



Integrating Yoga Sessions and Its Perceived Impact on Students' Behaviour: A Case of Teenage Students in Pakistan

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Abstract

This study aimed to experiment if the implementation of the yoga exercises within the school timings may assist the educators in overcoming the problematic behaviour of teenaged students. To experiment, private-run elite schools in Pakistan were approached to seek their consent to gather data from teachers and parents of teenaged students regarding their behaviour before and after their exposure to yoga sessions, lasted for three months. The behaviour of students was measured using an adapted questionnaire initially developed as "Students Behaviour Survey" by Lacharand Gruber (2018) and PT teachers in the selected schools were provided with a complete guideline how to conduct the yoga sessions before measuring the behaviour of students. The results found to reveal a statistically significant difference between the behaviour of teenaged students before and after the yoga sessions. The integration of yoga sessions in school timings is perceived to bring positive change in the behaviour of teenaged students. Individuals involved in the teaching-learning process at schools in Pakistan including teachers, parents, students and school management are recommended to emphasize the integration of yoga sessions in school timings.

Keywords: *students' behaviour, teenage students, yoga sessions, yoga therapy*

Introduction

Several studies have identified the benefits of yoga therapy which include improvements in physical, mental, intellectual and spiritual aspects of the personality (Naragatti et al., 2019; Satsangi & Kumar, 2018; Sharma et al., 2017; Soccalingam, et al., 2020). All of these improvements are noticed by increasing the strength muscle strength, flexibility, improved cardiorespiratory capacity, in addition to the reduction of stress, anxiety and depression, reduction of chronic pain and also significant improvements in sleep and the general well-being of the individual (Shiraishi et al., 2017). Yoga therapy has also gained popularity for school-age children. Researchers have identified that school-age students tend to have emotional issues and behavioural, health concerns, social problems, anxiety, aggression and other psychological concerns which greatly affect the learning process in school (Jose, 2017).

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The implementation of yoga therapy in education is the need of the 21st century (Hunt, 2010). Yoga education enables the development of children and adolescents that go beyond the academic competencies, covering aspects related to the social, emotional and ethical development of children and young people (Nagendra&Betsur, 2019). However, it is important to recognize that the techniques used for yoga therapy for children differ then the yoga for adults. Luuand Hall (2016) suggest that the practice of Yoga, when offered to children, should be approached in a playful and fun way so that they can relax their mind and exercise the body at the same time. Play and games are part of children's culture. Playfulness stimulates the imagination, creativity and yoga makes it possible to use these means in education, considering the childhood specificities and the didactic-pedagogical processes of this age group (Rashedi&Schonert-Reichl, 2019). The yoga and the playfulness present in childhood can be characterized as a way to be explored for the understanding and appreciation of the child in the environment in which he lives. Playing is also configured as an action to recognize the body, childhood body language should include play and its playful character (Reidy, 2010). In this current century where globalization and information technology are the fascinations of the modern world, everyday life is also occupied with worries and stress. The anxieties, worries, stress, health, social and emotional problems are not only observed in adults but they are also visible in school-age children (Prochaska et al., 2016). Evidence to this is found on the internet and news media where psychological problems, suicidal tendencies, drug addiction and behavioural issues in school-age children are frequently reported. It is common to attribute the behavioural issues to older students, specifically adolescents. However, and in light of the facts, this phenomenon can be observed in earlier ages being recognized and conceptualized as disruptive behaviours (Bunch-Crump & Lo, 2017).

These behaviours are possible to reduce and prevent, through the use of techniques and / or tools that favour positive social climates, development of self-awareness, relaxation of mind and body etc. Following these trends, and with the impossibility of avoiding the topic, educators and teachers have incorporated new techniques and tools that allow them to improve their educational strategies in the classroom. One of the techniques, which have gained acceptance and recognition, is Yoga. Yoga practice in the various educational institutions has shown effectiveness in the management and reduction of disruptive behaviours in boys and girls. Yoga and meditation practices have been incorporated into the school as a tool for improving the attention, memory as well as the development of motor and social skills. It boosts self-discipline among students, helps students to develop a positive self-image and generates enriched environments for teaching and learning process. Neurosciences have contributed positive data concerning practice regular stretching exercises (yoga) and mindfulness practices in the classroom (meditation). Therefore, this study proposes to implement yoga techniques applied to the classroom, as an educational tool, for improving students' behaviour.

Experimental in nature, this study aims to experiment if the implementation of the yoga exercises, particularly designed for teenagers, within the school timings, may assist the educators to overcome the problematic behaviour of students of teenage. From this perspective, this study aims to complement the work of teachers by delivering a technique that helps reduce the problematic behaviours of students in the classroom, thus contributing to improving pedagogical practices. The understanding of the relationship between yoga practices and student behaviours seeks to enhance the process of learning and teaching, maintaining favourable school environments and developing discipline in school. It aims to improve the active participation of the student in their learning and development. The following research question is developed aligned with the purpose stated above:



What students' issues can be overcome by implementing the yoga practices within the school timings of students of teenage?

