

Effect Of Yoga Practices On Self-Regulated Learning Among College Students

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Abstract

This study focuses on the effect of yoga practices on self-regulated learning among College Students. Self-regulation refers to self-generated thoughts, feelings and behaviors that one oriented to attaining goals. As a result the process, self-regulation can enhance their self-satisfaction and motivation and they are more likely to succeed academically. Yoga helps improve self-regulated learning.

Aim and objectives: the objective of the study was to assess the Effect of yoga practices on Self-regulated learning strategies among College Students.

Materials and methods: The studies started with 50 B.Ed. students were selected on simple random techniques. Single experimental group was Designed were given pre-test to assess their self-regulated learning. A yogic module consisting of asana and pranayama, meditation was administered on experimental group for 6 weeks. After that Post-test was collected.

Results: The results show that the students, who practiced yoga having high level of self-regulated learning.

Keywords: yoga, self-regulated learning, asana, pranayama

1. Introduction

Self-guideline alludes to self-created musings, sentiments and practices that one situated to accomplishing objectives. As of late, there have been energizing revelations with respect to the nature, starting points and advancement of how understudies control their own learning forms. Understudies who are extremely aware of their capacity and their frail point are dynamic in their endeavors to ponder. These understudies can successfully screen their learning conduct in defining up their objectives, and during the time spent learning, they can expand their viability. Subsequently the procedure, self-guideline can improve their smugness and inspiration and they are bound to succeed scholastically. Zimmerman and Martinez-Pons have set up that there is a relationship between's understudies' scholarly accomplishment and the utilization of self-managed learning methodologies by American understudies. What's more, the essentialness of self-guideline in figuring out how to scholastic accomplishment has just been set up in western nations. So a central point for the investigation of self-directed conduct is that of scholarly accomplishment.

2. Theoretical background

There is no simple way to define the concept of self-regulation. But researchers repeatedly emphasize five components. First, self-regulated learning includes students' meta-cognitive strategies for planning, monitoring and modifying their cognition, which refers to the awareness and control of thought processes. Second, students' management of their Self- regulation has been proposed as another most important component. The third aspect is the actual intrinsic value that students use to learn the actual material. Theoretically, these skills should play avital role in general learning circumstances in which learners energetically participate in the learning process. Many different models focus on many aspects of self-regulated learning. Pintrich put forward a general conceptual framework which brought together different cognitive, motivational, emotional and contextual concepts. And one of the outstanding features of his model is the integration of motivational components in self-regulated learning strategies. Research reveals that the motivation of self-regulated learners comprises self-efficacy and intrinsic interest. Self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations.

Efficacy beliefs influence how people think, feel, motivate themselves, and act. Students' self-efficacy beliefs are related to their achievement and their level of self-regulation. In relation to the academic performance, we study the self-beliefs about student's ability in fulfilling a certain kind of task and its influence on their academic performance out of standardized examination. Finally, we anticipated that high achieving students would develop stronger self-efficacy beliefs about their capability to learn on their own and would perceive themselves as more responsible for their academic success. Another component that affects the level of self-regulation is task value. In regarding to academic performance, the more an individual values a particular subject, the better the chance that he or she will be motivated to self-regulated and become engaged in the process. In the process of learning, students may develop their own ideas about the reasons for doing these activities. If students placed high value on a certain task, he or she will naturally engage themselves in the task. There are two cognitive strategies contained in the model: the research on cognitive strategies and self-regulation strategies.

In some cases, cognitive strategies seem to be dependent on a certain environment and domain specific. There are similar arguments about the variations in the use of the two components in self-regulated learning. Sternberg argued that there are individual differences in students' knowledge and use of cognitive strategies that transcend contextual features. In terms of Self-regulation, students who are good at self-regulation are assumed to be aware of and able to control their actions in order to reach learning goals. And an important aspect of this awareness and control is the ability to overcome contextual difficulties. Yet, self-regulated learning has emerged as a powerful new learning theory that is able to promote the transfer of knowledge and skills to real-life situation and make students more independent of their teachers. The purpose of this paper is to explain how college students of differ influence of yoga on self-regulated learning. First we describe the students' personal beliefs of Self-efficacy, task value, and emotional feelings' influence of their academic performance. We also advise the instructors to develop and enhance their students' engagement in self-regulated study.

3. Method and Instruments:

3.1 Data

First year, 50 students in the first year taking from the faculty of education courses in Annamalai University took part. Both female and male were included. The average age was between 20 to 25 years. The data were collected in the 2 periods before and after yogic interventions.

3.2 Instruments

Although there are many high quality models for self-regulated learning, to avoid ambiguity, researcher used Pintrich's model, as it carries together many different concepts and methods. The students replied to a self-report questionnaire (the Motivated Strategies for Learning Questionnaire MSLQ 1990.) that included 44 items on students Self- efficacy, cognitive strategy use, and test anxiety. Students were instructed to respond to the items on a 7-point Likert scale (1=not at all true to 7=very true of me) about their behavior in a specific task in yogic intervention. All participants were enrolled in Annamalai University taking different courses like arts and sciences. The questionnaires were administered pre test and post test during class time. Duration of this research is 12 weeks.

