

“Attitudes of Secondary School Teachers Based on their gender, school management and Teaching Experience towards Importance of Yoga Education in Visakhapatnam District”

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ABSTRACT

The article concerns the importance of yoga education in secondary schools. Yoga has been an essential part of health and physical education that has been a necessary subject up to the secondary school stage. Yoga practice contributes to the complete development of the child and various studies shows that it contributes to flexibility and muscular ability and also corrects postural defects among school children. The present study assess the statements developed on five dimensions namely concept of yoga education, yoga and health, yoga and memory and concentration, yoga and achievement, problems of implementation of yoga in schools. A total of 100 prospective secondary school teachers were examined in order to investigate the effect of gender, general qualification and school management towards importance of yoga education. In this study the questionnaire “attitude scale to assess the attitude” was used to collect the data from perspective teachers. There is no significant difference between opinions of teachers based on their gender, school management and teaching experience towards the importance of yoga education in secondary schools of Anakapalli Mandal of Visakhapatnam district.

Keywords: Attitudes, Yoga Education, teaching experience, School management, Secondary schools

INTRODUCTION

Today’s scientific and technological advancement all over the world has made highly sensitive. There is a threat to an individual’s well-being both physically as well as mentally. Inner peace and contentment are lost resulting in adjustment problems like inter and intrapersonal, psychosomatic disorders, other illness and increased crime rate in society. Through personal experiences, yoga Acharya were able to guide sincere aspirants along the

correct path, removing any confusion misunderstanding and excessive intellectual contemplation and yoga emphasizes qualitative development which is probably the most neglected domain of contemporary urban society. Yoga education is a holistic science. It is a conscious and systematic process for the complete physical, mental, emotional and spiritual development of man. Various studies have shown the positive effects of yoga on physical, psychological, intellectual and social aspects of individual's life. So the present study focused on exploring the effects of yoga practices in the context of yoga education in the existing course of study. According to Sangeeta Yadav (2014) the effectiveness of yoga education on holistic development of teacher trainees intends to study the role of yoga education as perceived by teacher trainees of Gurgaon district.

METHOD

Design of the study:

The present study is a quantitative study conducted using the survey method. Descriptive research describes describing, recording, analysing and interpreting conditions that exist. Teachers were selected basing on the step wise simple random sampling technique.

Objective of the study:

To compare the opinion of teachers based on their gender, school management and teaching experience towards importance of yoga education in secondary schools of anakapalli Mandal Visakhapatnam district.

Hypothesis:

There will be no significant difference between opinions of teachers based on their gender, school management and teaching experience towards importance of yoga education in secondary school of Anakapalli Mandal Visakhapatnam district.

RESULT AND DISCUSSION

Table 1 Significance difference between male and female teachers attitude towards importance of yoga Education in Secondary schools of Anakapalli Mandal Visakhapatnam District.

Area	Gender	N	Mean	Std. Dev.	t- value	p- Value
Yoga	Male	30	31.40	2.51	0.87NS	0.39

Education						
	Female	70	31.81	2.02		
Yoga And Health	Male	30	31.03	2.62	0.24NS	0.81
	Female	70	31.16	2.29		
Yoga, Memory and Concentration	Male	30	22.30	1.64	0.19NS	0.85
	Female	70	22.23	1.74		
Yoga and achievement	Male	30	51.93	6.39	2.01*	0.03
	Female	70	53.21	3.73		
Problems of Implementation of Yoga in school	Male	30	39.27	5.26	0.98NS	0.33
	Female	70	40.06	2.79		
Overall Perception	Male	30	175.93	14.06	2.06*	0.02
	Female	70	178.47	9.45		

**Significant at 0.01, *Significant at 0.05 and NS: Not significant

Table 1 observed that, the mean perception scores of female teachers with respect to Yoga education (31.81) is slightly higher than that of male teachers (31.40). The 't'- value is found to be 0.87 and the p- value is 0.39, which is not significant. This shows that there is no significant difference between male and female teachers' perceptions towards Yoga Education. Hence, the null hypothesis is accepted.

