

# Impact of Yogic practices on General intelligence and General-well-being of School going children

**Dr Kamakhya Kumar**

Dept of Yogic Science

Uttarakhand Sanskrit University, Haridwar

Email: [kamakhya.kumar@gmail.com](mailto:kamakhya.kumar@gmail.com)

Received: 10.06.2024 Revised: 15.07.2024

## Abstract

School going children are at a turning point in emotional and physical development. They need to become industrious and engaged in planning and executing tasks. They have different interests, abilities, and personalities. During this time period observable differences in their intelligence and well-being of children may be prominent.

The present study aimed to find out the effect of Yogic practices on general-intelligence and general well-being of school going children. The study has been conducted at Hariwar and Dehradun District of Uttarakhand. Thirty-five students of 11-15 age groups were selected through random sampling technique. Selected yogic practices has been given to them for 40 days. The effects studied on the General Intelligence level and General Well Being level. The result shows a significant change. On the basis of that it can be said that practice of yoga can help to improve their intelligence and wellbeing of school going children.

**Key words:** Surya Namaskar, Bhramari Pranayama, Om Chanting, Intelligence & General well being

## Introduction

10–20% of children have a mental health problem of some type. Manifestations such as attention deficits, cognitive disturbances, lack of motivation, and negative mood all adversely affect scholastic development. It is often unclear what factors associated with school affect children's mental development and what preventive measures and interventions at school might be effective. Hence practice of yoga is proper nourishment to the children to be introduced at the proper time.

It is necessary to take care of their intelligence and well-being. Hence children have many unexplained and unexpressed problems; they cannot express their problem correctly. Because of their power of expression and their knowledge of their own psychology is not mature enough, it is the responsibility of teachers and guardians to take care of their behavior; because they usually express their problem through it.

Psychologists, in collaboration with school teachers and parents, should help recognize and contend with mental health problems among the children, to enable the timely detection of stress factors at school and the initiation of the necessary measures and aids. Evidence-based preventive programs should be implemented in schools, and beneficial changes of the school environment should be a further goal.

**Intelligence** describes a property of the mind that encompasses many related abilities, such as the capacities to reason, to plan, to solve problems, to think abstractly, to comprehend ideas, to use language, and to learn. There are several ways to define intelligence. In some cases, intelligence may include traits such as creativity, personality, character, knowledge, or wisdom.

**Psychological Well Being** may be defined as the subjective feeling of contentment, happiness, satisfaction with life's experiences and of one's role in the world of work, sense of achievement, utility, belongingness, and no distress, dissatisfaction or worry, etc. These things are difficult to evaluate objectively. It may be well maintained in adverse circumstances and conversely, may be lost in favorable situation. It is related to but not dependent upon the physical / physiological conditions.

The fragment internal changes should be managed. The internal secretions of hormones are the basic cause of the change in their nature and mentality. If this period can be prolonged it will help in their maturity. Yogic practices are highly effective to manage them. Practice of *Surya Namaskar*, *Bhramari Pranayama* and *Yoga Nidra* are overall effective Yogic package for the proper

functioning of physical body, proper development of mental potentials and proper establishment of emotional maturity.

Intelligence is often measured in studies, while traits such as parent's education or occupation are; the child's good performance is often attributed to socioeconomic class rather than the indirect effects of inheritance of intelligence. General well-being is the State of being or doing well in life. Yogic Intervention may play a great role to develop the intelligence and well-being of the children. There are various researches in the field of yoga and among them some have been based on children's well-being and the effectiveness. Few of them are mentioned below:

Batra, B.K., Nagratna, Dr. R and Nagendra, Dr. H.R; (2003) observed in a study over 322 children that the selected practice of Yoga improves the analyzing capacity. Pushpa, Nagratna, Dr. R and Nagendra, Dr. H.R; (2003) again observed in their study over 300 children that the selected practice of Yoga improves the memory of the children.

