transformation. One good thing about meditation is that it helps us concentrate inside and let go of negative thoughts and feelings. One of the most basic tenets of meditation is the practice of mental transformation, namely the identification of harmful thought patterns and their subsequent replacement with more constructive, tranquil ones.

Work Plan for Implementation

The 12-week training regimen requires three days of practice each week. Each topic was reviewed for a total of one hour and fifteen minutes during the evening session. Before beginning the 60 minutes of Asana and Meditation, the participants warmed up for 15 minutes. They were done after the warm-up exercises, which were viz. Stretching Exercises, Limb Loosening, Spot Marching, Jogging, Stair Climbing, Spot Running, Front Kick, Alternate Toe Touch, Squat Jump, High Knee Action.

Experimentation In Phases

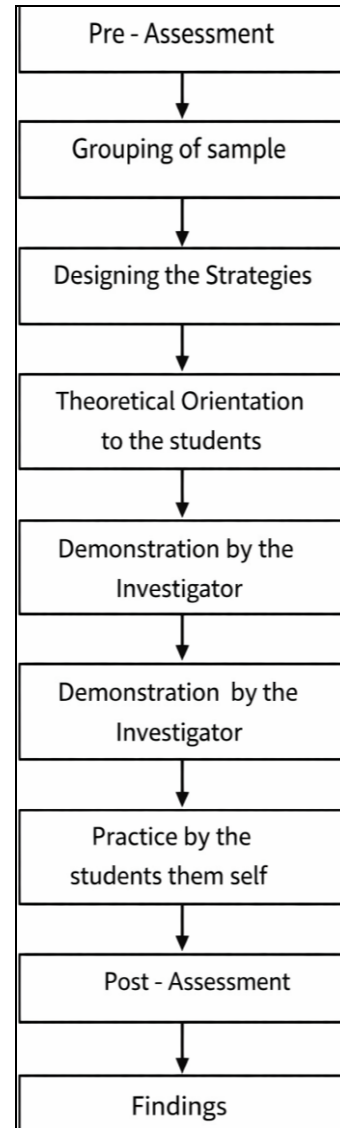


Fig 1: Experimentation Phases Flow Chart

Tools used for Data Analysis

This research used both the pre- and post-test results on the Mental Health and Achievement Motivation scales. The following statistical approaches were used to assess them and draw significant findings. Level analyses were performed on the data gathered at different phases.

Stage 1: Descriptive analysis - It provides the information about the nature of a particular group of individuals. Mean and SD will calculate for pre- and post-assessment on

mental health and achievement motivation. It reveals something about the character of a certain set of people. In order to characterize the sample's performance, we computed its mean and standard deviation to find its core trends and dispersion of variables.

State 2: Differential Analysis - It provides inferences involving determination of statistical significance of difference among the students with reference to selected variables. The students' mean scores on the mental health and achievement motivation measures were compared using differential analysis to get the 't' value.

Data Analysis and Results
Demographic Information

In any research study it is critical to know demographic attributes of the participants because this will give the appropriate understanding of the sample, and that the results are also interpretable. Demographic data is used to get personal and social background of the participants and it could affect the variables being investigated. In the current research, demographic information was gathered including age, gender, class, school type, living area, and previous experience with Yoga or Meditation, to get to know what the sample was composed of and to have a basis to further analyze the research.

The demographic information provides useful information on the spread of participants and can contribute to the evaluation of whether a particular pattern in the mental health, achievement motivation, response to Yoga and Meditation interventions can be linked to certain peculiarities. In particular, the differences between the students who attend the state and private schools, or rural and urban students, can provide insight into the contextual factors that can affect their mental health and academic motivation. Gathering demographic information also provides the assurance that the sample is a reflection of the population of interest that enhances the dependability and externalization of the study findings.

