CHAPTER I

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1.1 THE BACKGROUND

Education is defined as any process, either formal or informal that shapes the potential of a maturing organism. Informal education results from the constant effect of environment and its strength in shaping values and habits cannot be overestimated. Formal education is conscious effort by human society to impart the skills and modes of thought considered essential for social functioning. Starting from birth, education of a human being continues throughout his or her life.

“Education is drawing out of the best in child and man-body mind and spirit.” Gandhiji desired that the best of body and spirit also be drawn out along with that of the mind. Swami Vivekananda also defined education in a similar way: “Education is the manifestation of the perfection already existing in man”. It means that there is a ‘self’ in man which is self-contained and is a part of the universal reality. The purpose of education is to make man aware of this cosmic power in him and enable him to draw this out to lead a completed life (Seetharamu, 1989).

The yoga philosophy of education is of the same perspective with regard to the ultimate goal of education – self realization. The learner’s spiritual, mental, emotional and physical domains are to be ready for receiving the data and constructing knowledge out of them. Yoga can certainly be considered to have the capacity of facilitating the learning readiness among the learners. That will enhance the learner quality which is an indispensable factor for a successful teaching-learning performance. The therapeutic and tranquilizing properties of yoga practice can empower the learner spiritually, mentally, emotionally and physically. It will provide the learner ‘a sound body with a sound mind.’
Yoga and Emotional Intelligence have shared interests and missions. They both have a lot to contribute to the quality of education through the dispositional empowerment of students and teachers. Development of wisdom, sharpening of intelligence and psychological, physiological and spiritual well-being are the goals of the normative science of Yoga. Optimum awareness of emotions, and excellent coping and effective utilization of emotions are the main outcomes of Emotional Intelligence. In the process of attaining wisdom and psychological well-being, they however play different roles: Emotional Intelligence is a skill to be achieved and science of Yoga is a means to attain that skill. Emotional Intelligence has been proved to be potential enough to bring out improvement and modification in one’s academic performance. Yoga practice has a proven impact on neuropsychological wellness and the latter in turn determines learning outcomes. The brain in alpha mood is found to have higher level of reception and production in relation to learning (Bonura, 2007). It is a well-known fact that emotional turbulence is hostile to learning; and peace of mind through emotional management and mindfulness is sine qua non for better academic achievement.

For myriad reasons, both situational and personal factors of learning are nowadays not conducive and academic performance among majority of learners is not up to the mark. This is all the more evident when it comes to the learning activities of adolescent students. Generally, the psycho-physical conditions in our class rooms are not conducive for effective learning. Lack of proper illumination in the class, unscientific seating arrangement, acoustic imperfections, absence of timely intervals for mental re-charging and the like add to the psycho-physical inconveniences.
Moreover, the natural laziness associated with adolescence worsens the level of arousal and alertness. Learner readiness is by all means a pre-requisite of learning. The high level of irritability and impulsiveness among adolescents get in the way of their learning. The boring and uninteresting teaching-learning process coupled with adolescent developmental problems creates a quagmire in which many genuine likely geniuses are doomed to ruin.

Adolescence is the interim phase between childhood and adulthood. It is a period of the second growth spurt in one’s life and of exuberant physical as well as psychic energy. During this period, the adolescents undergo a series of changes that modify their physical and psychological make-up. Skeletal, muscular, and nervous development along with hormonal spurts leading to the second sexual characteristics land the adolescent in ‘a new found land’ of life. Emotional and social development during this period also makes the adolescent behave in a different way. It is clear that all these changes have direct and strong influence upon one’s personality. The attitudinal and behavioural changes an adolescent expresses are not normally tolerated by home and community. The rebellious and adventurous mentality, characteristic of adolescence is viewed upon as anarchic and the over-idealistic are often pooh-poohed. The common feel that adolescence is a time of negativity and vulnerability is tantamount to a prejudice that adds much to the so called ‘problems of adolescence’.

It has been rightly observed that the adolescent problems hinge upon identity crisis. The offensive nature of an adolescent is mostly a perverted reflection of his or her over-defensiveness. Problems of maladjustment, over-sensitivity and the like are corollary to this crisis. A close examination shows that problems of adolescence are
emotional rather than intellectual. Their mental well-being is thwarted by emotional discomfort or break-down. This will result not only in learning problems but also in personality problems.

