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Effects of Yoga-teaching and Practices on Learning and Studying Behaviour of Management Students: An Experimental Study

Lal Prasad Aryal, *M.Phil.*
Lecturer, Atlantic International College
Yoga Trainer and Practitioner and Motivational Speaker
Email: sasalalu@gmail.com

Abstract

Learning and studying are fairly cognitive and psychological activities that need sound mental health including inner-peace, calmness, easiness, positivity, curiosity, interest, and self-motivation. The increased interest in yoga-teaching and practices (YTP) in recent decades is primarily due to the expectancy that it can calm the mind and increase the overall health and well-being of the students. Yoga provides training of mind and body to bring emotional and mental balance as well as leads to alignment and harmony. This article discusses yoga (particularly, Asanas, Pranayamas, and Dhyanas) as a potential tool for the management students to deal with mental health that is essentially important for effective learning and studying behavior and to regulate themselves. For this experimental study, 60 students are taken as a sample who were failed in their mid-term examination and they are further classified as self-control group and experimental group with 30 students in each group. This study finding suggests that YTP is an effective tool to solve mental health issues and finally it contributes to effective learning and studying habits of management students.It is also found that YTP contributes to mental health promotion of students for which they need to improvement their attention, self-esteem, empowerment, and self-regulation.

Keywords: mental-health, learning, management, students, asana, pranayama, dhyana

Background of the Study

These days, management colleges claim that they are providing quality education with an effective environment and doing their best for improving the learning behaviour of their students. To prove the claim, they are working on developing best management team, faculty team, supporting staffs' team, best library and lab set-up, well-infrastructure, suitability of location, high-tech adverting campaign and many more in Nepal. Whatever the claims and efforts are doing by colleges in the name of providing quality education to their students, that becomes worthless ifmotivated learning attitude and behavior are missing in students. By definition, it is said that if there is a relatively permanent change in behavior as a result of experience then only there is

learning(Robbins, 2013). It means if the students are so improved by their behavior, like thoughts, understandings, cognitive process, belief system, attitudes, values system, emotions, perception, motivation, and many more then only it can be said that there is learninghappening in colleges.

For effective learning,both inner and outer factors have very much essential roles and have to be in favor of students.Inner peace, calmness, readiness, willingness, concentrating and memorizing abilities, etc. come in inner factors whereas physiological factors (age, health, sex, fatigue, genetic make-up, etc.), social factors (cultures, social needs, incentives, reward and punishments, sense of competition, social encouragement, imitation, suggestions, co-operation, etc.), family factors (grandparents, parents, brothers, and sisters, learning and studying environment at home, etc.), college environmental factors (light, temperature, noises, presence of other stimuli, etc.), nature of learning materials and people in college (healthy library with new booksandjournals, research articles, net-internet facilities, friendly teaching faculties, hardworking friends, supporting staffs, etc.), teaching and learning pedagogies used (including field visits, intern provisions, professional guest lectures, motivational classes, etc.) in colleges, etc. are known as outer factors of learning (Willingham, 2009).

It can be observed that some of the colleges, in the Nepalese context, aremore or less focusing on managing outer factors to their students but inner factors are just being ignored which are essentially more important. Self-encouraged and motivated students with creative, innovative, and curious mind-set about learning and studying are only the students, they can maintain quality in education as claimed by many management colleges today. But for having or making such students in colleges, every management team, faculty, and working staff must be very effective in providing an environment that must reduce stress, anxiety, depression, fear, etc. in one hand and on the other hand, that must be effective in enhancing self-confidence, concentration, and memorization including inner peace, calm, curious, positivity, interest, etc. But it is really difficult forthecollege management to provide such things because these are the truly psychological issues that cannot be improved directly in the existing management setup and teaching practices that are done in today's education system in Nepal.

No doubt, for effective learning and studying, students have to be fitted by their both mental and physical health conditions and similarly, supported by inner and outer factors. But as per many research findings, more importantly, students are to be very much fitted by their mental health condition for effective learning and studying because both are more of mental activity. To strengthen the mental health of students and make them positive towards learning and studying in their courses that are offered, among the

many techniques like listening to music, doing exercises, swimming, singing the songs, dancing practices, morning walks, and many more, one of the becoming very popular tool is known as yoga-teaching and practices.