The demographic part in this research will be used as a preliminary phase to the classification and description of the participants in a systematic manner. Not only does it help to interpret the pre-test and post-test scores but also forms the grounds in which the possible attempts at finding the correlations between demographic factors and the efficiency of Yoga and Meditation practices can be considered. Owing to this information, the study is transparent and it enables the reader to get a better insight into the background of the participants, which is key in the evaluation of the research outcomes and conclusions.

Table 3: Demographic profile of the Participants

	Number of Students	Percentage (%)
Gender		
Male	40	50.00
Female	40	50.00
Total	80	100.00
Age (Years)		
15 Years	25	31.25
16 Years	30	37.50
17 Years	25	31.25
Total	80	100.00
Class / Standard		
XI Standard	80	100.00
Total	80	100.00
Type of School		
Government	42	52.50
Private	38	47.50
Total	80	100.00
Residential Area		
Rural	44	55.00
Urban	36	45.00
Total	80	100.00

The demographic data of the participants show that the total sample size was 80 students with a 50: 50 distributions of gender with 40 students (50% of the total population) being male and 40 students (50% of the total population) being female. Regarding the age, most of the respondents were aged 16 (37.50%), and 25 students (31.25%), and 25 students (31.25) were aged 15 and 17, respectively. The sample size was 100 percent, with all the participants representing XI standard. Concerning the school type, there was relatively equal representation of both government and private school with 42 and 38 students (52.50 and 47.50 respectively) respectively. Regarding residential background 44 students out of 55percent lived in rural and 36 students out of 45percent lived in urban backgrounds. In totality, the demographic profile indicates that students of varied background based on age, school type, and residential locality were involved in the sample, which made the sample balanced and representative in the study.

Descriptive Analysis

In the descriptive analysis, the mean and the standard deviation were calculated for all the pre-Test and Post Test scores assessed by the investigator to determine the central tendencies and dispersion of variables.

In the present investigation, the number of participants as the component in the entire pre-test and post- test was tabulated; the mean and the SD were calculated and described.

Table 4: Descriptive Statistics of Mental Health and Achievement Motivation

Groups		Control Group		Experimental Group	
		MEAN	SD	MEAN	SD
Mental Health	PRE	43.383	2.35	43.566	2.06
	POST	42.960	5.57	62.766	3.24
Achievement Motivation	PRE	24.633	2.74	24.416	2.43
	POST	25.216	2.47	35.650	2.12