The increasing number of suicides and suicidal attempts among school children is indicative of the sordid state of emotional ill-health. Causative factors are many. They comprise both environmental and person factors. Situational factors such as broken home, disciplinarian parents, unfriendly teachers and inimical peers, poor performance in examinations, over strict schooling, heavy syllabus and over ambitiousness are a few to mention. Person factors consist of many factors such as ill-health, fatigue, low level of stress tolerance, hyper-emotionality, substance abuse, eating disorders, conduct disorder, learning disability and lag in information processing, high level of neuroticism, sexual development problems, negative self-image, low intelligence and underdevelopment of essential life skills. Since the social situations that cause these maladies cannot be eliminated at one go, it is wise to cope with these problems effectively. For the purpose, the child’s emotional capacity should be strengthened through proper education.

It goes without saying that unless the adolescent problems are cared and handled with efficiency and tact, nation will have to suffer a huge loss of precious human resource. A strong nation with strong personalities as citizens can only make an actually strong democracy. Education has a very pivotal role in this process and educational institutions in the country should ensure that the academic performance of each student is compatible with their potential. For the purpose, interventions to constructively channel the physical and psychic energy of the adolescent and to
alleviate their problems and ameliorate their potentials are needed. The present study is an interventional endeavour to investigate the prospect of yoga as a means of total health to enhance Emotional Intelligence, which can provide the learner with emotional health. It is hoped that the emotional health thus attained supports the proper intellectual or academic development of the learner. The present investigation has focused on the secondary students because they belong to adolescence and have begun to tread the steep trail of that age.

1.2 THE CONCEPT OF YOGA

Etymologically, the Sanskrit word ‘Yoga’ has been derived from the Sanskrit root ‘Yuj’ which means ‘to join’, ‘to unite’, ‘to combine’, or ‘to integrate’. In its broader sense, Yoga means integration at three levels: body, mind and soul. It aims at the positive control or suppression of mental activities in order to reach pure consciousness or chaithanya. Patanjali, the proponent of Ashtanga Yoga held that the yoga was for the transformation of mind into consciousness.

Yoga is viewed as a system of holistic life. It encompasses all facets of human life such as physical, mental, social and spiritual. Yoga converges all these elements into a seamless whole. Bhagavad Gita has elaborated the significance of yoga as a powerful tool in practical life situations. The scripture posits that yoga is a state of equanimity at public level, where one can perform one’s duties effectively as well as efficiently. This is likely because yoga practice makes a person redeemed from different forms of stress. The aim of yogasanas is not only to develop the muscles and the body but also to regulate the proper activities of all the internal organs and the
glands that affect the nervous system and that which control our well-being to a much greater degree than we actually suppose (Indira Devi, 1967).

Yoga was in olden times understood as a state of union of opposite pairs, which formed part of the human Pranic and/or psychic system. In the modern period, Yoga is viewed as a system of personality development, transformation of consciousness and integration within the human system leading to the complete well being. Swami Vivekananda asserts that Yoga is compatible with modern science. It is quite obvious by the definition of Yoga given by Swami Ranganathananda (1981) of the Ramakrishna Mission that the science of Yoga is thus the science of man in depth, the science of conscious evolution or the science of human possibilities.

The outstanding scholar in Yoga science, Sri Aurbindo defined yoga as ‘a methodical effort towards self-perfection’. It is a process by which the limitations and imperfections in man are washed away which result into an all round personality development at the physical, mental, intellectual, emotional and spiritual levels (Sri Satprem, 1975). Swami Rama of Himalayan Institute, America asserted that ‘Purpose of yoga is not to introduce an omnipresent God, but to attain the self-awareness. Yoga may also be seen as modification of the interaction between the self and the non-self. It suggests modification of individual’s attitude and approach towards the environment (Tripathi and Singh, 1984).

The paramount aim of Yoga system is the pursuit of the transcendental state of psyche called Nidhidhayasana which is assumed as an essential aspect of the ancient Indian system of learning. Samadhi leads to the Nididhayasana state which further escorts the wisdom. Yoga teaches how to attain wisdom. Knowledge through real
vision or wisdom, accomplished by profound meditation, directed to the Samadhi, is the real attainment and learning through mind and senses is a shallow class of knowledge, which leads to complexity.