The word “yoga” comes from the Sanskrit word 'yuj', which can be translated into “union.” It is a union of mind, body, and soul. Union is also known as a connection between human souls with supreme power (God's souls). Yoga, a popular and readily available mind-body practice, is safe, has a low barrier to entry, and may easily be cost-effective as it is offered to large groups. A standard yoga class varies in style according to the teacher and focus but is usually composed of physical postures and exercises *(Asanas)*, breathing techniques *(Pranayamas)*, and simple meditation practices *(Dhyanas)*, with teachings on yoga philosophy that cultivate awareness and ultimately more profound states of consciousness.

There is a growing amount of research on yoga, but very few have included the student population, more specifically, to the management students. In this regard, many search studies have been conducted and proved that yoga-teaching and practices are very much effective for strengthening the mental health of the students which is very essential for effective learning and studying.

Highlighting the importance of Asanas, on the physical and mental health of the students, many studies are conducted by different researchers at different timeframes. Yogic Asanas or postures are bodily postures that stretch, strengthen, and relax different muscles and the various parts of the body including mental health. Performance of an Asana rejuvenates the autonomic nervous system and lubricates muscles, ligaments, and joints of the body through internal massaging and release of emotional blockages and centering of self in the present moment (Brisbon & Lowery, 2011). There are many Asanas discussed to strengthening both physical and mental health. But for meditation purposes, there are four common Asanas: Padmasana (Lotus posture-crossed interlocked legs), Siddhasana, Svastikasana, and Sukhasana (Easy posture-crossed legs).

The next to Asanas (postures) is Pranayama (regulation of breath). Controlling the breath is an integral part of yoga. It is considered a mainstay for the regulation of mental processes. In this technique, a variety of methods of inhalation of air, expelling it out, and holding the air inside or outside the lungs are prescribed. In some highly advanced kinds of Pranayama (breath-regulation) mere conscious visualization of receiving vital energy without any actual breathing is undertaken. Pranayama is well-known to reduce stress responses and improve physical and mental health (Sengupta et al., 2011). Ujjayi, NadiShodhanam, and Viloma are the very popular Pranayamas techniques used in yoga practices.

Similarly, another very powerful technique of yoga-teaching and practices that are popularly used to reduce stresses, depressions and increase concentration is Dhyana (meditation). It is how students experience the love, peace, and stillness that is within themselves. Empirical studies have suggested the 'chanting meditation and curative power of mantras' help for reducing depression, stress, anxiety, and promoting cognitive functioning including improvement in attentionspan, memory and self-concept, and confidence (Ghaligi, Nagendra,& Bhatt, 2006).

Many research studies have been conducted by many researchers focusing on how the learning and studying behavior of students are affected by different factors. Behavioral problems in students including mood disorders, emotional distress, peer pressures, learning disorders, and adjustment problems are all said to contribute towards academic underachievement (Karande& Kulkarni, 2005). For example, emotional distress disrupted cognitive functioning, and deterioration in academic performance have all been theorized to be possible results of depressive moods that have resulted from peer pressures, family conflicts, and having to contribute to the financial needs of the family (Compas et al., 2001). College dropout rates have also been attributed to learning difficulty and poor academic performance. Specific clinical features of depression such as reduced attention span, lethargy, poor concentration, and memory, as well as abridged task perseverance, are all factors that have emerged as obstacles to effective learning. Furthermore, poor academic performance has been associated with an increase in social and behavioral problems (Farzana, 2011). The stress to perform and its accompanying physiological and behavioral stress response can result in mood swings, emotional distress, loss of sleep, and cognitive impairment. Poor classroom performance is consistently demonstrated in children with depressive symptoms when no other intervening learning disability is present (Strauss et al., 1982).Similarly, a weaker performance on a variety of measures assessing cognitive functioning has been observed in cohorts of students with symptoms of depression (Lefkowitz &Tesiny, 1985). These students have also exhibited a weaker performance on academic achievement measures including mathematics and knowledge clusters and reading abilities (Hodges & Plow,1990).In addition, behavioral manifestations of depression including attention difficulties (Livingston, Stark, & Haak, 1996).

