



Friendly Environment in Gurukul and Psychological Motivation of Students towards Gurukul Education

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Abstract

The goal of this study is to look at the psychological components of Gurukul students' motivation for education. The psychological component of persons is concerned with their mind and thoughts. The psychological component of Gurukul students relates to their feelings, attitudes, understanding, and conduct in connection to the Gurukul environment as a whole. The psychosocial component of students entails the interaction between students' intrapersonal psychological aspects and the entire Gurukul setting. A psychological aspect is frequently defined as a student's psychological growth in relation to their academic environment. The methodology of this study is qualitative. The researcher collected data for this work through interviews and focus group discussions. The interview is utilized for teachers, while the focus group discussion is used for students. The sampling is purposive and teachers and students are selected purposively who are pursuing education in gurukuls. The findings of this study show that the students are self-motivated to study in gurukuls. And the conclusion of this article is that the appeal of Gurukul is growing day by day, and many pupils are drawn to the Gurukul education system.

Introduction

Psychology is concerned with the actions of individuals and how they employ their minds and behaviors. In terms of psychology, Watson (1913) mentioned 'psychology' from a behaviorist standpoint. Furthermore, according to behaviorists, psychology is a totally objective and experimental area of natural science. Its theoretical purpose is behavior prediction and control. Introspection is not required for its methodologies, nor is the scientific validity of its findings contingent on how easily they may be interpreted in terms of awareness. In his pursuit of a unified theory of animal reaction, the behaviorist sees no distinction between man and beast. Man's conduct, in all its refinement and complexity, is merely one component of the behaviorist's whole inquiry plan. In the area of psychology, John Watson (1878 - 1958) is known as the "Father of Behaviorism," which stresses external and observable facts such as people's behavior and reactions above internal processes that cannot be viewed such as mental states or cognitive processes. In this approach, several scholars have enlarged the discipline of psychology.

Nowadays, there is a multidisciplinary element of psychology that provides comprehensive fields of research such as human development, cognition, and human interests. Psychology is defined as the behaviour of the mind in broad and specialized terms. Cognitive, forensic, social, and developmental psychology are all sub-fields of psychology. The term 'psychological' refers to mental or emotional sentiments rather than physical symptoms. Furthermore, psychology is the study of mental states, processes, and behaviour in humans and other animals.

Educational psychology is the application of psychology in the classroom. Educational

psychology, which is connected to the theoretical and research branches of contemporary psychology, is concerned with the learning processes and psychological concerns involved with student instruction and training. Educational psychologists research students' cognitive growth and the different aspects involved in learning, such as aptitude and learning assessment, the creative process, and the motivating forces that shape interactions between students and instructors. Educational psychology is a discipline of psychology that is both experimental and applied and is concerned with the optimization of learning. It varies from school psychology, which is an applied subject that primarily deals with difficulties in elementary and secondary school systems.

Educational psychology is one of the fields of psychology that studies the learner's conduct in connection to his education. It is to be noted that this branch of psychology is concerned with offering ways and means of enhancing the process and products of education, allowing the teacher to teach effectively and the learners to learn effectively with the least amount of effort. A motivation is a cause or reasons for doing or behaving in a certain way. According to Seifert and Sutton (2009), motivation in teaching is related to the complexity of the classroom in which students' understanding is calculated as their actions become better or worse than expected and the desired reaction.

In this sense, motivation is the mechanism that directs and sustains goal-oriented behaviours. Motivation improves pupils' desire in accomplishing things for themselves. Cooper (2014) defines motivation as the degree of preparedness of an organism to pursue a certain goal and entails the definition of the nature and location of the forces, including

the degree of readiness. Motivation therefore includes the biological, emotional, social, and cognitive variables that trigger behaviour. Furthermore, motivation is a key aspect that pushes people to offer their best effort and contributes to the achievement of business objectives. Employees with high positive motivation will produce more, whilst those with low motivation will perform worse. Similarly, Berelson and Steiner (2019) claim that purpose is useful in an inner state that energizes, activates, or moves and leads towards behavioural objectives. As previously said, students are inspired to learn at Gurukuls since they are child-friendly institutions.