Gharote, M.L. and Ganguly, S.K. (1975) have observed in his three weeks study on 430 school going children that selected practice of Yoga improves the muscular fitness of the 36.8% students of practice group. Gharote, M.L (1976) again observed the effect of yogic practices on 44 children for three weeks and fined a significant change in their physical health.

Kothari A & Kumar K 2022, observed a positive impact of Yoga on College going Students. Kumar K 2018 states that there is a positive impact of Yoga on

mental health and mental process. Kumar K 2018 (A) Same has been observed in the corporate members.

Study conducted by Kumar K 2012; shows that Yogic Intervention has a positive impact on General Well Being as well as another study done by Kumar K 2010; shows a significant change at the level of psychological well-being. Kumar K 2009; There is a significant change through Yoga on School Going Children in Shaping their Personality and Kumar K 2004; observed that *Yoga nidra* has its impact on students' wellbeing.

Telles S. et. al (1993) observed the effect of yogic packages on 45 children in two groups and find a significant change in Attention span and Memory in the practice group after a ten days study.

Uma, K. et. al. (1989) observed the effect of Yogic practices on 45 children and found a significant change in IQ and Social Adaptation parameters in comparison to the non-Yoga practitioner children after one year study.

Verma S, Kumar K, & Meena R (2017) there is a positive impact of Yoga practice on general well-being. Kumar K 2016, social adjustment can be improved with Yogic practices. Kumar K 2013; There is a positive impact of Yogic

Intervention on Adolescent's Intelligence and Well Being.

**Material and methods**

With above mentioned aims and objective the research designed taken in this study is pre – post research design and sampling is quota sampling. Thirty-five children have been taken for the study from Public schools of Haridwar and Dehradun district of Uttarakhand. The selected practice of yoga which has been introduced to them was Surya Namaskar, Bhramari Pranayama and Om chanting. This set of Yogic practices were applied on them regularly except Sundays and Holidays. After 40 days duration of yogic practice effect of intervention was observed through psychological tests.

**Tools**

To measure the Intelligence of the subjects specialized questionnaire has been taken which is: General Intelligence Test by S.M.Mohsin.

To measure the General Well Being of the children specialized questionnaire has been taken which is: PGI GWBM (PGI General Well Being Measure) by S.K.Verma and Amita Verma

**Result:**

Table – 1 (General Well Being)

	Mean	sd	“t” value	significant level
Pre	14.31	3.9	5.94	at 0.01
Post	18.11	4.17		

Table 1 shows the pre and post mean values of general well being of the children, the null hypothesis 1 has been rejected on 0.01 level of confidence.

Table – 2 (General Intelligence)

	Mean	sd	“t” value	significant level
Pre	124	14.74	5.91	at 0.01
Post	140.23	20.18		

Table 2 shows the pre and post mean values of general intelligence of the children, the null hypothesis 2 has been rejected on 0.01 level of confidence.

### Discussion and Conclusion

Result shows in the table 1 and table 2 express a positive impact on general intelligence and General-Well-being of yoga practicing children. Qualitative analysis revealed a spectrum of psychological and physical problems in school-going children, including behavioral changes. Practice of Yoga stops the uncontrolled and uninterrupted thoughts. So the set of Asana and Pranayama in combination plays a vital role for anxiety. Previous researches also support our study. Gersten, D J (1978) said that the practitioner of Yoga becomes his own psychotherapist, recognizing and systematically alleviating his own personal problems and interpersonal difficulties. Matthew, R J (1981) reported that yoga is a successful therapy for both recent and long-standing psychological disturbances of all kinds, especially high anxiety levels and neurotic behavior

patterns. Telles, S. Gaur, V. Balkrishna, (2009) observed the effect of a Yoga Practice Session and a Yoga Theory Session on anxiety level.