Though there are many research surveys and experiments that have been conducted in explaining why yoga-teaching and practices are very important to develop sound mental health of the students which is essential for effective learning and studying. However, in the Nepalese context, different spiritual gurus are teaching yoga and its importance in human life in their private yogacenters but surveys and experiment-based research studies about yoga-teaching and practices for students at management colleges are still

very much lacking. Thus, this study is devoted to identifying how it is important and effective for improving the mental health of Nepalese students.

Statement of the Problem

There is no disagreement found among the researchers that sound mental health has a positive impact on the learning and studying habits of students. Mental health problems can affect a student's energy level, concentration, dependability, mental ability, and optimism, hindering performance. Depression is associated with lower grade point averages, and that co-occurring depression and anxiety can increase this association (Eisenberg, Downs, &Golberstein, 2009). Many college students report that mental health difficulties interfere with their studies. According to the American College Health Association (2015) survey, college students identified the following mental health issues as negatively impacting their academic performance within the last 12 months: stress (30% of students), anxiety (22%), sleep difficulties (20%), and depression (14%).

In the Nepalese context, same as above studies and findings, it is observed that most of the students who are in their college-life, are not interested in learning and studying, look so stressed and depressed and similarly, they are facing memorization, concentration, frustration, mental conflicting, text-anxiety problems and many more. Because of these reasons, students are getting very poor marks or even failed in their exams. More specifically, these days,such a problem is mounting in management students.

These days, in the context of Nepal, management collegesincluding principal, coordinators, teachers and supporting staffs trying to improve quality learning and studying the behavior of students but problems are just as it is. In such a problematic situation, as suggested by many researchers with their findings, it is very much necessary to identify whether YTP is effective or not. Does it help to improve the mental health problems of the students? Is it an effective way to improve the learning and studying the behavior of management students? Is it helps to improvethementality of the management students who are getting very poor marks or even failed in their examinations? These are the motivating research issues/problems of this study to explore out.

Objectives of the Study

The main objective of this study is to identify the effect of YTPon learning and studying behavior ofmanagement students. Some other specific measurable objectives are as follows:

- To explore whether yoga-teaching and practices help to improve the academic performance of the students who are getting very poor marks or even failed in their examinations.
- To investigate the major mental health-related issues that are affecting the academic performance of management students during course work.

Hypothesis Formulation

For testing purposes, the following hypotheses are formulated between yoga and mental health and learning habits:

H_0: There is no significant impact of Yoga-teaching and Practices (YTP) on the mental health and learning behavior (MHALB) of the management students.

H_1: There is a significant impact of Yoga-teaching and Practices (YTP) on the mental health and learning behavior (MHALB) of the management students.

Research Methodology

Research Design: Experimental and survey methods are used together to explore the facts of yoga-teaching and practices on learning and studying the behavior of the management students who were very poor or even failed in their examinations. More specifically, an experimental design was conducted to see the changes or any improvement in results just the cause of yoga-teaching and practices.Similarly, survey design is also used to be more confirmed about the effectiveness of yoga-teaching and practices on their learning behavior with the help of responses obtained from the selected students.

Population and Sample: The study was undertaken on bachelor level (BBA) students of Tribhuvan University (TU) and Pokhara University (PU) affiliated five colleges located at Kathmandu valley. In the academic year of 2020/21, 327 students were studying inthe 6^{th} and 7^{th} semesters (students of 7^{th} only from ASMT) at five different colleges.Out of 81 failed students in their mid-term examination, 60 students are selected as sample (Table 1). Sample is taken following convenient sampling method.

