

Role of Yoga Practices for Mental Health and Learning Habits of Management Students

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Abstract

Learning habit is purely and fairly psychological activity that needs sound mental health including inner-peace, calmness, easiness, positivity, curiosity, interest and self-motivation. The increased global interest in yoga practices in recent decades is primarily due to the expectancy that it can calm the mind and increase overall health and well-being of the students. Yoga provides training of mind and body to bring emotional and mental balance as well as it leads to alignment and harmony. This article discusses yoga (Asanas, Pranayamas and Dhyanas) as a potential tool for the management students to deal with mental health that essentially important for effective learning habits and to regulate themselves. This research study combination of both experimental and survey research designs. For this experimental study, 60 number of students are taken as sample who were failed in their mid-term examination and they were further classified as self-control group and experimental group with 30 students in each group in order to identify and confirm the effectiveness of yoga practices on academic performance of students. This study finding suggests that 'yoga practices' is an effective tool to solve mental health issues and finally it contributes for effective learning habits of management students. With this study, it is argued that students need such aid to listen inward, to their bodies, feelings, and ideas.

Keywords: *mental-health, learning, habits, management, students, yoga.*

Background of the Study

A kind of debate is always seeming to be there for the dependency and relationship of mind and body on each other that affects study behavior of the students. According to Japanese popular saying "there is a healthy mind in the healthy body". It means our mind will act better in a way if we are so fitted by physical health condition. In the contrast of this version, Arjuna said with Krishna, the God, in Mahabharat that "I am so poor and weaker by my physical health because my mind is not strong yet to fight with my so-called enemies because they are all my relatives." Furthermore, he said "O Krishna, seeing these relatives and friends who have assembled here with the intention

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of fighting, my limbs give way and my mouth becomes completely dry. And there is trembling in my body, and there are cold shivers; the Gandiva (bow) slips from the hand and even the skin burns intensely. Moreover, I am not able to stand firmly, and my mind seems to be whirling. And I notice the omens to be adverse (Prabhupada, 2006)." It means our body will act in better if we are so fitted by our mental health condition. According to the Mahabharata, Arjuna was known as one of the fittest and strongest warriors by his body structure in war between Pandavas and Kauravas but when he was suffered by his mental health, he was becoming weaker among the other warriors of that war. It is justified that how important mental health is in order to perform the activities that set already.

No doubt, for effective learning and studying, students they have to be fitted by their both mental and physical health conditions. 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. For the purpose of strengthening mental health of students, among the many techniques like listening 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 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 connection between human souls with supreme power (God 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 (Pranayama), and simple meditation practices (Dhyana), with teachings on yoga philosophy that cultivate awareness and ultimately more profound states of consciousness.

Highlighting the importance of Asanas, on physical and mental health of the students, many studies are conducted by different researchers at different time frame, but very few have included for the student population, more specifically, to the management students. Yogic Asanas are bodily postures which stretch, strengthen, and relax different muscles and the various parts of 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 and Lowery, 2011). There are many Asanas discussed in order to strengthening both physical and mental health. But for meditation purpose, there are four common Asanans: Padmasana (Lotus posture-crossed interlocked legs), Siddhasana, Svastikasana and Sukhasana (Easy posture-crossed legs).

The next to Asanas, for effective learning and sound mental health, is Pranayama (regulation of breath). It is considered as 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, 2011). Ujjayi, Nadi Shodhanam and Viloma are the very popular Pranayamas techniques used in yoga practices.

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

In the similar-line, adding the importance of yoga-teaching and practices to the students, another research study concluded as Asanas (postures or physical exercises) increase student's physical flexibility, coordination, and strength, while the Pranayam (breathing practices) and Dhyana (meditation) calm and focus the mind to develop greater awareness and diminish anxiety (Kirkwood, et al., 2005), and thus result in higher quality of student-life. Another study summarized as an ancient practice of yoga help children and young people cope with stress and thus contribute positively to mental health. It is a powerful medium for developing the personality of students and making them capable of facing the present-day challenges and problems (Balkrisna, 2010). Similarly, yoga helps students improve resilience, mood, and self-regulation skills pertaining to emotions and stress (Khalsa, 2013). Thus, yoga is an important life-skill tool for children and young people to cope with stress and self-regulation in a life-long perspective.