1.3 YOGA: THE HOLISTIC SCIENCE OF TOTAL HEALTH

Yoga, besides its philosophical as well as spiritual benefits, offers many practical advantages for making life happy and meaningful. It is a means of holistic intervention for ensuring health. The concept of yogic health is compatible with the modern concept of health. The concept of positive health underlies the WHO’s definition of health as a state of complete physical, mental and social well-being. It is not merely the absence of illnesses.

Yoga also conceives an idea of positive health which comprises bodily, mental, social and spiritual well being. So, the person should be placed in the complete matrix of existence to understand his or her health. This integrated concept of health put forward by yoga science is testimonial to its comprehensiveness in approach. The purity of body cannot be isolated from that of mind or spirit. Yoga boldly rejects the concept of mind-body dichotomy. Instead, it stands for the harmonious blend of all the elements related to the human entity. The current bio-psycho-social approach corroborates this yogic outlook on health, it is argued. Yoga helps one maintain one’s homeostasis, the mainstay of one’s health.

The therapeutic benefits of yoga have been much investigated all over the world. It is found that yoga has preventive as well as curative advantages. The preservative function that yoga performs is also universally recognized and praised.
Yoga components such as asanas, mudras and pranayama affect all the body systems. The circulatory system, the digestive system, the nervous system, and the like directly benefit from practising yoga. The various and different body postures stipulated in yoga science aim at muscular stretching and regulation of blood circulation. Pranayama increases the respiratory health and the capacity of the lungs. The practice of yama and niyama gives the practitioner the ability to positively control the mind.

1.4 ROLE OF YOGA IN EDUCATION

Yoga has many benefits for educational practice. It positively influences the three main stakeholders of education such as students, teachers and parents. As yoga directly promotes self-improvement, it can address the learner quality, teacher quality and parent quality. These altogether enhance the quality of education. Of the many benefits of yoga, emotional well-being is a condition that is deemed very important as long as youth and adolescents are concerned. Eventually, the emotional well being entails peace of mind, self control, concentration, memory, and balance between intellect and emotions. These indirectly augment the academic performance of the learner. With a view to achieving this, yoga science can be adapted to the field of education and the array of asana, pranayama and mudras selected for this purpose forms yoga education.

The term Yoga education has been referred to as the training and teaching process of Yoga, though it should also be seen as the application of Yoga techniques to bestow better support to the education process. The target of both the disciplines is the same and that is enhancement of socially useful potentials of human personality.
Modern educationists show interest in improving the quality of education with the help of the Yoga system. The inclusion of Yoga and Yogic values in education system has been taken into consideration by many curriculum experts. Yogic values refer to the holistic and spiritual approach towards life and the world. Yoga in education should lead to the development of harmonious personality and behaviour at all the levels. An atmosphere should be created where the students study yoga with their own enthusiasm.

In the current Indian perspective, the role to be played by the education system is facing new challenges. Normally the main aims of education have been the physical, psychological, interpersonal, professional and spiritual refinement of a personality. In modern Indian perspective, it is deemed that the system of education should also be helpful in the attainment of the objectives of socialism and democracy mentioned in Indian Constitution too. Besides, to attain refinement at the level of thoughts (intellectual development) and feelings (affective aspect), contributing to the development of national character and scientific mentality among the people, at present it is seriously being felt that the aim of education should also include the liberation of mind and soul as well. Normally, in the education process, one is taught and asked to store in mind as much as possible, there is not any format for the appreciation in the education system regarding the values for optimal mental usage and getting rid of the burden of information, to become tranquil for a while. The system of Yoga may offer this kind of training and teaching.
1.5 UNDERSTANDING EMOTIONAL INTELLIGENCE

As educators, teachers are trained to teach academics so that students reach a point of formal achievement. Our assumption is that once students have mastered the curriculum, they will be on their way to success. But in the light of societal problems we are beginning to realize that we must incorporate programmes that enable our students to learn to cope, understand their own value, gain empathy for others, and manage and control their emotions. These factors of emotion, this insight into oneself as well as into the emotions of others, constitute the first steps in gaining essential skill for a successful life.