Table 1

Population and Sample of the Study

Universities	Colleges	Students at 6th& 7th Semesters in 2020/21 (Population)	Students Failed in Mid-term Examination	Sampled Number of Students
T.U	SDC, K&K, UC, ASMT	255	68	51
P.U	AIC	72	13	9
Total	5	327	81	60

Note. SDC= Shankar Dev Campus, K & K = Kantipur, and Knowledge College, UC = Universal College, ASMT = Asian School of Management and Technology, and AIC = Atlantic International College, Kathmandu

Data Collection Methods

This study is based on both primary and secondary data. To identify and analyze the actual academic performance of the students, secondary data are collected from the students' record files of concerned colleges for experimental purposes. Similarly, to examine the impactof mental health issues that affect students' academic performance before and after yoga teaching and practices, primary data are collected using the 'structured questionnaires method' for survey purposes.

The questionnaire contains two sections (i) Yoga teaching and practices section and (ii) Mental health including learningand studying section. The yoga teaching and practices section includes Asanas, Pranayamas, and Dhyanas. Similarly, another section includes lack of self-confidence, text anxiety, mental conflict, frustration, depression, tension or stress, and lack of commitment, memorization, concentration, and interest.

For the survey purpose, the Likert scale form of questionnaire is developed and distributed among sampled students. They rate themselves on a 5-point Likert scale from 1 – strongly disagree to 5 – strongly agree. The score from each scale is computed by taking the mean and rating scale of the items that make up the scale of each category of the above variables.

Variables and Models Derivation and Used

To examine the impact of YTP on learning and study behavior of management students, following two research models are developed:

(a) First Model

- Dependent variable: Results in Examination (Y)
- Independent variable: Yoga-teaching and Practices (X)

$Y_1 = a + bX$…….(i)

(b) Second Model

- Dependent variable: Mental health and Learning Behaviour (Y)
- Independent variable: Yoga-teaching and practices (X)

$Y_2 = a + bX$ ……(ii)

Experimental Research Framework

To conduct experimental research, before and after-experimental groups of students from different colleges who were failed in their mid-term examination are selected and formed. Because of running Covid-19 period, yoga-teaching and practices classes were conducted at Zoommedia.Out of 60 sampled students, 30 students are selected as per their interest and strong commitments of taking yoga classes as scheduled by the researcher. Furthermore, selected first 15 students from different colleges are requested to take the class of yoga-teaching and practices from 6 AM to 7 AM daily for continuous 15 days. Similarly, selected second 15 students from different colleges are requested to take classes of yoga-teaching and practices from 7:30 AM to 8:30 AM daily for continuous 15 days.

Table 2

Division of Groups and YTP Schedules

Group Division	Number of	Yoya-teaching and Practices (Shifts and Schedules)	
	Students	First Shift and Schedule	Second Shift and Schedule
Self-control Group	30	Not enrolled	Not enrolled
Experimental Group	30	6 AM to 7 AM for 1st 15 Students	7:30 AM to 8:30 AM for 2nd 15 Students

Yoga-teaching and Practices Framework

'Yoga-teaching and practices' session was divided into two sessions as yoga-teaching session and yoga-practices session. First,practicing ideas and types of Asanas, Pranayamas and Dhyanasare explained and demonstrated properly to the selected

students and requested them to select the best Asana, Pranayama, and Dhyana as their wish and comfort-zone to take. To make yoga-teaching and practices systematic and disciplined and more effective, the following (Table 3) timeframework was developed.

Table 3

Yoga Lectures and Practices Schedule

Yoga-teaching and Practices Model		First Group	Second Group
Yoga-teaching Session	Lecture	6:00 AM to 6:15 AM (15 minutes)	7:30 AM to 7:45 AM (15 minutes)
Yoga Practices Session	Asanas (Siddhasana, Padmasana, Vajrasana, Sukhasanaand Swastikasana)	15 minutes at the time of lecturing yoga	15 minutes at the time of lecturing yoga
	5 Minutes Break Time		
	Pranayamas (NadiShodhana, SahitaKumbhaka and Ujjayi)	6:20 AM to 6:30 AM (10 minutes)	7:50 AM to 8:00 AM (10 minutes)
	5 Minutes Break Time		
	Dhyanas (Tratak, Mantra and Chanting)	6:35 AM to 7:00 AM (25 minutes)	8:05 AM to 8:30 AM (25 minutes)

Results of the Study

The responses obtained from the respondents of both the sections (i.e., Yoga teaching and Practices section and mental-health including learning and studying section)are analyzed using a Statistical Package for Social Scientists (SPSS) version 26.0. Regression analysis was employed since the researcher is interested to examine the association and direction of results between before and after yoga-teaching and practices. Furthermore, mean values and rating scales are calculated to justify the effectiveness of yoga-teaching and practices on mental health and results.