The recent scientific research on yoga provides empirical evidence for some of these claims, and specifies that certain yoga practices are beneficial for the mental and physical health of children and young people (Büssing, et. al, 2012, and Telles, et. al, 2012). The researchers observed that participants who engaged in regular yoga practice (at least three times a week for eight weeks) experienced significantly fewer symptoms of depression, anxiety, and neuroticism. Some participants even achieved remission from their mental illness, and many participants reported better mood overall (Novotney, 2009). Similarly, many research studies have been conducted on the impacts of yoga on mental health.

Some of findings indicate that yoga can actually work to help to “reset” brain to a calmer, more collected state, giving the baseline mood need to deal with the stress encounter every day (Grazioplene, 2012). Similarly, few other studies also suggest that yoga is at least somewhat effective in lessening symptoms of depression, reducing stress & fear, reducing fatigue, relieving anxiety, and reducing or acting as a buffer against stress, and often boosts participants’ feelings of self-confidence and self-esteem (Büssing, et. al, 2012).

Though there are many research surveys and experiments have been conducted in explaining why yoga-teaching and practices are very important in order to develop sound mental health of the students which is essential for effective learning and studying. However, in Nepalese context, different spiritual gurus are teaching yoga and its importance for human life in their private yoga-centers but surveys and experiments-based research studies about yoga-teaching and practices for students are still very much lacking. Thus, this study devoted to identify how it is important and effective for improving mental health of students from the Nepalese perspective and more specifically for management students.

Statement of the Problem

There is no disagreement found among the researchers that sound mental health has positive impact on 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, D., Downs, M., & Golberstein, S., 2009). Many similar research studies are claiming that if mental health issues are unaddressed consistently, a high stress level because of poor mental health could become a chronic condition, which could result in a range of health problems, including anxiety, low self-confidence, memorization and concentration problems, insomnia, muscle pain, high blood pressure, and a weakened immune system that affects learning and studying behavior of students. Research indicates that poor mental health can even contribute to the development of major illnesses such as heart disease, depression, and obesity or exacerbate existing health issues (Sifferlin, 2013). According the finding of many researches, students suffer from cyber-bullying, behavioral issues, problems with attention and self-regulation (Attention Deficit Disorder-ADD), sleep disorders, obesity, computer dependency, drug abuse, and lack of college motivation, even leading to dropouts. Recent dropout rates in high schools and colleges are close to 30%. Furthermore, colleges are faced

with the challenge that students are more attracted to the Internet, social media, and gaming than the college or course curriculum (Nayar, et. al, 2012).

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, looked like 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 they are getting very poor marks or even failed in their exams. More specifically, this problem is mounting in management students in these days. Yeah, it can be observed that management colleges including principal, coordinator, teachers and supporting staffs trying to improve learning and studying behavior of students but problems are just as it is. In such problematic situation, as suggested by many researchers with their findings, it is very much necessary to identify whether yoga-teaching and practices are effective or not. Does it help to improve mental health problems of the students? Is it effective way to improve learning and studying behavior of management students? Is it really helpful to improve mentality of the management students who are getting very poor marks or even failed in their examinations? These are the few of motivating research issues/problems of this study to explore out.

Objectives of the Study

The main objective of this study is to identify the essentiality of yoga practices for mental health and learning habits of management students. Some other specific measurable objectives are as follows:

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

Hypothesis Formulation

In order to testing purpose, following hypotheses are formulated between yoga and mental health and learning habits:

- H0-1: There is no significant impact of Asanas on mental health and learning habit (MHALH) of the management students.
- H1-1: There is significant impact of Asana on mental health and learning habit (MHALH) of the management students.
- H0-2: There is no significant impact of Pranayama on mental health and learning habit (MHALH) of the management students.
- H1-2: There is significant impact of Pranayama on mental health and learning habit (MHALH) of the management students.
- H0-3: There is no significant impact of Dhyana on mental health and learning habit (MHALH) of the management students.
- H1-3: There is significant impact of Dhyana on mental health and learning habit (MHALH) of the management students.
- H0-4: There is no significant impact of overall Yoga Practices on mental health and learning habit (MHALH) of the management students.
- H1-4: There is significant impact of overall Yoga Practices on mental health and learning habit (MHALH) of the management students.