The gurukul education system is the world's oldest educational system. Our saints and sages have used this approach since ancient times. Our traditions also describe Lord Ram, Lord Krishna, and other warriors like as Arjun and Karna being schooled under the Gurukul education system. According to Curriculum Development Centre (2007), "Gurukul education system was related to religion, philosophy, astrology, geography, and environment, as well as other health related educational background." Students in Hindu culture used to learn religious Sanskrit. It is an astounding truth that the Gurukul education system has been encouraging pupils for many thousands of years. This is the location where the Gurukul school system has created a child-friendly atmosphere for students. Despite the fact that there are other sophisticated schools nearby, many kids choose to study at Gurukul. Furthermore, the Gurukul education system has added contemporary disciplines in addition to traditional Sanskrit courses.

Objective

The main objective of this study is to present the psychological and motivational factors of students to study along with child friendly environment in Gurukul.

Methodology

The data for this qualitative study were gathered through semi-structured interviews, focus group discussions and review of literature. Participants in this study include Gurukul teachers and students. To obtain data for this study, teachers were interviewed in person, and students were guided to focus group discussions. Using descriptive language, the data are explained and interpreted. The study region for this research article was picked from Devghat, which is located in the districts of Chitwan and Tanahu in Nepal. Furthermore, content analysis is performed for this study.

Review of Literature

According to Alyami et al. (2017), students' academic self-efficacy has a favourable and substantial influence on their academic performance. Other research has found that academic self-efficacy has a significant impact on students' learning, motivation, and academic achievement. Concerning the motivation of students in Gurukuls, some students stated that they are fascinated by the speech of a priest on You Tube, who comes to their house for worship and self-employment after reading in Gurukuls. Gurukuls' atmosphere is recruiting students on a daily basis. In the past, parents took their children to Gurukuls, but the youngsters refused to enrol. Nowadays, youngsters desire to enroll in Gurukul, but their parents refuse.

According to Labaree (2005), "education has been transformed, and the Gurukul system has followed the changing process of education." Education should be offered by putting the kid at the centre of learning. A kid is never for education, but education is for a child. Education should be provided based on a child's need, capacity, skill, and willingness. The changing educational process has also

resulted in changes in people's mentalities. During the focus group discussion, students at Gurukuls told the researcher that their interests are acknowledged in Gurukuls.

People's working styles are heavily influenced by intrinsic drive. According to Sprigh (2020), intrinsic motivation is the act of accomplishing something that has no clear external rewards. In other words, intrinsic motivation is the desire to undertake an action for its own purpose rather than the desire for some external reward or due to some external pressure. Essentially, the behaviour is its own reward. Intrinsic motivation is concerned with personal development, a sense of responsibility, and the awareness of purpose, whereas extrinsic motivation is concerned with financial rewards, prestige, and public acknowledgment.

Similarly, Sapkota (2013) noted that students must come to school with their interests, not with fear and pressure. This is the central subject of motivation. Parents who have children studying in Gurukuls have informed the researcher that their children are really eager to return to Gurukul when on vacation from school. According to Jucius (2010), "motivation causes someone to do work with self-intention." As mentioned above, there is great importance of friendly environment and psychologically motivation for a learner to have good education.

Results and Discussion

The analysis and discussion are based on answers from teachers and students to the gurukul education system.

Concept of Friendly Environment and Motivation

Regarding the Gurukul education system, teachers respond that Gurukul education

is built on a specific framework in order to offer a child-friendly atmosphere. This is due to Gurukul schools' determination to promote child-friendly standards and values. Classes begin in class six, according to the Gurukul school system. The reason for this circumstance is that pupils must have completed the Upanayan ceremony in order to be eligible for enrolment in Gurukul institutions. The reason for this is that the government considers it to be at the level of the mandated structure of school instruction in Nepal.