Analysis of Secondary Data

Marks obtained by the students in mid-term and pre-board examinations are collected for both groups (i.e., self-control group and experimental group) and marks are averaged as shown in Table 4.

Table 4

Average Marks of Students in Five Different Subjects

Number of Students	Self-Control Group (Who were not taken 'yoga-teaching and practices' classes)		Number of Students	Experimental Group (Who were taken 'yoga-teaching and practices' classes)	
	Average Marks in Mid-term (No Yoga)	Average Marks in Pre-board (No Yoga)		Average Marks in Mid-term (Before Yoga)	Average Marks in Pre-board (After Yoga)
1	12	39	31	13	51
2	17	33	32	18	53
3	23	32	33	21	52
4	14	41	34	16	49
5	22	42	35	22	47
6	24	51	36	25	57
7	14	34	37	12	48
8	27	36	38	27	54
9	18	41	39	18	44
10	26	48	40	32	68
11	26	53	41	26	56
12	19	45	42	18	47
13	23	41	43	26	48
14	29	51	44	29	71
15	24	50	45	24	63
16	14	35	46	14	38
17	21	47	47	20	55
18	22	40	48	23	60
19	14	48	49	13	58
20	25	35	50	25	75
21	31	44	51	31	64
22	20	46	52	20	57
23	23	52	53	23	62
24	16	47	54	16	57
25	22	39	55	28	65
26	31	52	56	31	68
27	28	57	57	30	67
28	26	43	58	28	47
29	25	53	59	25	63
30	20	50	60	23	67

Note. This table shows the average marks of students in mid-term and pre-board examinations before and after yoga-teaching and practices. The average marks of the students are calculated as total marks obtained in five different subjects divided by 5 of total 60 numbers of students selected from the 5 different colleges.

Table 5

Descriptive Statistics

	Groups	Mean	Std. Deviation	N
Before Yoga-teaching and Practices	Self-control Group	21.87	5.251	30
	Experimental Group	22.57	5.823	30
	Total	22.22	5.508	60
After Yoga-teaching and Practices	Self-control Group	44.17	6.879	30
	Experimental Group	57.03	8.962	30
	Total	50.6	10.238	60

Note. This table contains the descriptive statistics of mean values, standard deviations, and the total number of students in both self-control and experimental groups under both before and after yoga-teaching and practices. Mean values and standard deviation values are obtained using SPSS from average marks in five different subjects in both mid-term and pre-board examinations by self-control and experimental groups of sampled students.

From table 5, it can be observed that there is not much difference in mean values of marks of self-control group (i.e., 21.87) and experimental group (i.e., 22.57), in mid-term examination or before yoga-teaching and practices. Similarly, in the case of after yoga-teaching and practices, it is found that there is a significantly high difference in mean values of the self-control group (i.e., 44.17) and experimental group (i.e., 57.03) in pre-board examinations.So, it is sure that there is some effect on the experimental group because of yoga-teaching and practices. The results of standard deviations also indicate that there is a more or less similar impact on both self-control and experimental groups before and after the yoga-teaching and practices.

To be more confirmed the findings that are shown in table 5, t-values and significance values (also known as p-values) are calculated for before and after yoga practices running independent samples test as shown in table 6.

