



A study of an opinion of various groups of society towards Yoga education

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Abstract

The aim of this research is to look at the perspectives of different groups in society on Yoga education. The study's architecture is descriptive of nature. A total of 600 people were included in the study's survey. A self-made opinion scale is used to gauge a person's viewpoint. As a mathematical technique, the mean, standard deviation, and t-test are used. Following the study's research, it was discovered that there are substantial differences in opinion about Yoga Education among different groups of society.

Key word:- yoga education, opinion,

I- Introduction

Yoga is an Indian method of leading a balanced lifestyle. It is now recognised as a scientific style all over the world. It is now being accepted as a safe form of science exercise in Western society. While the origins of yoga are unknown, it is a long-established practise. Yoga has practises like Yama, Niyam, Asana, Pranayam, Pratyahara, Kriya, and Dhyana for the average individual, which keep them physically fit, mentally flexible, and emotionally balanced. This, in turn, lays the groundwork for an individual's spiritual growth. Every human being has the right to good health. However, this right is subject to a variety of personal, social, and environmental factors. We should build a stronger disease immunity system and a better knowledge of other problems, in addition to environmental or social causes, such that other issues do not negatively impact us and we can maintain optimal health. Yoga has the potential to help with this. Yoga is one of the most effective drug-free recovery methods. Yoga should be practised as a way of life to improve one's physical and emotional well-being. Yoga helps to develop courage, endurance, and high energy on a physical level, and it increases focus, harmony, happiness, and empowerment on a mental level. Yoga, in other words, promotes internal and exterior unity.

The new educational framework seems to be harming everyone in our nation today. Since physical, emotional, moral, spiritual, and national standards are not established in students as anticipated by schooling. The school plays an important role in students' overall progress. Only where careful consideration is given to the physical and mental health of students is it possible to achieve all-round educational development. There is a strong case to be made for yoga instruction to be made a compulsory topic in schools. The primary goal in education is to promote a child's overall growth, and yoga education aids in this endeavour. The focus of modern education is on technological skills. Stress, disappointment in life, lack of ideals, violence, irritability, anger, emotional dysfunction, and other issues are on the rise among students as a result of the challenge and dynamic rivalry in any area. Only by yoga education will these dominant patterns in students be identified.

II- Reviews of related study

A variety of research on yoga education have been conducted. The variables of knowledge and attitude were found to be optimistic and strongly associated by Nanware, Rajkumar B., and L, Palanethra (2019). It was discovered that Arts and Science teacher trainees of the training colleges had sound awareness, and that the majority of the arts and science teacher trainees had a favourable attitude towards Yoga. Dr. Y. Chakradhara (2017) discovered that students had a fewer yoga mindset. On the basis of caste, there was no substantial gap in yoga attitudes among rural and urban secondary school students. Yoga is becoming more common among students in private schools. There was a substantial increase in fitness, academic capacity, cognitive ability, behaviour, and positive emotions, as well as a decline in negative emotions, according to Vhavle, Sathish, and Rao, Raghavendra (2017).

Due to yoga preparation programmes, the study community has higher academic results than the test group, according to Karak, Dr. Kalidas, and Ghoshal Abhijit (2016).

III- Objective of Study

IV-

1. To look at the perspectives of people from various social backgrounds on yoga education.
2. To learn more from the perspectives of student teachers on yoga discipline.
 - (a) To find out what male and female student teachers think of yoga education.
 - (b) To look at the perspectives of student teachers on Yoga Education in relation to their geographical position.
3. To learn more on how parents and guardians feel about yoga discipline (Doctor, Engineer, Manager, Businessman, Farmer).
4. To look at the viewpoints of instructors on yoga education.
 - (a) To look at the perspectives of male and female yoga teachers on the subject of yoga education.
 - (b) To look at teachers' perspectives on yoga education depending on their place.
5. To look at how management and managers feel about yoga education in educational institutions.
 - (a) To explore educational organisation management/managers' perspectives on yoga education depending on place.
 - (b) To look at the perspectives of educational organisation management/managers on yoga education from a gender perspective.