As the previous studies shows that practice of Yoga, Meditation and Relaxation significantly lowers all the psychological problems. Yoga brings control over breathing and that works in effectively increasing the psycho-motor coordination. Practice of Yoga is a conscious process of gaining control over the mind, and thus the concentration and attention-span improve, and hence intelligence of the children found in this study increased. In this manner, various researches show that the practice of Yoga can be successfully administered to improve the general intelligence and well being of the Adolescents.

### References

1. Batra, B.K., Nagratna, Dr. R and Nagendra, Dr. H.R; (2003); Pranaveshana, Swami Vivekananda Yoga Anusandhana Sansthana, Banglore, page: 79.
2. Gersten, D.J., (1978). Meditation as an adjunct to medical and psychiatric treatment. *Amer. J. Psychiat.*, 135:5.
3. Gharote, M.L. and Ganguly, S.K. (1975); *Indian Journal of Medical Research*, 63:9, page-1242-1250

4. Gharote, M.L (1976); Yoga Mimamsa, vol.18, page-14-23
5. Kothari A & Kumar K; Physiological Benefits of Yoga for College Students; International Journal of Yoga and Allied Sciences, Vol. 11, No. 1, 2022 pp: 70-76.
6. Kumar K; Human Mind, Mental Process and role of Yoga in Mental Health; International Journal of Science and Consciousness, Vol. 4, No. 2, 2018, pp: 48-54.
7. Kumar K; Mental Distress in Corporate Persons & Its Management through Yoga; International Journal of Yoga and Allied Sciences, Vol. 7, No. 1, 2018, pp: 14-18.
8. Verma S, Kumar K, & Meena R; Evidenced Based Study on General Wellbeing through Hatha Yoga; International Journal of Science and Consciousness, Vol: 3, Issue 4 Oct 2017 pp: 78-83.
9. Kumar K, Approach of Yoga based lifestyle towards Social adjustment among Students, International Journal of Yoga and Allied Sciences, Vol. 5, No. 1, 2016. pp:18-23.
10. Kumar K; Effect of Yogic Intervention on Adolescent's Intelligence and Well Being Souvenir of National Yoga Week Feb 2013; Organized by Morarji Desai National Institute of Yoga, New Delhi.
11. Kumar K; Yogic Intervention and its Effect on General Well Being; International Journal of Yoga and Allied Sciences, Indian Association of Yoga, New Delhi Vol. 1, No. 2 June 2012. pp 150-155.
12. Kumar K; Psychological Changes as related to Yoga Nidra; International Journal of Psychology: A Biopsychosocial Approach Publisher: Vytautas Magnus University Lithuania 2010 (6) pp 129-137
13. Kumar K; School Going Children and Shaping their Personality Souvenir of National Yoga Week 2009; between 16-22 Feb 09 Organized by Morarji Desai National Institute of Yoga, New Delhi.
14. Kumar K; *Yoga nidra* and its impact on students wellbeing; Yoga Mimamsa, Kaivalyadham Lonavala, Maharashtra (2004) 36 (1); 31-35.
15. Matthew, R.J., (1981). Anxiety and platelet MAO levels after relaxation training. Amer. J. Psychiat., 138(3): 371-373.
16. Pushpa, Nagratna, Dr. R and Nagendra, Dr. H.R; (2003); Pranaveshana, Swami Vivekananda Yoga Anusandhana Sansthana, Bangalore, page: 77.
17. Telles S. et. al. (1993); Improvement Perfactual and Motor Skills; 76, 1264
18. Telles, S. Gaur, V. Balkrishna, (2009) Effect of a Yoga Practice Session and a Yoga Theory Session on State Anxiety A. Perceptual and Motor Skill Vol 109; No 3, page(s) 924-930
19. Uma, K. et. al. (1989); The Integreted Approach of Yoga: A Therapeutic Tool for Mentally Retarded Children: A One Year Controlled Study; Journal of Mental Deficiency Research, No. 33, Page 415-421.