With regard to yoga and health, the mean perception scores of female teachers (31.16) is slightly higher, than that of male teachers (31.03). The 't'- value is found to be 0.24 and the p- value is 0.81, which is not significant. This shows that there is no significant difference between male and female teachers' perceptions towards yoga and health. Hence the null hypothesis is accepted.

With regard to yoga and memory and concentration, the mean perception scores of male teachers (22.30) is slightly higher than that of female teachers (22.23). The 't'-value is found to be 0.19 and the p-value is 0.85, which is not significant. This shows that there is no significant difference between male and female teachers' perceptions towards yoga and memory and concentration. Hence, the null hypothesis is accepted.

With regard to yoga and achievement, the mean perception scores of female teachers (53.21) is higher than that of male teachers (51.93). The 't'-value is found to be 2.01 and the p-value is 0.03, which is significant at 0.05 level. This shows that there is a significant difference between male and female teachers' perceptions towards yoga and achievement. Hence, the null hypothesis is rejected.

With regard to problems of implementation of yoga in schools, the mean perception scores of female teachers (40.06) is slightly higher than that of male teachers (39.27). The 't'-value is found to be 0.98 and the p-value is 0.33, which is not significant. This shows that there is no significant difference between male and female teachers' perceptions towards problems of implementation of yoga in schools. Hence, the null hypothesis is accepted.

With regard to overall response towards importance of yoga education in secondary schools, the mean perception scores of female teachers (178.47) is higher than that of male teachers (175.93). The 't'-value is found to be 2.06 and the p-value is 0.02, which is significant at 0.05 level. This shows that there is a significant difference between male and female teachers' perceptions towards importance of yoga education in secondary schools in Anakapalli Mandal. Hence, the null hypothesis is rejected.

Graph-1: Mean comparison between male and female teachers attitude towards importance of yoga education in secondary schools of Anakapalli Mandal.

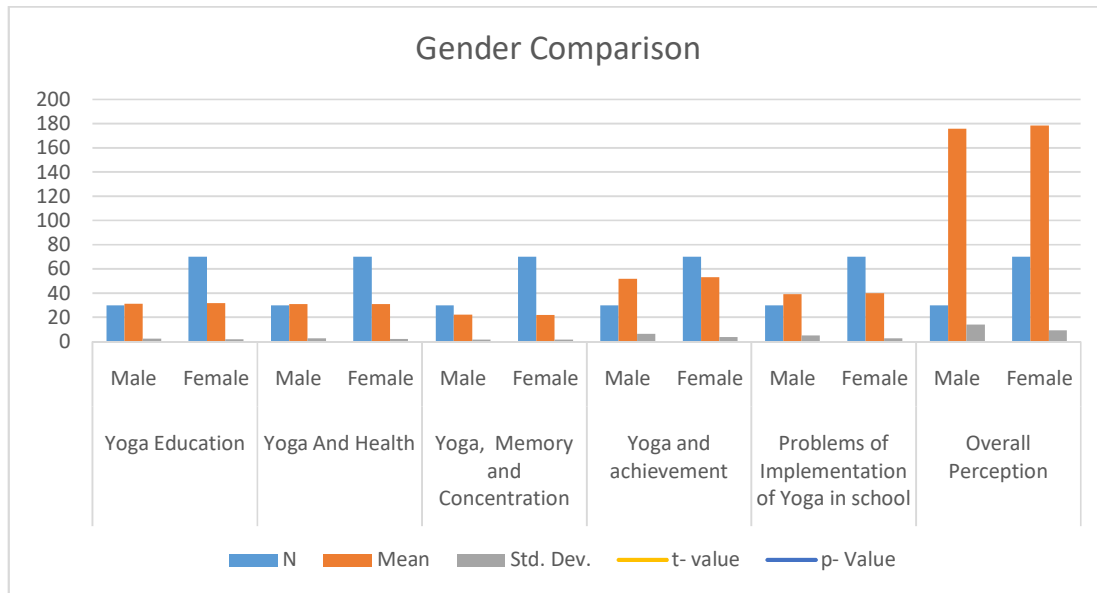


Table 2: Analysis of variance (ANOVA)-result on the Attitude of teachers based on their school management towards importance of Yoga Education in secondary schools of Anakapalli Mandal of Visakhapatnam District.