IV- Hypothesis of Study

1. There is no discernible disparity in the attitudes of different social classes against yoga education.
2. There is no discernible change in pupil teachers' attitudes towards yoga education.
 - (a) There is no discernible disparity between male and female pupil teachers' attitudes towards yoga education.
 - (b) There is no substantial variation in pupil teachers' attitudes towards Yoga Education based on their location.
3. There is no substantial change in parental/guardian attitudes towards yoga education (Doctor, Engineer, Manager, Businessman, Farmer).
4. There is no discernible change in teacher attitudes regarding yoga education.
 - (a) There is no discernible disparity between male and female teachers' attitudes towards yoga education.
 - (b) There is no substantial variation in teachers' attitudes towards yoga education based on their location.
5. There is no substantial difference in management/managerial attitudes towards yoga education within educational institutions.
 - (a) There is no discernible variation in the attitudes of educational institution management/managers against yoga education based on place.

- (b) There is no discernible gender disparity in the attitudes of educational institution management/managers against yoga education.

V- Method of the Study- A descriptive survey method was used in this study.

VI- Population- All the teachers, pupil teachers, parents and Manager/ Managements of educational institutions of Bundi District have been taken as the population of the study.

VII- Sample of the Study- A group of 600 individuals (Bundi district) was chosen for the report, with 200 pupil students, 150 guardians, 200 teachers, and 50 educational institute management/managers making up the survey.

VIII- Variables of the Study- The variable of the study are as follows-

- **Independent variable-** Yoga Education
- **Dependent variable-** Opinion of pupil teachers and teachers.

IX- Tool of the Study :- - A self-developed opinion tool was used to find out what people from diverse communities thought about yoga education.

X- Statistics of the Study- For analysis the collected data mean, standard deviation and t-test were used as statistical technique.

XI- Finding of the Study

Hypothesis 1 - There is no significant difference in Opinion of various groups of Society towards Yoga Education.

Group	N	Mean	S.D.	t-value	Result
Male	300	118.2	8.7	2.22	Rejected
Female	300	119.8	8.9		

Analysis and Interpretation –

Since looking at the index, it is evident that the mean scores of male and female members of different social classes are 118.2 and 119.8, respectively. Male and female standard deviations are 8.7 and 8.9, respectively. For the 0.05 standard, the table value of “t” is 1.96. The estimated value of “t” is 2.22, which is higher than the “t” value in the graph. This demonstrates that different classes in society have somewhat different perspectives on yoga education. As a result, the null explanation is ruled out.

Hypothesis 2 - There is no significant difference in Opinion of pupil teachers towards Yoga Education.

- (a) **There is no significant difference in Opinion of male and female pupil teachers towards Yoga Education.**

Group	N	Mean	S.D.	t-value	Result
Male	100	121.5	9.45	1.14	Accepted
Female	100	123.1	10.36		

Analysis and Interpretation –

The table shows that the mean ratings of male and female pupil teachers are 121.5 and 123.1, respectively. Male and female standard deviations are 9.45 and 10.36, respectively. For the 0.05 standard, the table value of “t” is 1.97. The estimated value of “t” is 1.14, which is lower than the “t” table value. This demonstrates that there is no discernible disparity between male and female pupil teachers' attitudes towards yoga education. The null hypothesis is therefore acknowledged.

(b) **There is no significant difference in Opinion of pupil teachers towards Yoga Education according to locality.**

Group	N	Mean	S.D.	t-value	Result
Rural	100	117	7.9	1.53	Accepted
Urban	100	119	8.3		

Analysis and Interpretation –

The table shows that the mean scores of rural and urban pupil teachers are 117 and 119, respectively. Teachers of rural and urban students have standard deviations of 7.9 and 8.3, respectively. For the 0.05 standard, the table value of “t” is 1.97. The estimated value of "t" is 1.53, which is lower than the "t" table value. This demonstrates that there is no substantial variation in pupil teachers' attitudes towards Yoga Education based on their place. The null hypothesis is therefore acknowledged.

Hypothesis 3 -There is no significant difference in Opinion of Parents/Guardian (Doctor, Engineer, Manager, Businessman, and Farmer) towards Yoga Education.