Positive action may be taken within the walls of the classroom. The life skills and coping mechanisms must be instilled within the students to foster appropriate reaction behaviour, solid decision making skills, and principles of honesty. Children’s lack of training in handling anger, hurt and grief makes up the true problem, and their inappropriate responses to these emotions can lead to violent acts in school and society. Research suggests that the trait of aggression in children often results when they have been severely neglected or abused, similar to when an animal that has been tortured becomes aggressive. When children aren’t equipped with effective problems-solving skills, good communication/negotiation techniques, and positive role modelling, or when children consistently feel frustrated from a lack of something such as nurturing, the result is a high degree of aggression. Developing these skills will improve student’s performance in school, work and life in general. An abundance of research demonstrates that the implementation of emotional literacy
classes truly does increase student coping skills as well as academic achievement (Goleman, 1997).

Emotional intelligence is not a subject or an isolated skill that can be taught. It is the process of learning to understand our own emotions, learning to understand the emotions of others, gaining proficiency in positive emotional responses in oneself, and recognizing and accepting the emotional responses of others. The teacher’s role in this learning process is to act as facilitator and role model to enhance student understanding of Emotional Intelligence.

1.6 IMPACT OF YOGA ON EMOTIONAL INTELLIGENCE

Yoga components have cathartic effect on emotions. They are supposed to be capable of cleansing affective domain. A closer look at what yoga does with its practitioner shows that the person is relieved of his or her emotional stress or tension. After having practised each component, the person feels relaxed. The relaxation benefit of yoga is empirical and its present day use in psycho-therapy relies much on this. Salvaging a person from emotional break down and helping him or her regain emotional balance is a great service in the perspective of positive health. Yoga relaxes the built up tension and the emotions that underlie this tension. This may cause the emotions to surface for time being but in no time these emotions and thought patterns will disintegrate.

The pent up emotions affect the internal body organs more. Because they bring about the production of stress hormones and create muscular tension they can put more stress on the internal organs. It is a recognized fact that there are psycho-
somatic relationships. Therefore, our physical conditions affect our emotions and vice versa. Asanas are triggers for emotions to be released. They are a way of moving inside the body, to connect the body with the mind. By releasing and purging the negative emotions we become more consolidated, focused and happy with ourselves.

Since Yoga has been proved to be efficacious to bring about both physiological as well as psychological changes, it is rational to think that it can promote Emotional Intelligence. Yoga, in essence, refutes the concept of mid-body dichotomy. Emotional Intelligence is based on the concept that thinking in all of its forms can intervene in emotions. The concept of wisdom is closely related to positive delaying of emotional responses and instances of delayed gratifications. This is achieved by the increased awareness of and ability to manage one’s own emotions. It is here that both yoga and Emotional Intelligence share their avowed goal.

1.7 PSYCHOLOGICAL AND ACADEMIC PROBLEMS FACED BY ADOLESCENTS IN THE PRESENT SCENARIO

The problems related to psychological well-being of adolescents are aplenty and varied. They fall in the main three domains such as cognitive, behavioural and affective. Most of their problems are developmental in nature. The perceived self-deficits as a result of unscientific comparison with peers and others; the resultant diffidence; over anxiety about future; phobic development on realities of life and serious lack of life skills are among the psychological problems confronted by the adolescents in the present scenario. Academic problems, though derived directly from learning process and cognitive development, are intertwined with psychological well-
being. Psychological problems have the propensity to worsen the academic outcomes of a person.

1.8 NEED AND SIGNIFICANCE OF THE STUDY

The level of achievement of a child at any stage depends on the extent to which its natural potentialities have developed or changed. A well-balanced person is well adjusted to the demands of the environment. Adolescence is a period of ‘heightened emotionality’. Emotional adjustment is a process by which one becomes able to cope with emotions in relation to one’s psychological and mental makeup. Maladjustment causes too much emotional tension, too many frustrations and conflicts, which stands as an obstacle in the path of intellectual effort, concentration, habit of study and sincere academic interest. This leads to lack of control over emotions and it results in emotional instability. Stress is a common occurrence among people causing health hazards, laziness, disinterest and lack of physical and mental vitality. Stress in elementary form may not be dangerous but its prolongation causes worry, loss of interest in life and tendency to do work.

The learner in the modern educational system has come to the centre of educational arena. A student is no longer a passive recipient of knowledge. Instead, the role of a knowledge constructor has been assigned to students. This underscores that a willing learner is the key factor of education. Only responsible and intrinsically-motivated learner can successfully participate in the knowledge construction process. In order to facilitate such a constructivist learning, the learner as an individual should
be strengthened. Personality features of students such as emotional integrity, sociability and positive attitude towards life should be developed.