Research Design and Procedures

- a. Research Design:** Experimental and survey methods are used together in order to explore the facts of yoga practices on mental health and learning habits of the management students who were very poor or even failed in their examinations. More specifically, experimental design is conducted in order to see the changes or any improvement in results just the cause of yoga practices. Similarly, survey design is also used in order to be more confirmed about effectiveness of yoga practices on their learning habits with the help of responses that obtained from the selected students.
- b. Procedures:** Following research methodological framework is developed in order to complete research addressing current issues of management students and the objectives that are set as stated above:
- (i) **Population and Sample:** The study was undertaken to the management students of five colleges in the mix of Tribhuvan University (TU) and Pokhara University (PU), who were learning and studying at Bachelor level (i.e., BBA

Students) at Kathmandu valley. In the academic year of 2020/21, 327 students were studying at 6th and 7th semesters (students of 7th only from ASMT) at five different colleges. Out of 81 number of failed students, in total, 60 students are selected as sample. Sample taken is based on 'the students who were failed in their mid-term examination'. For the purpose of easy access, 6th and 7th semesters' students are taken for the study because the researcher of this study is one of the teaching faculty at those selected colleges. Detail information about the population and sample taken are shown in following table:

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	67	49
P.U	AIC	72	14	11
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

- (ii) **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 concern colleges for experimental purpose. Similarly, to examine the impact of mental health issues that affect students' academic performance before and after yoga practices, primary data are collected using 'structured questionnaires method' for survey purpose.

Basically, the questionnaire contains two sections (i) Yoga practices section and (ii) Mental health and learning habits section. Yoga 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, 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.

(iii) **Variables and Models Derivation and Used:** As we know, scientific research is conducted with help of proper identification variables of concern research area reviewing related literature and relational framework to complete the research. With using same idea, for this research purpose, both dependent and independent variables are identified and used. Two models are derived in order to identify relationship and direction of both dependent and independent variables as:

(a) **First Model**

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

$$Y_1 = a + bX \dots\dots\dots(i)$$

(b) **Second Model**

- **Dependent variable:** Mental health and Learning Habits (Y)
- **Independent variable:** Yoga Practices (X)

$$Y_2 = a + bX \dots\dots\dots(ii)$$

To confirm more about the effectiveness of specific variables of yoga practices, four different models are developed to test the impact of such variables on mental health and learning habits. The models set are as follows:

Model 1: $MHALH (Y) = \beta_0 + \beta_1 AS + \epsilon_{it} \dots\dots\dots (i)$

Model 2: $MHALH (Y) = \beta_0 + \beta_1 PS + \epsilon_{it} \dots\dots\dots (ii)$

Model 3: $MHALH (Y) = \beta_0 + \beta_1 DS + \epsilon_{it} \dots\dots\dots (iii)$

Model 4: $MHALH (Y) = \beta_0 + \beta_1 AS + \beta_2 PS + \beta_3 DS + \epsilon_{it} \dots\dots\dots (iv)$

Where, MHALH= Mental Health and Learning Habits, β_0 = Constant value, β_1 , β_2 and β_3 = Beta Coefficients or slopes, AS = Asanas, PS = Pranayamas and DS = Dhyanas

(iv) **Experimental Research Framework:** For the purpose of conducting 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 practices classes were conducted at Zoom media. Out of 60 sampled students, 30 students are selected as per their interest and strong commitments of taking yoga classes as scheduled by researcher. Furthermore, selected first 15 students from different colleges are requested to take class of yoga practices at 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 practices at 7:30 AM to 8:30 AM daily for continuous 15 days.

- (v) **Yoga Practices Framework:** To make yoga practices systematic and disciplined and more effective, following time-framework is developed:

Yoga Practices Model		First Group	Second Group	Total
Self-control Group (Number of Students)		-	-	30
Experimental Group (Number of Students)		15	15	30
Yoga Practices Session	Asanas (Siddhasana, Padmasana, Vajrasana, & Sukhasana)	6:00 AM to 6:15 AM (15 minutes)	7:30 AM to 7:45 AM (15 minutes)	
	5 Minutes Break Time			
	Pranayamas (Nadi Shodhana, Sahita Kumbhaka & 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)	

- (vi) **Methods of Data Analyses :** The responses obtained from the respondents of both the sections (i.e., First yoga practices section and second mental-health and learning habits section) are analyzed using a Statistical Package for Social Scientists (SPSS) version 26.0. Regression analyses was employed since the researcher is interested to examine the association and direction of results between before and after yoga practices. Furthermore, mean values and rating scales are calculated in order to justify the effectiveness of yoga practices on mental health and learning habits results.

Data Presentation and Analyses

As mentioned, data collection process and procedures in methodology part as above, in between three months' periods all the required data and information are collected.

(i) Analyses 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. 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. Then after, mean values and standard deviations are calculated for self-control group and experimental group for both before and after yoga practices as shown under descriptive statistics table 1.