Group	N	Mean	S.D.	t-value	Result
Male	75	120.6	9.22	1.75	Accepted
Female	75	118	8.9		

Analysis and Interpretation –

The table shows that the mean scores of male and female parents are 120.6 and 118, respectively. Male and female parents have standard deviations of 9.22 and 8.9, respectively. For the 0.05 standard, the table value of “t” is 1.98. The estimated value of “t” is 1.75, which is lower than the “t” table value. This demonstrates that the opinions of parents/guardians (Doctor, Engineer, Manager, Businessman, Farmer) on Yoga Education are not significantly different. The null hypothesis is therefore acknowledged.

Hypothesis 4 - There is no significant difference in Opinion of Teachers towards Yoga Education.

(a) **There is no significant difference in Opinion of male and female teachers towards Yoga Education.**

Group	N	Mean	S.D.	t-value	Result
Male	100	114.5	7.83	1.22	Accepted
Female	100	115.9	8.02		

Analysis and Interpretation –

The mean scores of male and female teachers are 114.5 and 115.9, respectively, as seen in the figure. Male and female teachers have standard deviations of 7.83 and 8.02, respectively. For the 0.05 standard, the table value of “t” is 1.97. The estimated value of “t” is 1.22, which is lower than the “t” table value. This demonstrates that there is little discernible disparity between male and female teachers' attitudes towards yoga education. The null hypothesis is therefore acknowledged.

(b) **There is no significant difference in Opinion of Teachers towards Yoga Education according to locality.**

Group	N	Mean	S.D.	t-value	Result
Rural	100	123	9.56	1.60	Accepted
Urban	100	125	9.82		

Analysis and Interpretation –

The table shows that the mean scores of rural and urban teachers are 123 and 125, respectively. Teachers in rural and metropolitan areas have standard deviations of 9.56 and 9.82, respectively. For the 0.05 standard, the table value of “t” is 1.97. The estimated value of "t" is 1.60, which is lower than the "t" table value. This demonstrates that there is no major variation in teachers' attitudes towards yoga education based on their place. The null hypothesis is therefore acknowledged.

Hypothesis 5 - There is no significant difference in Opinion of Educational Institutions Management/Manager towards Yoga Education.

(a) **There is no significant difference in Opinion of Educational Institutions Management/Manager towards Yoga Education on the basis of locality.**

Group	N	Mean	S.D.	t-value	Result
Rural	25	110.5	6.87	1.29	Accepted
Urban	25	113.6	7.89		

Analysis and Interpretation–

The mean scores of rural and urban Educational Institutions Management/Managers are 110.5 and 113.6, respectively, as seen in the graph. The standard deviations for management/managers in rural and urban educational

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institutions are 6.87 and 7.89, respectively. For the 0.05 standard, the table value of “t” is 2.01. The estimated value of “t” is 1.29, which is lower than the “t” table value. This demonstrates that there is no substantial variation in educational institution management/managers' attitudes towards yoga education based on place. The null hypothesis is therefore acknowledged.

(c) There is no significant difference in Opinion of Educational Institutions Management/Manager towards Yoga Education according to gender.

Group	N	Mean	S.D.	t-value	Result
Male	25	115.3	7.42	2.06	Rejected
Female	25	119.8	7.94		

Analysis and Interpretation –

The table shows that the mean ratings of Educational Institutions Management/Managers in rural and urban areas are 115.3 and 119.8, respectively. Teachers in rural and metropolitan areas have standard deviations of 7.42 and 7.94, respectively. For the 0.05 standard, the table value of “t” is 2.01. The estimated value of "t" is 2.06, which is higher than the "t" value in the graph. This demonstrates that there is a considerable gap in the views of educational institution management/managers on yoga education based on gender. As a result, the null explanation is ruled out.

XII- CONCLUSION

After a analysis of collected data, it was found that There is significant difference in Opinion of various groups of Society and Educational Institutions Management/Manager towards Yoga Education. There is no significant difference in Opinion of pupil teachers, Parents/Guardian and teachers towards Yoga Education.

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