Now a days the schools are degenerating into mere coaching centres contributing to the child’s stress. The school is supposed to be an ideal place for enjoyment, recreation, fun and intellectual development. But the modern school system deviates from what it ought to be. It tries to make the child acquire more than its intellectual calibre. The all-round development of the child is almost narrowed down to a single aim, i.e., to obtain more marks or better grades. The other aspects of development are ignored and the value of life is engulfed in the coaching factories to obtain more marks.

Roads are different but the destination is the same. The attainment of ultimate reality is the goal of life. Education is indeed a pivotal way to the attainment of this goal, that is, self realization. Yoga is understood to be another means of the actualization of this existential destiny. If we put together the two ways into a single one, the goal can be easily attained.

Yoga is an exact science. It aims at the harmonious development of the body, mind and soul. Yoga is the turning away of the senses from the objective universe and the concentration of the mind within. The practice of yoga will help people to control the emotions and passions, increase resistance power and removes the disturbing elements from mind. It will enable man to keep a balanced mind, remove fatigue and get concentration and self-sufficiency. Meditation is prolonged concentration. Through meditation one reaches from earth to heaven, from error to truth, from
darkness to light, from pain to bliss, from restlessness to abundant peace and from ignorance to knowledge.

The type of education that is being provided to children throughout the world as well as the different levels of stress that children face in the classroom environment may be concentrated upon. The difficulties, problems, conflicts, distractions and dissipation of their energies were also considered. Practice of yoga can increase the children's learning ability and to inspire teachers to teach their subjects in a slightly different way.

Children are often being educated without considering or caring for the growth of their entire personality. Their brains and minds are being crammed with information without creating any support group outside the classroom environment where they can continue to imbibe education. A thorough examination is required at what science says about the growth of a child, what psychoanalysis says about child psychology and how the hormones and glands alter and influence the rationality, emotional structure and creative output of the child.

The purpose of education is not only to impart knowledge, but more importantly to tap the hidden talents and potentialities of the students by helping them develop physically, intellectually, morally and spiritually. Yoga can help in this task of providing holistic education and keeping the body and mind healthy and free from disease, either physically or mentally.

Yoga helps in creating a healthy interaction and balance in the various aspects of the human personality. Schools are the most appropriate place where systematic education in yoga can begin. Yoga aims at bringing about an equilibrium of not only
all systems of the body but also between body and mind. It trains the body and mind to cope with new situations and circumstances and helps cultivate the powers of adaptation and adjustment.

Regular yoga practice enhances the ability of students to concentrate, to deal with impulsive behaviour and to think more clearly. It offers an excellent means of physical education and exercise, as well as offering students a safe and balanced way to explore their bodies, minds and feelings. It also helps to give self-confidence and self-discipline, allowing students to become aware of themselves from the inside out. From this awareness, changes and growth in new and positive directions can blossom which allows their creativity to flow, their fears, anger and sadness to release and their trust in their inner self to shine. This is having an effect on both their physical and mental health. Therefore there is an increased need to equip young people with stress management and coping mechanisms as well as finding ways to increase their self worth and self esteem and to allow them to increase their ability to adapt through changing situations. Yoga can play a huge role in these causes.

Studies as those of Rogers (2011) show that yoga has received great attention among the European and American nations. An increasing number of American schools are making yoga a regular part of their classroom teaching. In California, some schools have turned to yoga by substituting physical education teachers. United States Yoga Association has been training school teachers to teach yoga. Though yoga has its origin in India, its benefits are not properly utilized in the educational system of India.
Chapter I

Introduction

The investigator went through as many studies as far as possible. It was noted that very many attempts were made to assess the effectiveness of yoga practice on various variables such as mental health, physical health and professional efficiency (Dunn, 2009). Nagendra (2011) sought to assess the efficacy of yoga practice in bringing about a significant increase in EQ of managers. No study was made available to the investigator which studied the impact of yoga practice on the Emotional Intelligence and Academic Achievement of secondary school students. Hence the investigator realised that such an area was suitable for the present study which was intended to look into the potential of the yoga instruction to bring about positive and significant changes in Academic Achievement and Emotional Intelligence of secondary school students.