Intervention:

Balancing Asanas (Vrikshasa, Tadasana, Veerabhadrasana I, II, Garudasana, Utkadasana, Navasana), Balancing Pranayama (Nadishodana, Sectional Breathing), ohm chanting meditation, discussion was given an intervention for an hour in the evening with the experiment groups for 12 weeks, self-regulated learning questionnaire were administered on the students.

Statistical analysis:

To investigate an effect of yoga practices on self-regulated learning, ANOVA test was employed. Data was displayed in table 1-2

4). Result and discussion:

TABLE 1: MEANS AND STANDARD DEVIATIONS SCORES FOR SELF-REGULATED LEARNING COMPONENTS WITH RESPECT TO YOGIC INTERVENTION

Variables	Pre-test mean	Post-test mean	Pre-test SD	Post-test SD
Self- efficacy	44.15	56.2	6.66	4.28
intrinsic value	41.70	54.75	6.59	5.10
test anxiety	21.35	13.00	3.48	3.65

**TABLE 2: SUMMARY OF INDEPENDENT SAMPLE T TEST ON SELF-REGULATED
LEARNING COMPONENTS**

Variables	df	t	Sig	95% Confidence Interval of the Difference	
				Lower	Upper
Self- efficacy	19	29.61	0.005	41.03	47.27
intrinsic value	19	28.28	0.006	38.61	44.79
test anxiety	19	27.41	0.00	22.98	19.72

*(p value at 0.05 level)

Table 1 -2 shows the pre and posttest of the self- efficacy, intrinsic value and test anxiety

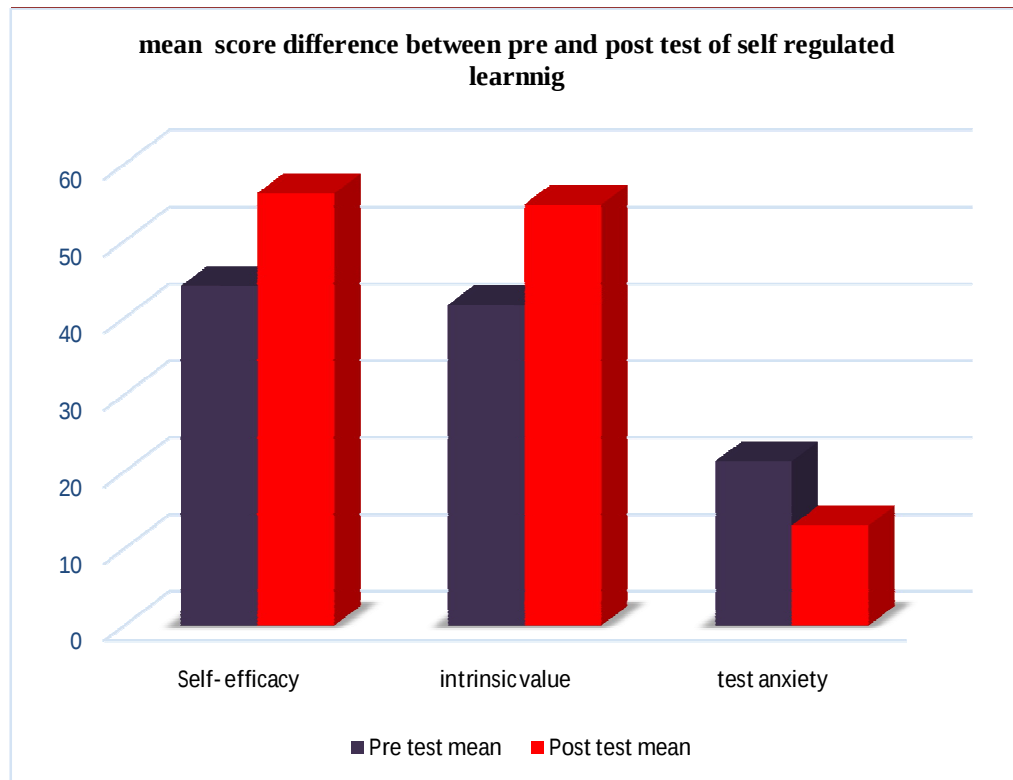


Fig1: changes in self-regulated learning from pretest and posttest among the college students

Discussion:

This research investigated the self-regulated learning of college students and the effect of 12 week yoga practices on self-regulated learning among Students. In term of our first research question concerning self-regulated learning of these students, researcher found significant differences in students' reported value, self-efficacy, intrinsic value and test anxiety. The results revealed that students' significant difference in Self-regulated learning components, self-efficacy and intrinsic value, test anxiety. Students' efficacy beliefs and intrinsic value about their capability to perform well in the exam and their evaluation of the learning material are very significant in the process of study. As for test anxiety, test anxiety was reduced due to the yoga practices. The result shows significant difference in self-regulated learning components among the students after the yogic practices.

Independent sample 't' test analysis shows that due to effect of 12 week yoga practices have an influence on Self-regulated learning in the pre and post-test Period. Self-efficacy, intrinsic value, test anxiety are important factors of self-regulated learning factors. According to the finding, students' self-regulated learning are very important components of students. The results imply that it is important for teachers to actualize students' cognitive strategies. In the first year of their study in the university, yoga practice should provide more helpful to the students in order to overcome the fear of test.

5. Conclusion:

In summary, the result provides experimental research evidence for the effect of yoga practices on self-regulated learning components of the College students. Student's involvement of self-regulated learning variables have great influence on the success of students' due to yoga practices.

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