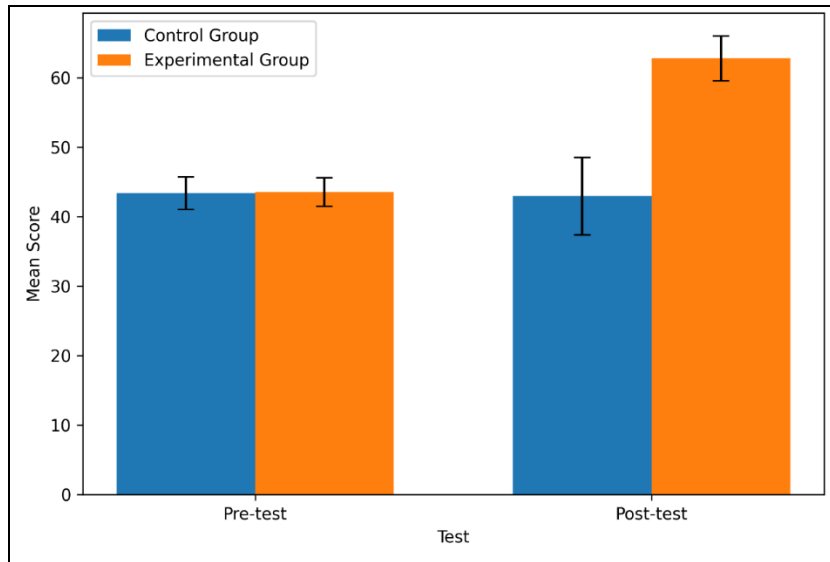


Fig 2: Descriptive Statistics of Mental Health

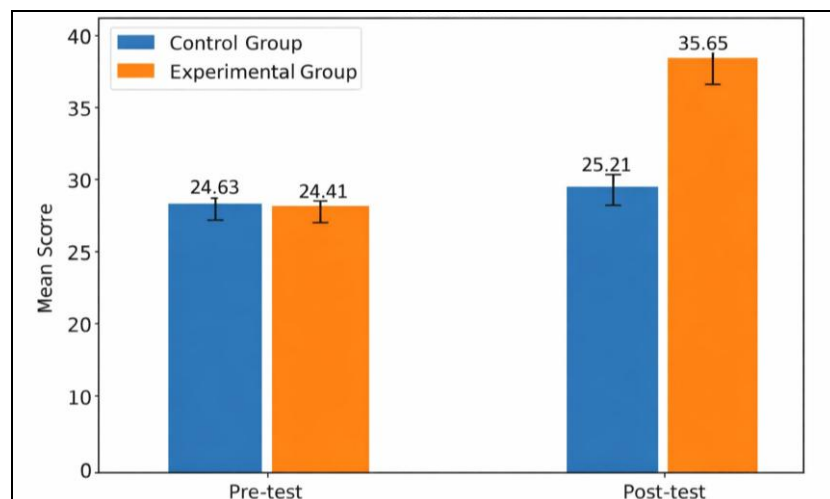


Fig 3: Descriptive Statistics of Achievement Motivation

The mean scores of mental health of the control group ($M = 43.383$, $SD = 2.35$) and experimental group ($M = 43.566$, $SD = 2.06$) were almost the same and it shows that both the groups were established at a similar level of psychological well-being at the start of the study. Such similarity in pre-test scores guarantees that any differences in the post-test scores would have been the result of the intervention rather than inherent difference between the groups. The mean of the post-test scores significantly changed in the experimental group which increased to 62.766 ($SD=3.24$) and the mean of the control group slightly dropped with a mean of 42.960 ($SD=5.57$). The significant positive change in the experimental condition indicates that structured Yoga and the Meditation program could have a significant positive impact on the mental health of students in such aspects as emotional stability, stress management, the ability to concentrate, and the general psychological stability. Conversely, the insignificant alteration in the control category shows that in the absence of intervention the mental health showed little or even reduced change during the study period making intervention programs significant in enhancing psychological well-being in students. Regarding achievement motivation, the pre-test mean scores

of the control group were 24.633 ($SD = 2.74$) and experimental group was 24.416 ($SD = 2.43$), and thus both groups were initially at comparable achievements motivation and goal-oriented behavior. This baseline comparability enables one to have a clear evaluation of the impact of Yoga and Meditation on achievement motivation. After the intervention, the mean of an experimental group in the post-test increased significantly to 35.650 ($SD = 2.12$), which was small in the case of the control group, which increased to 25.216 ($SD = 2.47$). The significant increase in the experimental group suggests that the Yoga and Meditation may have a positive impact on motivation of students to achieve, persistence in pursuing their goals, self-confidence, and their personal drive to pursue goals. The low level of improvement in the control group proves that achievement motivation in students is not affected significantly without organized interventions and there is a sense of legitimacy of inclusion of such practices in academic institutions in order to influence growth of students in their personal and academic aspects. In general, the statistics included in this table are a good indication that the Yoga and Meditation intervention were of great help to the experimental group, both in mental

health and achievement motivation. The significant increase in the number of post-test scores in the experimental group in contrast with the insignificant changes in the control group, proves the efficiency of the intervention to generate the changes measurable. In addition, the relatively small standard deviations of the post-test scores of the experimental group prove that the outcome of the intervention was replicated among the participants, and this fact also supports the credibility of the findings. The results also emphasize that organized Yoga and Meditation sessions do not only work in improving mental health, but also motivation and goal-oriented behavior, which eventually could lead to improved academic performance and development in students.