To study at a Gurukul school, pupils must leave their family and remain at the teacher's residence. Respondents also believe that if pupils join in class six, they would be able to complete their daily duties. One of the Gurukul School's teacher stated that pupils must obey some rules and regulations at Gurukul schools, and that following rules and regulations is not considered a breach of child friendliness. Because rules and regulations in Gurukul schools will be part of guardianship. According to Save the Children (2010), every school should have produced a code of conduct for teachers, students, and parents. Based on the statement of Save the Children, gurukul schools have understood to develop rules and regulations for teachers and students that are relevant to child friendly school standards. According to the teachers' responses, keeping discipline is the standard at Gurukul schools. While maintaining discipline, saying 'no child friendliness' will not be a favourable viewpoint. The notion of kid friendliness cannot be interpreted as allowing a pupil to do anything he wants.

When the researcher performed a focused group conversation with chosen children, they stated that school rules and regulations were created with the participation of a

representative of a child club's member, and rules inside the classroom were created through student discussion with the current instructor. As a result, the norms and regulations of gurukul schools were deemed child-friendly. The teachers have made it apparent that they have concentrated on the problem of kid friendliness in Gurukul institutions. It must be acknowledged that children at Gurukul schools are required to fulfil some jobs that require specific ages. They must be at least eight years old to comprehend the system of their daily routine. The teachers' perspectives are based on actual Gurukul schools in Nepal.

The teachers also answered that students in Gurukul schools are considered and motivated like part of the family because they have left their home and family to attend school. Waldman (2016) noted in this case that children must feel supported by all those engaged in their teaching learning activities, such as teachers, classmates, administrators, family members, and the community. This point of view is related to the Gurukul educational system in Nepal, today. Although stakeholders must be friendly with students in order to create a suitable learning environment. Students will be more engaged in studying if they receive sufficient attention and love. children at a child-friendly school are not tormented or punished in order to be more friendly with other children.

Learning activities are mostly tied to the students' motivation. Students cannot expect to progress if they are not driven to learn. As a result, the students were questioned in groups as part of a focused group discussion to learn more about the scenario. The pupils concentrated on the fact that they had been granted guardianship by their teachers and they were motivated to enroll and study in gurukul

schools. Teachers used to accompany them to help them enhance their education. Because the teacher will be instructing the pupils during their free time, the students stated that they had complete guardianship from their teachers. Students were also encouraged and psychologically motivated to attend gurukul schools because they discovered a caring and friendly environment. According to some pupils, the activities of others pushed them to study at gurukul institutions.

It was beneficial to the students' psychology in gurukul education that pupils from the dalit and janjati groups were also enrolled in gurukul institutions such as Yogi Narahari Sanskrit Gurukul School. Students from other castes, in addition to Brahmins, are now encouraged to enroll at Gurukul School. The kids were satisfied in this setting. However, the kids expressed their happiness by stating that students who transferred from gurukul institutions to other schools have been topper at the schools. This condition shaped the mentality of the pupils who attended the model schools for the country.

Intrinsic and Extrinsic Motivation

Concerning student motivation at gurukul schools, several students stated that they are inspired and psychologically motivated by You Tube lectures, priests who visit to their homes for worship, and self-employment after reading in gurukul schools. Gurukul schools' atmosphere is drawing students on a daily basis. Previously, parents enrolled their children in gurukul schools, but the youngsters refused to enroll. Nowadays, youngsters desire to attend Gurukul School, but their parents refuse to let them. Regarding motivation, Beharu (2018) said that the most important motivating variables for learning are intrinsic and extrinsic motivation, which are both connected to the question "do I

want to do this activity and why?" Students who are intrinsically driven participate in an activity for the purpose of accomplishing the assignment. Students that are driven by themselves perform better academically. Students who are less driven, on the other hand, are unable to increase their academic performance. Such pupils are seen as lethargic and apathetic. As a result, if pupils are forced to enroll in an academic institution, the results are not favourable. As a result, one of the most important parts of teaching learning activities is psychologically driven motivation.

Erkinova (2022) has mentioned that independent activity is generated by many ways, the most prevalent of which is independent work. Many scientists, instructors, psychologists, and methodologists describe autonomous work as a specific educational approach of organizing and controlling students' independent activities. Independent work is one of the most important techniques to improve student involvement in the classroom, as well as a means of long-term assimilation and consolidation of educational content. The teacher will be able to utilize assignments that help to the development of students' independence at each level of the session.