Table 1: Descriptive Statistics

[This table contains the descriptive statistics of mean values, standard deviations and total number of students in both self-control and experimental groups under both before and after yoga 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]

	Groups	Mean	Std. Deviation	N
Before Yoga Practices	Self-control Group	21.87	5.251	30
	Experimental Group	22.57	5.823	30
	Total	22.22	5.508	60
After Yoga Practices	Self-control Group	44.17	6.879	30
	Experimental Group	57.03	8.962	30
	Total	50.60	10.238	60

From table 1, it can be observed that there is not much different 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 practices. Similarly, in case of after yoga practices, it is found that there is significantly high different in mean values of 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 experimental group because of yoga practices. The results of standard deviations also indicate that there is more or less similar impact on both self-control and experimental groups before and after the yoga practices.

In order to be more confirmed about the findings that shown in table 1, 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 2.

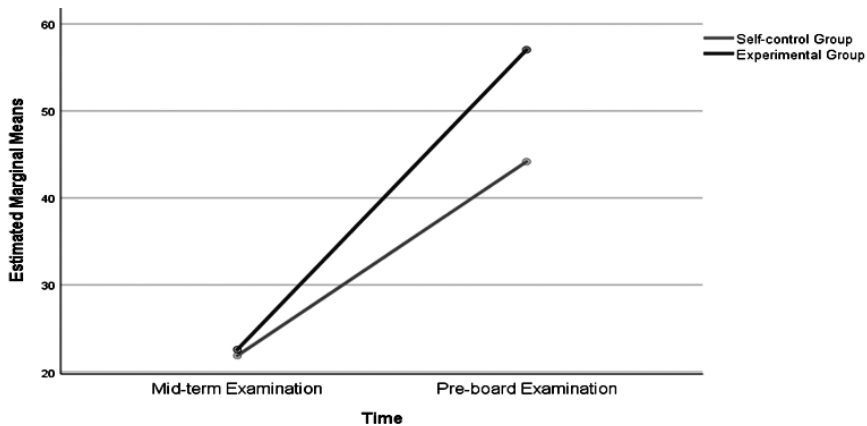
Table 2: Independent Samples Test

	Before Yoga Practices			After Yoga Practices		
	T	d.f.	Sig (2-tailed)	t	d.f.	Sig (2-tailed)
Equal Variances Assumed	-0.489	58	0.627	-6.238	58	0.000
Equal Variances Not Assumed	-0.489	57.389	0.627	-6.238	54.367	0.000
Levene's Test of Equality of variances			0.455	Levene's Test		0.192

From the table 2, from the t-test results, it is found that the significant value 'before yoga practices' is 0.627 which is greater than 0.05 (i.e., p-value), which means there is

no significant different between the scores of both self-control group and experimental groups. But in case of 'after yoga practices', it is found that there significantly different between the mean scores' values of both self-control and experimental groups because significant value is 0.000 which is less than 0.05 (i.e., p-value). It means the students of experimental group are achieving better marks than that of self-control group which indicates yoga practices are so effective to increase the results of the students.

Figure 1: Estimated Marginal Means of Self-control and Experimental Group



The figure 1, shows that the average marks of students of both groups in mid-term examination or before yoga practices is more or less equal but in pre-board examinations because of positive impact of yoga practices, the marks of experimental group increased more sharply than that of self-control group. It means 'yoga practices' is a very effective idea for improving results of students in examinations.

Analyses of Regression Results

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

Model 1: $MHALH (Y) = \beta_0 + \beta_1 AS + \epsilon_{it} \dots (i)$

H₁: There is a significant impact of asanas on mental health and learning habits of management students

Regression Weights	Beta Coefficient	R ²	F	P-value	Hypothesis
AS → MHALH	21.376	0.723	73.063	0.000	Yes

Note: $P < 0.05$, Dependent Variable (MHALH) = Mental Health and Learning Habits, Independent Variable (AS) = Asanas,

The dependent variable mental health and learning habits was regressed on predicting variable asanas to test the hypothesis H_1 . Asanas significantly predicted mental health and learning habits, $F=73.063$, $P < 0.05$, which indicates that the asanas can play a significant role in shaping mental health and learning habits ($\beta_1 = 21.376$ and $P < 0.05$). These results clearly direct the positive effects of asanas on mental health and learning habits. Moreover, the $R^2 = 0.723$ depicts that the model explains 72.30% of variance in mental health and learning habits.