Differential Analysis

H₁: There is a significant difference between pre-test and post-test scores of the control group in Mental health and Academic Achievement Motivation after Yoga and Meditation intervention.

In the differential analysis, the researcher makes inferences based on statistical difference between pre, and post-test scores ‘t’ test is based on ‘t’ distribution and is considered as an appropriate test for judging the significance on the sample mean.

Table 5: Distribution of t-Values Between Pre- and Post-Test Scores of Mental Health and Achievement Motivation (Control Group)

S. No.	Variable	Category	N	Mean	SD	t value
1	Mental Health	Pre	80	43.386	2.35	2.059
		Post	80	44.950	5.57	
3	Achievement Motivation	Pre	80	25.633	2.74	0.431
		Post	80	24.216	2.47	

The table shows the pre-test and post-test scores of mental health and achievement motivations of the control group and the respective t-values which can give an insight of the changes which took place without any structured intervention. In mental health, the mean score of the pre-test (43.386) represented a score of 44.950 in the post-test, which had a t-value of 2.059. Such a slight change in mean shows that the mental health of the control group students did not change much during the period of study and only slightly improved. The improvement, though optimistic, is not high meaning that in the absence of this intervention, other variables that affect mental health including stress, emotional stability and resilience were not significantly altered. The standard deviation after the test is a little bit higher (SD = 5.57), which means that the responses of the students were more scattered, and it may be attributed to the personal differences in coping strategies, individual experience, or surroundings. Altogether, the mental health data in the control group show that passive strategies have little impact on changing the psychological well-being without active measures, which proves the weakness of the passive ways to improve the mental health in a school-based environment.

As far as achievement motivation is concerned, the control group suffered a very small value in the pre-test mean score (25.633 SD = 2.74), but the result was marginally low in the post-test (24.216 SD = 2.47), with a t-value of 0.431. This

small reduction indicates that the motivation of the students to achieve goals did not increase over time and, on the contrary, it slightly decreased in the case of no training or intervention of any kind. The significance is very small and therefore indicates that the change may be statistically insignificant and may be attributed to chance variation as opposed to any meaningful effect. The standard deviation was relatively constant, which means the extent of achievement motivation among students was homogeneous and thus, the failure in improvement was not an anomaly. These results imply that students can have problems with developing their internal motivation, goal-direction, and persistence without the purposeful intervention, and structured programs can be used to facilitate the process and help develop achievement motivation in the academic environment.

Altogether, data shows concrete indications that the control group, which was not subjected to any intervention, including Yoga or Meditation, showed very little changes in mental health and achievement motivation. The gradual growth in mental health and a small decrease in achievement motivation show that the passive or natural progression during the study time is not enough to achieve great improvement. This highlights the need to apply a systematic and evidence-based intervention, including the use of Yoga and Meditation to realize significant changes in the psychological well-being and levels of motivation. The findings are a baseline that brings out the difference that can be anticipated in comparison of the control group against experimental group where a specific intervention is provided to students, thus the importance of systematic programs in developing mental health and achievement-oriented behavior of students.

H₂: There is a significant difference between pre-test and post-test scores of the experimental group in Mental health and Academic Achievement Motivation after Yoga and Meditation intervention.

Table 6: Distribution of t-Values Between Pre- and Post-Test Scores of Mental Health and Achievement Motivation (Experimental Group)

S. No	Variable	Category	N	Mean	SD	t-Values
1	Mental Health	Pre	80	43.546	2.06	18.133
		Post	80	62.736	3.24	
2	Achievement Motivation	Pre	80	25.416	2.43	10.409
		Post	80	36.620	2.12	

The table shows the pre-test and post-test scores of the mental health and achievement motivation factors of the experimental group together with the t-values that show the statistical significance of the changes after the intervention. The pre-test mean score was 43.546 (SD = 2.06) in the case of mental health and it rose significantly to an extent of the post-test mean of 62.736 (SD = 3.24) with a t-value of 18.133. This extremely large t-value means the improvement in the mental health scores is statistically significant, so it is possible to state that Yoga and Meditation intervention has had a significant positive impact on the mental state of the students. The high increase indicates the positive changes in emotional stability, stress management, concentration and resilience among the

students of the experimental group. It is significant that the post-test scores have a relatively low standard deviation as it implies that the action of the intervention was equal to the participants meaning that the majority of the students were benefiting equally by the program.