Area	School Management	N	Mean	Groups	Sum of Squares	df	Mean Square	F-Value	P-Value
Yoga Education	Govt.	13	32.08	Between Groups	8.45	3	2.82	0.59NS	0.63
	Municipality	57	31.63	Within Groups	460.94	96	4.80		
	Aided	13	32.15	Total	469.39	99			
	Unaided	17	31.24						
Yoga and Health	Govt.	13	31.69	Between Groups	17.32	3	5.77	4.02*	0.04
	Municipality	57	31.04	Within Groups	545.24	96	5.68		
	Aided	13	31.77	Total	562.56	99			
	Unaided	17	30.47						
Yoga and Memory and Concentration	Govt.	13	22.38	Between Groups	1.11	3	0.37	0.12NS	0.95
	Municipality	57	22.28	Within Groups	285.64	96	2.98		
	Aided	13	22.00	Total	286.75	99			
	Unaided	17	22.24						
Yoga and Achievement	Govt.	13	53.46	Between Groups	21.82	3	7.27	0.32NS	0.81
	Municipality	57	52.98	Within Groups	2156.29	96	22.46		

	Aided	13	52.77	Total	2178.11	99			
	Unaided	17	51.88						
Problems of implementation of yoga in school				Between Groups	23.02	3	7.67	0.55NS	0.05
	Municipality	57	39.77	Within Groups	1329.74	96	13.85		
	Aided	13	40.92	Total	1352.76	99			
	Unaided	17	39.18						
Overall perception				Between Groups	208.51	3	69.50	3.56*	0.05
	Municipality	57	177.70	Within Groups	11824.08	96	123.17		
	Aided	13	179.62	Total	12032.59	99			
	Unaided	17	175.00						

**Significant at 0.01, *Significant at 0.05 and NS: Not significant

Table 2: observed that, the ANOVA results on the perceptions of teachers with respect to yoga education basing on their school management between groups and within groups, the df values are 3 and 96 and sum of squares are 8.45 and 460.94 and mean squares are 2.82 and 4.80 respectively. The F-value is found to be 0.59 and the p- value is 0.63, which is not significant. This shows that there is no significant difference among teachers perceptions based on their school management towards yoga Education. Hence, the null hypothesis is accepted.

With regard to yoga and health, the ANOVA results on the perceptions of teachers basing on their professional qualification between and within groups, the df value are 3 and 96 and sum of squares are 17.32 and 545.24 and mean squares are 5.77 and 5.68 respectively. The F-value is found to be 4.02 and p- value is 0.04, which is significant at 0.05 level. This shows that there is a significant difference among teachers perceptions based on their school management towards Yoga and health. Hence, the null hypothesis is rejected.

With regard to Yoga and memory and concentration, the ANOVA results on the perceptions of teachers basing on their professional qualification between groups and within groups, the df values are 3 and 96 and sum of squares are 1.11 and 285.64 and mean squares are 0.37 and 2.98 respectively. The F-value is found to be 0.12 and the p- value is 0.95, which is not significant. This shows that there is no significant difference among teachers perceptions based on their school management towards yoga and memory and concentration. Hence, the null hypothesis is accepted.

With regard to Yoga and Achievement, the ANOVA result on the perceptions of teachers basing on their school management between groups and within groups, the df values are 3 and 96 and sum of squares are 21.82 and 2156.29 and mean squares are 7.27 and 22.46 respectively. The F- value is found to be 0.32 and the p- value is 0.81, which is not significant. This shows that there is no significant difference among teachers perceptions based on their school management towards Yoga and Achievement. Hence, the null hypothesis is accepted.

