

Effects of Simplified Kundalini Yoga Practices on Behavioral Attitude of School Teachers

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Abstract: *The purpose of the study was to examine the effects of simplified kundalini yoga practices developing the behavioral attitude of school teachers on selected variables. It was hypothesized that there would be significant differences in the behavioral attitude due to the effect of simplified kundalini yoga practices among the teachers. For the present study the 20 female primary teachers from KV CBSE School Coimbatore district, Tamil Nadu were selected at random and their age ranged from 25 to 55 years with minimum work experiences of 5 years. The subjects of all 20 underwent simplified kundalini yoga practices. Experimental group underwent Yogic Practices with Manavalakalai Simplified Physical Exercises for two hours per week for ten months. The data were collected before and after 10 months of simplified kundalini yoga practices. The data were analyzed by applying percentage analysis and 't' test. The level of significance was set at 0.05% level. It was analyzed using general health questionnaire. The simplified kundalini yoga practices had a positive impact on the behavioral attitude of the teachers. The experimental subjects showed better improvement on behavioral attitude in the teachers.*

Keywords: Behavioral attitude, teachers, Simplified Kundalini Yoga

1. Introduction

Relationships play a key role in classroom management and discipline. The way in which teachers interact with individual students—as well as with groups of students and the entire class—helps define acceptable (and unacceptable) academic and social behaviours, as well as desired learning outcomes. When reacting verbally to students, teachers may use a variety of management techniques, including praising desired behaviours, expressing disapproval of undesirable behaviours, or even ignoring student behaviours. Although historically many teachers have worked to control student outcomes by expressing disapproval for unacceptable actions, recent research has focused on the benefits of praising good behaviour rather than focusing on unacceptable behaviour. Teachers have increased their focuses on the academic behaviours of students rather than their social behaviours. By focusing approval on acceptable academic and social behaviours, teachers may be able to more effectively manage their classrooms.

Yoga in daily life is a system of practice consisting of development in the areas of physical, mental, social and spiritual health. When the body is physically healthy, the mind is clear, focused, stress and behavioural attitude is under control. This gives the space to connect with loved ones and maintain socially healthy relationships as personally and socially. When we are healthy we are in touch with our inner self, with others and our surroundings on a much deeper level, which adds to our personal, professional and spiritual health. The yoga gives the solutions to the teachers because they are facing many problems personally and professionally as in behavioural attitudes in this current world. So the purpose of this study is effects of SKY practices developing the behavioural attitude of school teachers after the implementation of SKY practices.

2. Objectives

The study namely “Effects of Simplified Kundalini Yoga practices on behavioural attitude of school teachers” explains the following objectives like,

- To identify the problems of school teachers in general.
- To identify the problems affecting the behavioural attitude of the school teachers.
- To identify the social problems experienced by the teacher.
- To apply SKY yoga practices to the sample teacher respondent.
- To draw findings and suitable suggestions relating to the study

3. Methodology

Selection of Samples

To achieve the purpose of the study twenty female samples those who are working in school were selected at random from one school at Coimbatore. Their age ranged between 25 to 55 years with the minimum work experiences of 5 years.

Selection of Variables

The research scholar reviewed the available scientific literature and discussed with experts, based on that the following variables were selected.

Independent Variables Yogic Practices

1. Exercises
2. Kaya Kalpa
3. Meditations (3 types)
4. Introspections

Dependent Variables Psychological Variables

1. Sleep Less
2. Less Self Confidence
3. Stress Full
4. Less Emotional Maturity

Period of the Study

The subjects of all 20 underwent simplified kundalini yoga practices. Experimental group underwent Yogic Practices with Manavalakalai Simplified Physical Exercises for two hours per week for Ten months. After that, they went to post test. The teacher have clarified their doubts daily and counseled with their feedbacks.

Training Schedule for Yogic Practices		
S. No	Activities	Duration
1	Prayer	7 min
2	Exercises	50 min
3	Kayakalpa	3 min
4	Meditation (3 Types)	20 min
5	Introspection	40 min
	Total	120 min

4. Tools of Study

- 1) The current study has been followed by quasi experimental research.
- 2) The data was collected with the help of a questionnaire.
- 3) The questionnaire uses Likert – Scale response with five alternatives.
- 4) The categories are “Strongly Agree [5], Agree [4], Neutral [3], Disagree [2] and Strongly Disagree [1]”. The samples were asked to choose the response that best applied to them.
- 5) The questionnaire has evaluated by
 - Percentage analysis with bar and pie chart
 - Correlation
 - Regression
 - Factor Analysis
 - ‘t’ - test.

The questionnaire was prepared after a considerable and deep understanding of the research problem, discussion with experience and knowledgeable persons, systematic study of pertinent literature, reflection and imaginative ‘role taking’ and at the same time keeping in mind the measuring and analyzing of data.

The tentatively formulated questionnaire was pre-tested to detect the shortcomings. Changes were made before administration. This enables measurement and analysis

easier. It was a structured questionnaire. The questions were open-ended questions. By open-ended questions, the respondents were encouraged to freely express themselves. Though the analysis is difficult, these responses gave deep insights into the problem. By these questions, more information was provided. The pretest-form was first administered which had 41 questions in order to identify the teachers’ range of behavioural attitude problems in teachers. After the SKY practices the Post test form was second administered which had extra 9 questions in the same pretest questionnaires to identify the change in the range of behavioural attitudes in teachers. The questionnaire had 50 questions in all, which the teachers found in all, which the teachers found it not very difficult.