In connection with achievement motivation, the mean of the pre-test (25.416 SD = 2.43) was 36.620 (SD = 2.12), and the t-value was 10.409. This massive rise indicates that this form of intervention has helped not only improve the psychological well-being but also enhanced the motivation of the students to work towards attaining goals. The tremendous increase in achievement motivation indicates that the students would have been more goal oriented, confident and persistent and internally motivated to achieve academic and personal success. The post-test standard deviation is rather small meaning that the improvement is consistent among the majority of students which proves once again the effectiveness of the Yoga and Meditation program.

In general, it is clear in the table that the experimental group was significantly and statistically improved in terms of mental health as well as achievement motivation as a result of the intervention. The t-values are higher than normal which suggests that changes observed are not coincidental and the findings reveal the significant effect of structured Yoga and Meditation activities on the mental health and motivational rates of students. The implication of these findings is that such interventions can be very effective when implemented into the school programs in order to promote the overall psychological and school development of the students.

The hypothesis testing outcome shows no significant difference between pre-test and post-test score of the control group in mental health and achievement motivation, which means that lack of any structured intervention did not introduce any significant changes in the students. Thus, the hypothesis 1 was rejected. The results of the experimental group however revealed that there was a significant difference in pre-test and post-test scores in both the mental health and achievement motivation after the intervention of the Yoga and Meditation intervention. The level of improvement in the psychological well-being and level of motivation achieved by the experimental group was high and this is indicated by a high t-value obtained by the statistical analysis. Thus, the second hypothesis was adopted. In general, the findings show that the effects of Yoga and Meditation practices on the improvement of mental health and achievement motivation of students are significant and positive.

Conclusion

The current research aimed at investigating the impact of systematic Yoga and Meditation practices on the mental health and achievement motivation of school-going students in Madhya Pradesh schools. It was driven by the fact that the psychological wellbeing and motivational orientation of students is vital to academic achievement and personal development but the traditional school set ups tend to lay a majority emphasis on cognitive ability and ignore the emotional and motivational development aspect. The research design was a controlled experimental design, and it was possible to draw a well-defined comparison between

the students attending Yoga and Meditation programs and those who did not, a complex framework that enables assessing the effects of systematic interventions on the overall development of students.

In general, the research finds that Yoga and Meditation practice are very important in enhancing psychological health of the students and their level of motivation. The results provide the evidence that students that took part in the Yoga and Meditation program were significantly improved in terms of their mental health, emotional stability, stress management, and concentration. Meanwhile, the intervention also helped to increase achievement motivation, prompting students to be more goal oriented, confident and in tenacious about their school work. The opposite was true of students who were not given the intervention because they did not make significant or no observable improvement within the interval of the study. These findings emphasize the relevance of the introduction of organized Yoga and Meditation programs into the school setting as the effective intervention to contribute to the overall mental growth and academic motivation of the students.

Recommendations

- Madhya Pradesh needs to introduce Yoga and Meditation program in schools to improve the mental health and motivation of students.
- Yoga and Meditation should be included in the academic schedule of regular and planned sessions in order to achieve the same benefits regularly.
- To implement an effective mindfulness strategy among students, teachers and other staff are supposed to be trained on the way to do it.
- There should be some monitoring and evaluation as the programs are implemented in the future to check the psychological and motivational growth of the students.
- Like interventions, other variables such as stress management, self-confidence and emotional control can be increased so as to develop a student holistically.

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