With regard to problems of implementation of yoga in schools, the ANOVA results on the perceptions of teachers basing on their professional qualification between groups and within groups, the df values are 3 and 96 and sum of squares are 23.02 and 1329.74 and mean squares are 7.67 and 13.85 respectively. The F- value is found to be 0.55 and the p- value is 0.65, which is not significant. This shows that there is no significant towards problems of implementation of yoga in schools. Hence, the null hypothesis is accepted.

With regard to overall response towards importance of yoga education in secondary schools, the ANOVA results on the perceptions of teachers basing on their school management between groups and within groups, the df values are 3 and 96 and sum of squares are 208.51 and 11824.08 and mean squares are 69.50 and 123.17 respectively. The F- value is found to be 3.56 and the p- value is 0.05, which is significant at 0.05 level. This shows that there is a significant difference among teachers perceptions based on their school management towards importance of Yoga Education in secondary schools in Anakapalli Mandal. Hence, the null hypothesis is rejected.

Graph-2: Mean comparison between teachers attitude based on their school management towards importance of Yoga Education in secondary schools of Anakapalli Mandal.

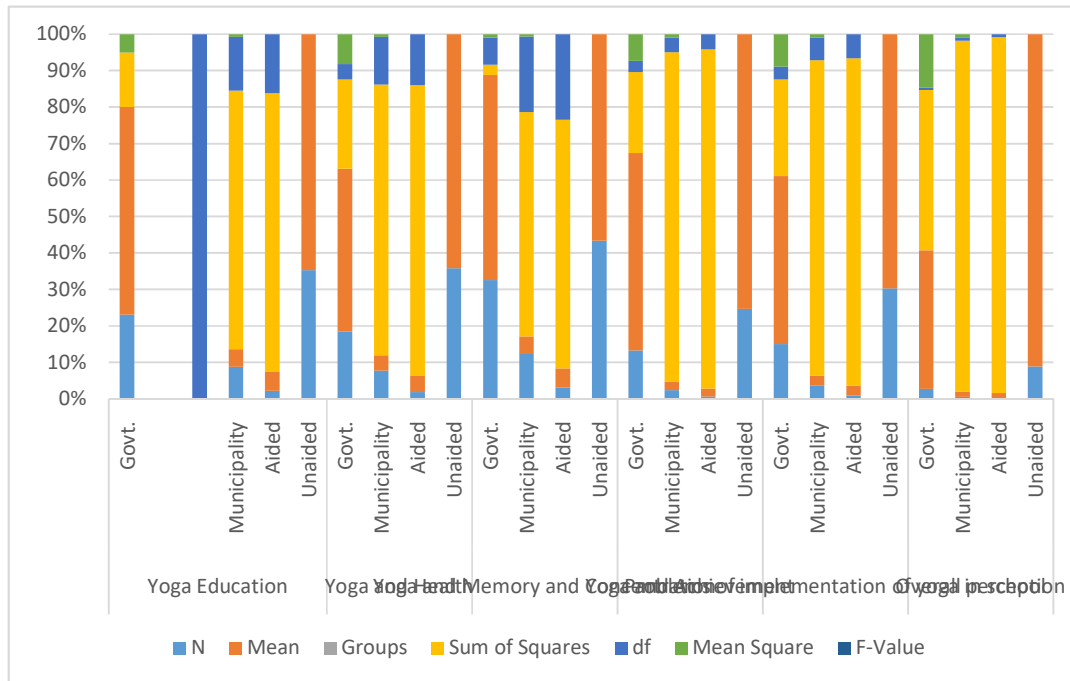


Table 3: Analysis of variance (ANOVA) - result on the attitude of teachers based on their teaching experience towards importance of Yoga education in secondary school of AnakapalliMandal.