Model 2: $MHALH (Y) = \beta_0 + \beta_1 PS + \epsilon_{it} \dots (ii)$

H_1 : There is a significant impact of pranayamas on mental health and learning habits of management students

Regression Weights	Beta Coefficient	R ²	F	P-value	Hypothesis
PS → MHALH	23.557	0.878	201.507	0.000	Yes

Note: $P < 0.05$, Dependent Variable (MHALH) = Mental Health and Learning Habits, Independent Variable (PS) = Pranayamas,

The dependent variable mental health and learning habits was regressed on predicting variable pranayamas to test the hypothesis H_1 . Pranayamas significantly predicted mental health and learning habits, $F=201.507$, $P < 0.05$, which indicates that the pranayamas can play a significant role in shaping mental health and learning habits ($\beta_1 = 23.557$ and $P < 0.05$). These results clearly direct the positive effects of pranayamas on mental health and learning habits. Moreover, the $R^2 = 0.878$ depicts that the model explains 87.80% of variance in mental health and learning habits.

Model 3: $MHALH (Y) = \beta_0 + \beta_1 DS + \epsilon_{it} \dots (iii)$

H_1 : There is a significant impact of dhyanas on mental health and learning habits of management students

Regression Weights	Beta Coefficient	R ²	F	P-value	Hypothesis
DS → MHALH	23.407	0.820	171.378	0.000	Yes

Note: $P < 0.05$, Dependent Variable (MHALH) = Mental Health and learning habits, Independent Variable (DS) = Dhyanas,

The dependent variable mental health and learning was regressed on predicting variable dhyanas to test the hypothesis H_1 . Dhyanas significantly predicted mental health and learning habits, $F=171.378$, $P< 0.05$, which indicates that the dhyanas can play a significant role in shaping mental health and learning habits ($\beta_1 = 23.557$ and $P< 0.05$). These results clearly direct the positive effects of dhyanas on mental health and learning habits. Moreover, the $R^2 = 0.820$ depicts that the model explains 82% of variance in mental health and learning habits.

Model 4: $MHALH (Y) = \beta_0 + \beta_1 AS + \beta_2 PS + \beta_3 DS + \epsilon_{it} \dots (iv)$

H_1 : There is a significant impact of yoga practices (all) on mental health and learning habits of management students

Regression Weights	Beta Coefficient	T	P-value	Collinearity Statistics (VIF)
AS \rightarrow MHALH	8.096	4.961	0.000	2.408
PS \rightarrow MHALH	9.250	3.472	0.010	5.525
DS \rightarrow MHALH	9.591	4.371	0.000	4.117
R^2	0.954			
F	181.801			

Note: $P < 0.05$, Dependent Variable (MHALH) = Mental Health and Learning Habits, Independent Variables: AS = Asanas, PS = Pranayamas and DS = Dhyanas,

The dependent variable (mental health and learning habits) was regressed on predicting variables of asanas, pranayams and dhyanas to test the hypothesis that set. The independent variables significantly predicted mental health and learning habits, $F=181.801$, $P < 0.05$, which indicates that the three factors under study have a significant impact on mental health and learning habits. All the t-values are greater than 1.96 significant value at 95% confidence level, also supports the above conclusions. Moreover, the $R^2 = 0.954$ depicts that the model explains 95.40% of variance in mental health and learning habits. The variance inflation factor (VIF) confirmed that there is no presence of multicollinearity between the variables shown in table because all the VIF values are less than 10 (the standard).

(ii) Analyses 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.

Table 3: Reasoning of Getting Poor Marks in Different Subjects as per the Survey

[This table shows the responses of the students about reasoning of getting poor marks in different subjects before yoga practices. It includes 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 total weight by number of responses. The total weight is calculated as 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 number of students only who were selected to take yoga practices sessions in order to identify and be confirmed the effectiveness of yoga practices]

F #	Factors of Mental Health	Number of Responses (%)					Mean	Rank
		5	4	3	2	1		
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	3.70	6
3	Mental Conflict	11 (36.67)	9 (30)	7 (23.33)	2 (6.67)	1 (3.33)	3.90	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)	4.10	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 (20)	4 (13.33)	2 (6.67)	5 (16.67)	3.68	7

From table 3, it is clear that the most important reasoning of getting poor marks in mid-term examination is "lack of interest" followed by "stress/depression". 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 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 4: Reasoning of Increasing Marks in Pre-board Examination as per the Survey

[This table shows the responses of students about reasoning of increasing marks in their pre-board Examination. It includes 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 total weight by number of responses. The total weight is calculated as 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 number of students only who were selected to take yoga practices sessions in order to identify and be confirmed the effectiveness of yoga practices.]