1.9 STATEMENT OF THE PROBLEM

Incidence of low achievement and lack of Emotional Intelligence cause great concern to all who are interested in the future of adolescent children. In this context, the potential of yoga to enhance physical and mental well-being of students cannot be ignored. Yoga will bring about miraculous progress in the Academic Achievement and Emotional Intelligence of students. The present study is designed to meet this end in view and hence entitled

EFFECTIVENESS OF AN INSTRUCTIONAL PACKAGE IN YOGA FOR IMPROVING THE EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN KERALA
1.10 DEFINITION OF KEY TERMS

EFFECTIVENESS

The word ‘effective’ means ‘producing the intended result’ (Oxford Advanced Learner’s Dictionary, 2010, p.285). ‘Effectiveness’ is the quality of being effective’. This study is a plan of instruction and presentation, which causes a desired change in the behaviour of the learner. An assessment of this change leads to the determination of “Effectiveness” (Hornby et al., 1963).

In the present study, the effectiveness of yoga instructional package signifies the capacity of the instructional package in yoga to produce the desired effect i.e., to improve the Emotional Intelligence and Academic Achievement of secondary school students.

INSTRUCTIONAL PACKAGE

Instruction

‘Instruction’ means the kind of teaching that obligates the instructor to furnish the learner with some lasting direction and is accountable for pupil performances commensurate with precise statements of educational objectives (Good, 1996).

Instructional Package

Package means sets of all-round course materials, usually published, and typically containing a course book and an accompanying CD\ Cassette (Jones, 2003). Instructional package implies the materials which are used for teaching or giving instruction to someone.
In the present study, instructional package means a package prepared for teaching yoga with the help of multimedia which consists of training on asanas, pranayama and awareness class on yogic way of life with special emphasis on yama-niyama.

**YOGA**

Patanjali defined yoga as “Chitta Vritti Nirodhah”. It may be translated as the restraint (Nirodhah) of mental (Chitta) modifications (Vritti) or as suppression (Nirodhah) of the fluctuations (Vritti) of consciousness (Chitta). Yoga is a psychophysical system of exercises based upon the knowledge of the relation between the body and the mind (Swami Abhedananda, 2002).

**EMOTIONAL INTELLIGENCE**

Emotional Intelligence can be defined as an array of non cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with the environmental demands and pressures (Bar-On, 2000).

KAB model of Emotional Intelligence developed by Sterett (2003) was adapted for the present study. Three areas spread in to two main dimensions of Emotional Intelligence were taken into account. The dimensions are Self and Social and the areas common to both dimensions are Knowledge, Attitude and Behaviour.

**ACADEMIC ACHIEVEMENT**

Achievement means ‘a thing that somebody has done successfully, especially using their won effort and skill’ (Oxford Advanced Learner’s Dictionary, 2010).

Academic achievement is the knowledge obtained or skill acquired in the school subjects usually designated by grades or marks assigned by a teacher.
Chapter I

Introduction

Academic achievement has been regarded as a “judgment of student’s progress”. Often this judgment is summed up as ‘A’ or ‘B’ or a number (Helen, 1985).

In the present study, academic achievement denotes marks obtained by the students in different subjects in the annual examination.

SECONDARY SCHOOL STUDENTS

Secondary school students refer to students of any school recognized by the government and imparting instruction at the terminal stages of school education comprising standards VIII, IX and X.

1.11 OBJECTIVES OF THE STUDY:

The study has the following specific objectives in view:

1. To prepare an Instructional Package in Yoga for improving Emotional Intelligence and the Academic Achievement of Secondary School students

2. To study the effectiveness of the Instructional Package in Yoga for improving the Emotional Intelligence of the Secondary School students for the total sample.

3. To study the effectiveness of the Instructional Package in Yoga for improving the following components of Emotional Intelligence among Secondary School students:
   
4. To compare the effectiveness of the Instructional Package in Yoga for improving the Emotional Intelligence of the Secondary School students for the subsample based on gender.

5. To study the effectiveness of the Instructional Package in Yoga for improving the Academic Achievement of the Secondary School students for the total sample.

6. To study the effectiveness of the Instructional Package in Yoga for improving the Academic Achievement in the following subject groups of the Secondary School students.
   i) Languages  ii) Social science  iv) Science  v) Mathematics

7. To compare the effectiveness of the Instructional Package in Yoga for improving the Academic Achievement of the Secondary School students for the subsample based on gender.