Table 6

Independent Samples Test

	Before Yoga-teaching and Practices			After Yoga-teaching and Practices		
	T	d.f.	Sig (2-tailed)	T	d.f.	Sig (2-tailed)
Equal Variances Assumed	-0.489	58	0.627	-6.238	58	0
Equal Variances Not Assumed	-0.489	57.389	0.627	-6.238	54.367	0
Levene's Test of Equality of variances			0.455	Levene's Test		0.192

From t-test results (Table 6), it is found that the significant value 'before yoga-teaching and practices' is 0.627 which is greater than 0.05 (i.e., p-value), which means there is no significant difference between the scores of both the self-control group and experimental groups. But in the case of 'after yoga-teaching and practices', it is found that there significant difference between the mean scores' values of both self-control and experimental groups because the significant value is 0.000 which is less than 0.05 (i.e., p-value). It means the students of the experimental group are achieving better marks than that of the self-control group which indicates yoga-teaching and practices are so effective to increase the results of the students.

Analysis of Regression Results

As different regression models stated in the methodological part, the effects of yoga practices on mental health and learning behavior (MHALB) are summarized as follows:

Y = a +bX ……(ii)

Dependent variable: Mental health and Learning Behaviour (Y) and **independent variable**: Yoga-teaching and practices (X)

H1: There is a significant impact of Yoga-teaching and Practices (YTP) on mental health and learning behavior (MHALB).

Table 7

Regression Result

Regression Weights	Beta Coefficient	R^2	F	P-value
YTP → MHALB	7.644	0.847	155.267	0

Note. P < 0.05, Dependent Variable (Y or MHALB) = Mental Health and Learning Behaviour, Independent Variable (YTP)) = Yoga-teaching and Practices

The dependent variable mental health and learning behavior was regressed on predicting variable yoga-teaching and practices to test hypothesis H_1. YTP significantly predicted MHALB, F=155.267, P< 0.05, which indicates that the YTP can play a significant role in shaping the mental health and learning behavior of the students (β_1 = 7.644 and P< 0.05). These results direct the positive effects of yoga-teaching and practices on the mental health and learning behavior of the management students. Moreover, the R^2 = 0.847 depicts that the model explains 84.70% of the variance in mental health and learning.

Analysis of Primary Data

The collected primary data and information through structured questionnaire method (i.e., 5-Likert scale) are tabulated and analyzed identifying mean and rank values.

From table 8, it is clear that the most important reasoning for getting poor marks in the mid-term examination is "lack of interest" followed by "stress/depression". The average rank of "lack of interest" is found highest (i.e., 1) with 4.57 mean values, and mean rank of "stress/depression is found 4.17. Among those tested factors, students thought that "frustration" is the least important reasoning with a mean rank of 3.53. And other factors listed are ranked as average for getting poor marks in their mid-term examination. The survey results indicate that different factors of mental health and learning and studying are responsible for getting poor marks in students' examinations. Among the factors, 'lack of interest is the main cause of getting poor marks or even being failed in their examinations.

Table 8

Reasoning of Getting Poor Marks in Different Subjectsas per the Survey

F #	Factors of Mental Health and Learning & Studying	Number of Responses (%) 5	4	3	2	1	Mean	Rank
1	Lack of Confidence	13 (43.33)	8 (26.67)	6 (20)	3 (10)	0	4.03	4
2	Text Anxiety/Boredom	9 (30)	7 (23.33)	10 (33.33)	4 (13.33)	0	3.7	6
3	Mental Conflict	11 (36.67)	9 (30)	7 (23.33)	2 (6.67)	1 (3.33)	3.9	5
4	Frustration	8 (26.67)	9 (30)	6 (20)	5 (16.67)	2 (6.67)	3.53	10
5	Stress/Depression	13 (43.33)	11 (36.67)	4 (13.33)	2 (6.67)	0	4.17	2
6	Lack of Commitment	12 (40)	8 (26.67)	2 (6.67)	4 (13.33)	4 (13.33)	3.66	9
7	Lack of Memorization	14 (46.67)	10 (33.33)	2 (6.67)	3 (10)	1 (3.33)	4.1	3
8	Lack of Concentration	12 (40)	8 (26.67)	3 (10)	2 (6.67)	5 (16.67)	3.67	8
9	Lack of Interest	21 (70)	7 (23.33)	0	2 (6.67)	0	4.57	1
10	Others	13 (43.33)	6 (200	4 (13.33)	2 (6.67)	5 (16.67)	3.68	7

Note. This table shows the responses of the students about the reasoning of getting poor marks in different subjects before yoga-teaching and practices. It includes the mean and rank of 10 different factors. The responses of students are presented in 5 Scale-Likert in which 5 represents the most and 1 represents the less important. The mean value is calculated by dividing the total weight by the number of responses. The total weight is calculated as the sum of responses multiplied by the scores (5 through 1). Rank is calculated based on the mean values of factors. Furthermore, the survey is done with 30 students only who were selected to take yoga-teaching and practices sessions to identify and be confirmed the effectiveness of yoga-teaching and practices.