5. Results and Discussion

Mean, Standard Deviation and Calculated, ‘t’ Value of Post Test Scores And Pre Test Scores

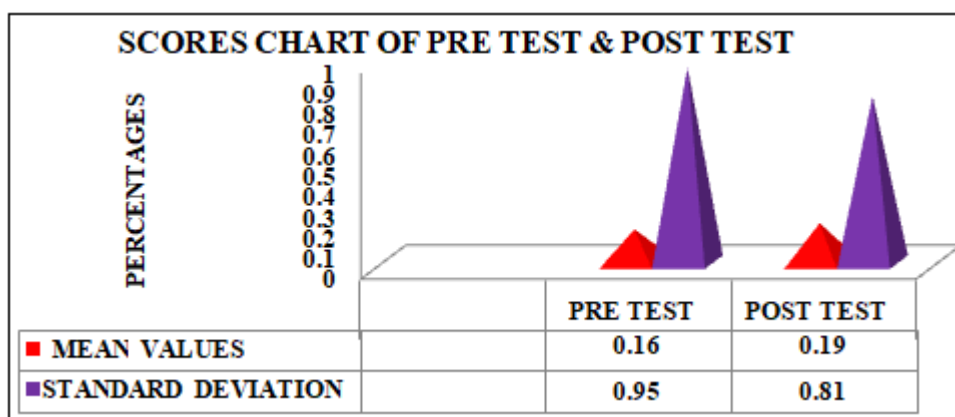
Test	No. of Samples	Behavioural Attitude Challenges	Mean	Standard Deviation	‘t’ Value
Pre Test 22 yrs–55 yrs	20	67	16.75	0.95	0.009
Post Test 22 yrs–55 yrs	20	76	19	0.81	

Significant at 0.05 % level

From the above table, it is observed that the mean attitude score of posttest and pretest scores among the school teachers behavioural attitude challenges 67 and 76 respectively. Whereas the standard deviation score is 0.95 for pretest and 0.81 for posttest, the calculated, “t” value is 0.009 and it is significant at 5 % level. Therefore the formulated hypothesis “there is a significant difference between pretest and posttest.

Hypothesis

The table value must be lesser than ‘t’ test value, Hence the Hypothesis accepted from this it is concluded that both pretest and posttest have a similar level of variants towards on impact of using Simplified Kundalini Yoga.



The result of the study proved that due to ten months of Simplified Kundalini Yoga Practices there was significant improvement in behavioural attitude of school teachers.

6. Conclusion

Within the limitations of the study, the following conclusions were drawn.

- 1) The emotional maturity significantly reduced in experimental group due to Simplified Kundalini Yoga practices.
- 2) For the experimental group stress decreased significantly as a result of Simplified Kundalini Yoga practices.
- 3) The tempering anger rate reduced significantly to experimental group due to Simplified Kundalini Yoga practices.
- 4) For experimental group punctuality of working time significantly increased due to Simplified Kundalini Yoga practices.
- 5) For experimental group quarrel with people reduced significantly due to Simplified Kundalini Yoga practices.
- 6) For experimental group self-confidence significantly improved due to Simplified Kundalini Yoga practices.
- 7) The focusing of school work significantly increased for the experimental group due to Simplified Kundalini Yoga practices.
- 8) The problematic challenges of behavioural attitudes significantly decreased for experimental group due to Simplified Kundalini Yoga practices.

To sum up, it can be said that those who have the capacity to inspire students to reach their fullest potential on learning through their qualities and professional and personal skills are great teachers. So the SKY helps develop the behavioural attitudes to become a great teacher. The above study has proved that there is a significant difference in the behavioural attitude changes of the school teachers when teachers were practicing the Simplified Kundalini Yoga within the limitations. To conclude, to be a good teacher is not an easy task. In fact, it is a complex process. It is not only concerned with success in short-term, but also with appropriate values and success of long term achievement. Effective and good teachers need to have good professional and personal skills. Content knowledge, together with good planning, clear goals and communication, good classroom management and organization, and consistently high and realistic expectations with the students are essential factors to be good teachers. Besides, they need to feel responsible for the students learning the process, regardless the students' aptitude to learn. The teachers having effective personal and professional skills, serve as an example of lifelong learners, and are investors of their own education. Moreover, the effective teacher will combine professionalism with care, understanding, fairness, and kindness. They also have to be passionate, enthusiastic, motivated about teaching and learning. They have to create a warm classroom environment where students feel comfortable, and have a sense of belonging, as the environment is conducive to learn. Effective teachers are innovative, invite students to approach and interactions, and also values diversity. The SKY will help the teachers reach their sky level goals easily. So the teachers' role becomes easier than the earlier to overcome the problems which are created by the students. Thus, a teacher can work free of

stress and complete their work on time in school as well as family. If the teachers can follow the continuous practice of SKY they will become a role model for students and family members and they can be teachers' teachers.

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