1.12 HYPOTHESES

The major hypotheses of the study are the following;

1. The Instructional Package in Yoga will be effective for improving the Emotional Intelligence of the Secondary School students for the total sample.

2. The Instructional Package in Yoga will be effective for improving the following components of Emotional Intelligence among secondary school students.
   i) Self-awareness  ii) Self-confidence  iii) Self-control  
   iv) Empathy  v) Motivation  vi) Social competency
3. There will be significant difference in the Emotional Intelligence of boys and girls in the secondary schools after implementing the Instructional Package in Yoga.

4. The Instructional Package in Yoga will be effective for improving the Academic Achievement of the Secondary School students for the total sample.

5. The Instructional Package in Yoga will be equally effective in improving the Academic Achievement of the following subject groups of the Secondary School students:
   i) Languages   ii) Social science   iv) Science   v) Mathematics

6. There will be significant difference in the Academic Achievement of boys and girls in the Secondary Schools after implementing the Instructional Package in yoga.

1.13 VARIABLES IN THE STUDY

In the present study, yoga practice is the independent variable. The Emotional Intelligence and Academic Achievement of the secondary school students are the dependent variables of the study.

1.14 METHODOLOGY IN BRIEF

Design of the study:

The present study was Experimental in nature and was intended to prepare an Instructional Package in Yoga suitable for improving the Emotional Intelligence and Academic Achievement of Secondary school students. The Emotional Intelligence Inventory was used to measure the Emotional Intelligence of both these groups. The Academic Achievement of the students was collected from the school records. Yoga
classes were conducted for the experimental group based on a specially designed Instructional Package.

**Sample**

The sample was a representative group of 80 students of Standard IX at secondary school level from St. Thomas High School Thiruvalla, in Kerala, of which 40 students were treated as Control group and 40 as the Experimental group.

**Tools and materials**

**Tools**

1. Emotional Intelligence Inventory (Santhosh and Geetha, 2010)
2. Evaluation Schedule for Instructional Package in Yoga (Santhosh and Geetha, 2010).

**Material**

1. Instructional Package in Yoga: Yoga for improving Emotional Intelligence and Academic Achievement of Secondary school students – YEIAA Package (Santhosh and Geetha, 2010)

**Procedure**

The study was carried out in different stages such as

1. Assessment of Emotional Intelligence and Academic Achievement of both groups before giving the Instructional Package;
2. Administration of Instructional Package in yoga for the Experimental group for a particular period of one year;
3. Assessment of Emotional Intelligence and Academic Achievement of both the groups after the experiment;
4. The data thus collected was statistically analysed to find out the effectiveness of the package.

**Statistical techniques used**

1. Arithmetic mean
2. Standard deviation,
3. t-test
4. ANOVA
5. ANCOVA
6. Scheffé test of post hoc comparison

1.15 **DELIMITATIONS**

1. The present study was limited to the Secondary School students in Kerala State only.

2. Since it was an experimental study, only a small group of 80 students in Standard IX of St. Thomas Higher secondary school, Thiruvalla, Pathanamthitta District, Kerala was taken as sample.

3. The experimental period was limited to one year only.

4. Only selected yogasanas were included in the present Yoga Instructional Package.

5. The study was limited to test the effectiveness of yoga in improving the Emotional Intelligence and Academic Achievement only.

6. Factors such as food habits, diet and other factors which might have an influence on the result, were not taken into account.
7. Demographic, economic and parental background of students were not considered.

1.16 ORGANIZATION OF THE REPORT

The present study has been organized under the following heads:

**Chapter I: Introduction** provides a brief introduction to the study, need and significance of the study, statement of the problem, definition of key terms, objectives of the study, variables of the study, hypotheses of the study, methodology in brief, delimitations of the study and organization of the report.

**Chapter II: Review of related literature** contains Theoretical Overview and Review of Related Studies. It presents theories related to Yoga and Emotional Intelligence.

**Chapter III: Methodology** deals with objectives, hypotheses, research design, sampling method, tools and materials, and statistical techniques used in the study.

**Chapter-IV: Analysis and Interpretation** attempts to analyze the data collected and also interpret the results obtained from the analysis.

**Chapter V: Conclusion** presents the major findings of the study, conclusions, educational implications, suggestions and recommendations and suggestions for further research.