Area	Teaching Experience	N	Mean	Groups	Sum of Squares	df	Mean Square	F-Value	P-Value
Yoga Education	Below 10	31	32.10	Between Groups	8.40	2	4.20	0.88NS	0.42
	10 to 20	57	31.56	Within Groups	460.99	97	4.75		
	Above 20 years	12	31.25	Total	469.39	99			
Yoga and Health	Below 10	31	31.29	Between Groups	8.63	2	4.31	0.76NS	0.47
	10 to 20	57	31.19	Within Groups	553.93	97	5.71		
	Above 20 years	12	30.33	Total	562.56	99			
Yoga and Memory and Concentration	Below 10.	31	22.42	Between Groups	18.57	2	9.28	3.36*	0.04
	10 to 20	57	22.40	Within Groups	268.18	97	2.76		
	Above 20 years	12	22.08	Total	286.75	99			
Yoga and Achievement	Below 10	31	53.65	Between Groups	81.22	2	40.61	4.88*	0.01
	10 to 20	57	52.86	Within Groups	2096.89	97	21.62		
	Above 20 years	12	52.77	Total	2178.11	99			

Problems of implementation of yoga in school	Below 10	31	40.48	Between Groups	25.12	2	12.56	0.92NS	0.40
	10 to 20	57	39.65	Within Groups	1327.64	97	13.69		
	Above 20 years	12	38.92	Total	1352.76	99			
Overall perception	Below 10	31	179.94	Between Groups	522.39	2	261.19	4.20*	0.02
	10 to 20	57	177.67	Within Groups	11510.20	97	118.66		
	Above 20 Years	12	172.17	Total	12032.59	99			

Table 3: observed that, the ANOVA results on the perceptions of teachers with respect to yoga education basing on their teaching experience between groups and within groups, the df values are 2 and 97 and sum of squares are 8.40 and 460.99 and mean squares are 4.20 and 4.75 respectively. The F-value is found to be 0.88 and the p- value is 0.42, which is not significant. This shows that there is no significant difference among teachers perceptions based on their teaching experience towards yoga Education. Hence, the null hypothesis is accepted.

With regard to yoga and health, the ANOVA results on the perceptions of teachers basing on their professional qualification between and within groups, the df value are 2 and 97 and sum of squares are 8.63 and 553.93 and mean squares are 4.31 and 5.71 respectively. The F- value is found to be 0.76 and p- value is 0.47, which is not significant. This shows that there is no significant difference among teachers perceptions based on their teaching experience towards Yoga and health. Hence, the null hypothesis is accepted.

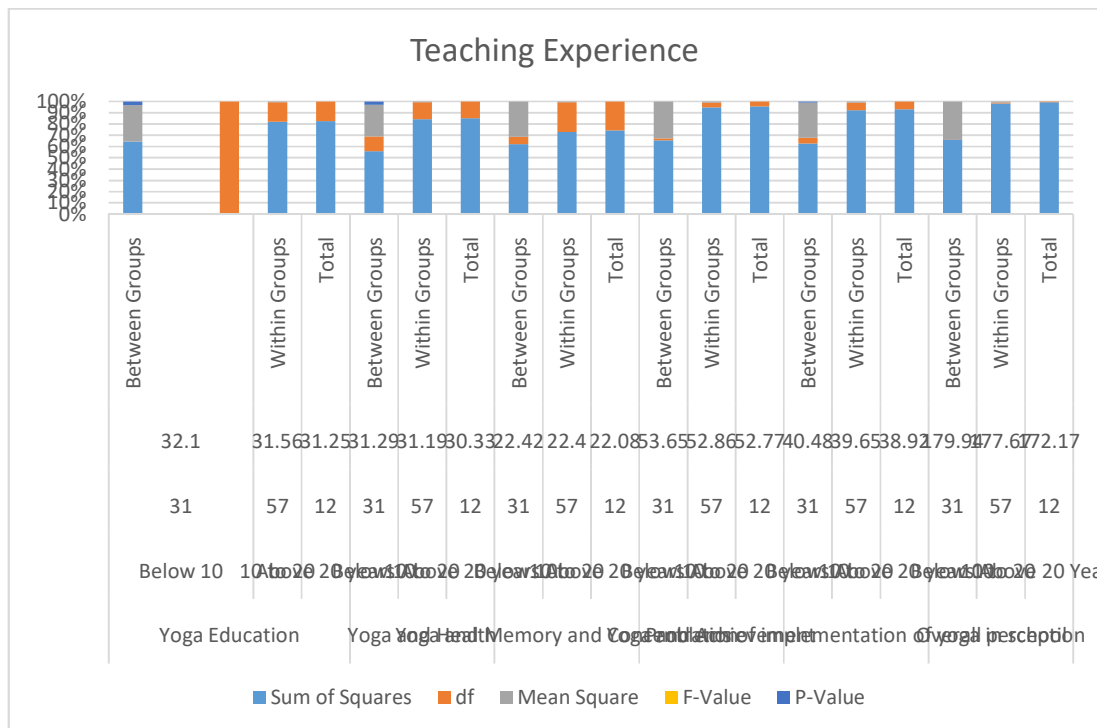
With regard to Yoga and memory and concentration, the ANOVA results on the perceptions of teachers basing on their professional qualification between groups and within groups, the df values are 2 and 97 and sum of squares are 18.57 and 268.18 and mean squares are 9.28 and 2.76 respectively. The F-value is found to be 3.36 and the p- value is 0.04, which is significant at 0.05 level. This shows that there is no significant difference among teachers perceptions based on their teaching experience towards yoga and memory and concentration. Hence, the null hypothesis is rejected.