Table 9

Reasoning of Increasing Marks in Pre-board Examination as per the Survey

F #	Factors of Learning & Studying	Number of Responses (%)					Mean	Rank
		5	4	3	2	1		
1	Yoga-teaching and Practices	16 (53.33)	9 (30)	1 (3.33)	2 (6.67)	1 (3.33)	4.13	1
2	Self-awareness	9 (30)	8 (26.67)	5 (16.67)	3 (10)	5 (16.67)	3.43	6
3	Teachers and Management Motivation	11 (36.67)	10 (33.33)	5 (16.67)	2 (6.67)	2 (6.67)	3.87	3
4	Because of Existing Habits and Practices	14 (46.67)	8 (26.67)	2 (6.67)	3 (10)	3 (10)	3.9	2
5	Fear of Failure	10 (33.33)	11 (36.67)	3 (10)	5 (16.67)	1 (3.33)	3.8	4
6	Examination Pressure and Study	12 (40)	8 (26.67)	2 (6.67)	4 (13.33)	4 (13.33)	3.67	5
7	Others	6 (20)	8 (26.67)	6 (20)	7 (23.33)	3 (10)	3.23	7

Note. This table shows the responses of the students about the reasoning of increasing marks in their pre-board Examination. It includes the mean and rank of 7 different factors. The responses of students are presented in 5 Scale-Likert in which 5 represents the most and 1 represents the less important. The mean value is calculated by dividing the total weight by the number of responses. The total weight is calculated as the sum of responses multiplied by the scores (5 through 1). Rank is calculated based on the mean values of factors. Furthermore, the survey is done with 30 students only who were selected to take yoga-teaching and practices sessions to identify and be confirmed the effectiveness of yoga-teaching and practices.

From table 9, it can be concluded that "yoga-teaching and practices" is a very important factor for improving results or getting good marks in the examination. Students were asked to rate this statement including others on a 5-point scale. it is found that with the highest mean value of 4.13, "yoga-teaching and practices" ranked as most essential for improving results. Similarly, "because of existing habits and practices" and "teachers and

management motivation" are ranked as 2nd and 3rd essential factors that are responsible for improving results in their examination. The factor "others" is ranked as lowest for improving the results of the students. Furthermore, survey results indicate that yoga-teaching and practices are very essential to improve the results of students in their examination.

Findings and Conclusions

The findings of this study are very much consistent with previous research findings done by researchers. Teaching and practicing yoga can positively affect students' learning and studying the behavior of students including mood, and overall mental health in various ways. For students daily, Yoga practice brings increased concentration, memorization, relaxation, and peace of mind helps to relieve symptoms of anxiety, stress, depression, low self-confidence,and so on. One can get amazing levels of mental clarity and calmness only by doing a combination of Asanas, Pranayamas and Dhyanasconsistantly. In the long run, Yoga can even aid anyone to fight depression, maintain a positive self-image and positive outlook towards life in general, and help in developing high willpower and tolerance (towards self and others).

It is observed that yoga-teaching and practices help students for better understanding of courses that are taught in management colleges, improving memorization, concentration, commitments, and confidence that ultimately helps in securing good marks in their examinations. Yoga can help foster motivation, cultivate internal locus of control, improve sleep, and generally encourage healthy and balanced living. Yoga may also aid in shifting self-awareness inward to students' cues and emotions, and thus, counteract negative social and cultural influences, including the current media pressure to be always online and available. Therefore, it can be suggested that the management colleges should focus on yoga-teaching and practices. It can be practicedon aregular basis before or after daily courses schedule or at least once a week inside colleges premises.

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