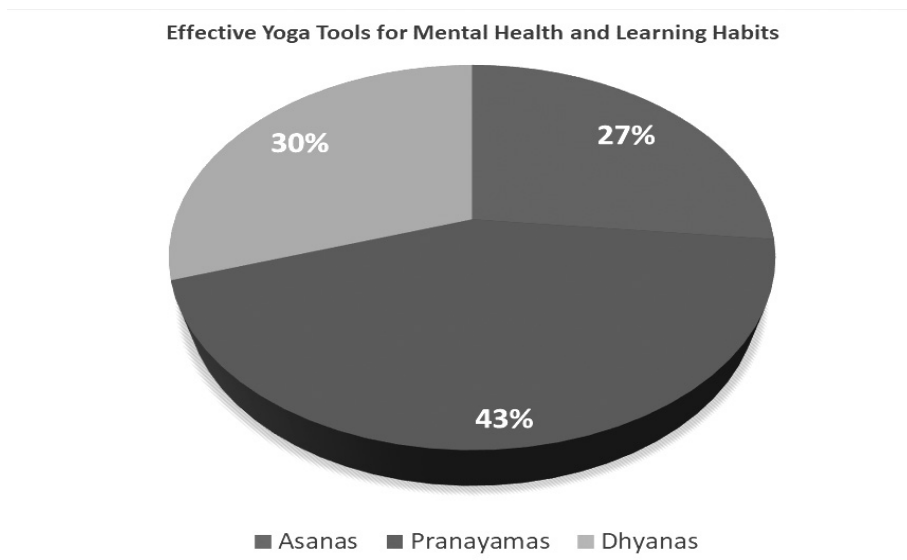
F #	Factors of Mental Health	Number of Responses (%)					Mean	Rank
		5	4	3	2	1		
1	Yoga Practices	16 (53.33)	9 (30)	1 (3.33)	2 (6.67)	1 (3.33)	4.13	1
2	Self-awareness	9 (30)	8 (26.67)	5 (16.67)	3 (10)	5 (16.67)	3.43	6
3	Teachers and Management Motivation	11 (36.67)	10 (33.33)	5 (16.67)	2 (6.67)	2 (6.67)	3.87	3
4	Because of Existing Habits and Practices	14 (46.67)	8 (26.67)	2 (6.67)	3 (10)	3 (10)	3.90	2
5	Fear of Failure	10 (33.33)	11 (36.67)	3 (10)	5 (16.67)	1 (3.33)	3.80	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

It is found that with highest mean value of 4.13, "yoga 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 practices are very essential in order to improve results of students

in their examination. From table 4, it can be concluded that "yoga practices" is very important factor for improving results or getting good marks in examination. Students were asked to rate this statement including others in 5-point scale.

Figure 2: Effective Tools of Yoga Practices on Mental Health and Learning Habits

[This figure shows the responses that obtained from survey about effective tools of yoga practices on mental health and learning habits of management students. 3 different yoga practices tools are surveyed from the students who are facing mental-health problems during the learning and studying periods.]



From figure 2, it is observed that among three components of yoga practices (i.e., asanas, pranayamas and dhyanas), pranayama is very effective idea of yoga practices for improving mental health and learning habits of the management students because it has highest percentages than that of other two tools. Among three, asana is least effective idea of yoga practices.

Findings and Conclusions

The findings of this research study are very much consistent with previous research findings done by different researchers. It is found that practicing yoga can positively affect students' mental health and learning habits of students in various ways. Significant impact is observed in getting better results in examinations of the students who are supposed to do yoga practices daily. It is also found that asanas, pranayamas,

and dhyanas have positively significant impact on mental health and learning habits of the students. The survey results indicate that different factors of mental health and learning habits 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. Similarly, from the survey, it is also concluded that 'yoga practices' is very important factor for improving results or getting good marks in examination. Finally, it is also found that pranayama is very effective yoga practice to the students for getting better marks and improving mental health.

It is clearly can be concluded that yoga practices can help students for better understanding of courses that taught in management colleges improving memorization, concentration, commitments and confidence that ultimately helps in securing good marks in their up-coming 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' own 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 suggest that management colleges should focus on yoga-teaching and practices in colleges to the students including teachers and management adding it in either as regular practices before or after daily courses schedule or at least once in a week in colleges.

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