With regard to Yoga and Achievement, the ANOVA result on the perceptions of teachers basing on their teaching experience between groups and within groups, the df values are 2 and 97 and sum of squares are 81.22 and 2096.89 and mean squares are 40.61 and

21.62 respectively. The F- value is found to be 4.88 and the p- value is 0.01, which is significant at 0.05 level. This shows that there is no significant difference among teachers perceptions based on their teaching experience towards Yoga and Achievement. Hence, the null hypothesis is rejected.

With regard to problems of implementation of yoga in schools, the ANOVA results on the perceptions of teachers basing on their professional qualification between groups and within groups, the df values are 2 and 97 and sum of squares are 25.12 and 1327.64 and mean squares are 12.56 and 13.69 respectively. The F- value is found to be 0.92 and the p- value is 0.40, which is not significant. This shows that there is no significant difference among teachers perceptions based on their teaching experience towards problems of implementation of yoga in schools. Hence, the null hypothesis is accepted.

With regard to overall response towards importance of yoga education in secondary schools, the ANOVA results on the perceptions of teachers basing on their school management between groups and within groups, the df values are 2 and 97 and sum of squares are 522.39 and 11510.20 and mean squares are 261.19 and 118.66 respectively. The F- value is found to be 4.20 and the p- value is 0.02, which is significant at 0.05 level. This shows that there is a significant difference among teachers perceptions based on their teaching experience towards importance of Yoga Education in secondary schools in Anakapalli Mandal. Hence, the null hypothesis is rejected.



CONCLUSION

Teachers expressed high perceptions in the aspects of yoga education, yoga and health, yoga and memory and concentration, yoga and achievement, problems of implementation of yoga in schools and overall perceptions towards importance of yoga education in secondary schools of Anakapalli Mandal Visakhapatnam district. According to their gender, female category expressed high perceptions with respect to Yoga and Achievement and overall perceptions towards importance of Yoga Education in secondary schools of Anakapalli Mandal than that of male category teachers.

According to their school management, aided school teachers expressed high perceptions with respect to yoga and health and overall perceptions towards importance of Yoga Education in Secondary schools of Anakapalli Mandal than that of Government and Municipal school teachers.

According to their teaching experience, below 10 years teaching experienced teachers expressed high perceptions with respect to yoga and memory and concentration, yoga and

achievement and overall perceptions towards importance of yoga education in secondary schools of Anakapalli Mandal than that of 10 to 20 years teaching experienced teachers.

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