Similarly, human beings are impacted and guided by their psychology in some manner during the process of life. persons with strong psychological mentalities will succeed in life, whilst persons with weak psychological mentalities would fail. If students' feelings are bad, they feel assailed by tension and mental weakness; in this circumstance, students, like other people, feel lonely, without any support, and terrified of their own condition. Furthermore, if pupils fail, the schools will be considered as failing and of poor quality.

So, in order for pupils to operate normally, their psychological components must be strengthened. In terms of psychological factors, Arnold (1960) asserted that students have diverse psychological questions relating to the questions why, what, and how for their successful path. It takes courage for people to connect their life to many types of inquiries. Furthermore, the setting stimulates people's psychological activity.

Value of Self- Efficacy

Alhadabi and Karpinski (2019) describe self-efficacy as "people's judgement of their abilities to form and perform courses of action obligatory to achieve designated types of performance." According to this viewpoint, successful persons have a high psychological capacity. Similarly, psychological strength is recognised as people's genuine lives. Similarly, self-efficacy is important in the lives of students since it allows them to assess their own abilities as required by the curriculum (Bandalos, Geske, & Finney 2005). According to Chemers (2001), self-efficacy has been shown to be positively related to presentation, personal adjustment, health, and commitment to continue in educational institution.

According to Ryan and Deci (2000), kids should be driven to expect good results, but this should be supported by teachers and guardians. Learning activities are mostly connected to student motivation. Students cannot be expected to progress if they are not driven to study. Similarly, Pintrich and Schunk (2002) asserted a positive association between internal and extrinsic motivation in order to accomplish success despite complexity. So, in order to learn more about this circumstance, students were questioned in groups as part of a focus group discussion. The kids concentrated on the fact that they had obtained guardianship from their

professors. Teachers used to follow them in order to better their education.

Child Friendly Environment in Gurukul

The pupils stated that they had complete guardianship from their teachers because the they would also be educating the students during their free time. The warm and affectionate environment in Gurukuls also inspired pupils to study there. Gurukul has an inclusive environment in which students from any caste or tribe can learn. Yogi Narahari Sanskrit Gurukul, for example, has pupils from both the dalit and jangati communities. Students from different castes are now encouraged to apply to Gurukul, in addition to Brahmins.

The kids were satisfied in this setting. However, the children were horrified by the words of students from other schools who dominated them by asking "why do you study in Gurukul instead of going to other schools?" However, the pupils expressed their happiness by stating that students who transferred from Gurukuls to other schools have been topper at the institutions. This condition has shaped the psyche of the pupils at the schools that have served as models for the country.

The students' motivation has revealed that they are grateful to have been given the opportunity to study at Gurukul. Students are driven to accomplish better academically as a result. Students who are less driven, on the other hand, are unable to increase their academic performance. Such pupils are seen as lethargic and apathetic. As a result, if students are forced to enroll in an academic institution by their parents, they are unlikely to succeed. As a result, one of the most important parts of teaching learning activities in Gurukuls is psychologically-oriented motivation.

Conclusion

This study's findings demonstrate that friendly environment, psychological motivation and emotional intelligence have got a high value in the learning process. There are two kinds of emotional intelligence: positive intelligence and negative intelligence. Gurukuls were discovered to follow the positive intelligence, which signifies love, respect, pity, and sympathy. Teachers and kids have formed a close bond. With positive attitude, all of the pupils were inspired to learn at Gurukul. Psychology is regarded as the study of human behaviour and thinking. Different characteristics of human behaviour are regulated by psychological factors. Psychological components of study demonstrate several sorts of behavioural features. This study report highlighted some psychological elements of pupils participating in Gurukuls in Devghat Dham in Chitwan and Tana hu area. The findings clearly show that learners require learning flexibility.

The goal of students' involvement in Gurukul study is examined in this research report. Although Gurukuls used to operate in a conventional manner, they have recently modified their course. Gurukuls once only used Sanskrit textbooks for their studies, but today they follow a modern curriculum that includes English, mathematics, and science. Additionally, the fact that Gurukuls are built in a healthy environment has been a motivating and alluring element for many to attend Gurukuls. Students from different backgrounds have come to study at Gurukuls because of the evolving educational trend that they are following.

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