Hypotheses

H₁: Teachers perceive difference in the health concerns of students before and after the execution of yoga exercises

H₂: Teachers perceive difference in the emotional distress of students before and after the execution of yoga exercises

H₃: Teachers perceive difference in the unusual behaviour of students before and after the execution of yoga exercises

H₄: Teachers perceive difference in the social problems of students before and after the execution of yoga exercises

H₅: Teachers perceive difference in the verbal aggression of students before and after the execution of yoga exercises

H₆: Teachers perceive difference in the physical aggression of students before and after the execution of yoga exercises

H₇: Teachers perceive difference in the behaviour problems of students before and after the execution of yoga exercises

Literature Review

There are different philosophical backgrounds for the definition and concept of yoga. Contemporary dictionaries define the word "Yoga" from different aspects. It has been defined as 1) integration of the individual with the "universal spirit" 2) mystical-religious system that prepares a person for this unity 3) one of the conventional systems of Indian philosophy that relates it with religion 4) the control through progressive discipline, of mental functions 5) exercise system to achieve physical and mental health (Bhardwaj, 2017). The perspectives behind the above mentioned definition also vary, however they are linked with each other. The first perspective of yoga is etymological which comes from Sanskrit root "Yuj" (control, union and junction). It carries with it the metaphysical implications of a long tradition proposing a vision of reality (Glidden, 2019). The second perception is directly linked to the first and says respect to a form of spirituality or inner discipline associated with special techniques of spiritual development that lead man towards liberation and which influence the entire spectrum of religious and spiritual development (Siddiqui, 2016). The third viewpoint interprets yoga as a systematization of thoughts pointing at the same time for a philosophy that is above the existence of individual (Shakya, 2017).

According to the viewpoint, a "Yogi" is one who does not only talk about philosophy, but who lives philosophy. The philosophy must originate from existential experience and help to intensify and expand the base of this experience. The fourth perspective is based upon the correlations perceived between the practice of yoga, mental changes and somatic changes in an individual. It supports meditation and absorption techniques (Shiju et al., 2019). The fifth philosophy manifests the western view of yoga as a method to achieve the condition of a healthy mind in a healthy body, without religious, mystical or philosophical background. The western yoga has pronounced cultural distance from the Indian yoga (Bhardwaj, 2017). In the West, the practice of yoga therapy has gained popularity especially as a form of physical exercise combined with breathing and relaxation exercises, with a reorientation of the fourth and fifth senses described above. It directs towards the image of yoga attuned to medical and paramedical practices that promote health and longevity (preventive practices) and even more committed to expanding their range of methods of



treating and curing therapies. Differentiation ideological relationship between Indian yoga and Western yoga systems may owe much to the conceptual image of the word “yoga”. Yoga has become a cross-cultural product which has influenced its original and redefined it according to the global standards. In general, word “yoga” entitles a wide set of meditation practices (mental/spiritual control) and body postures (physical control) originally developed from Hindu and Buddhist philosophical perspectives (Chilamur&Jyoti, 2019).

Yoga has been practised in community centres, yoga studios, and gyms for wellness and fitness. The broadening awareness of yoga therapy has brought its practices into community treatment centres, hospitals, and educational institutes particularly schools. From this perspective, the study conducted by Kaley-Isley et al. (2010), to explore the yoga therapy as a complementary therapy for adolescents, found that “it is important that “children and adolescents taking general yoga classes let the teacher know if they have any illnesses, injuries, or chronic conditions. Poses with the most risk tend to be inverted poses, which are contraindicated for certain disorders most often seen in adults (e.g., disc disease of the spine, extremely high or low blood pressure, glaucoma, retinal detachment, fragile or atherosclerotic arteries, a risk of blood clots, ear problems, severe osteoporosis, or cervical spondylitis)” (pp. 30-31). According to Felve et al. (2015), yoga practice is effective to improve well-being and mood and to reduce stress in adults in general. In particular, it is equally beneficial to improve the mental and physical health of teenagers, as it prompts the calls for the systematic examination of the benefits associated with the similar interventions in educational institutes’ contexts with youth. Felver et al. (2015), conducting study to compare the impact of participating in a single physical education class on high school students’ mood with the impact of participating in a single yoga class on high school students’ mood, found that “Participants reported significantly greater decreases in anger, depression, and fatigue from before to after participating in yoga compared to physical education. Significant reductions in negative affect occurred after yoga but not after physical education; however, the changes were not significantly different between conditions. Besides, after participating in both yoga and physical education, participants reported significant decreases in confusion and tension, with no significant difference between groups” (p.1).

To explore the effects of yoga practices on patients admitted in Adolescent Mental Health Hospital in terms of their Sensory-Processing Patterns. Re et al. (2014), concluded that “Yoga has the potential to help adolescents in an acute care psychiatric hospital learn to soothe themselves, to regulate their emotions, and to find relief from emotional distress while hospitalized” (p. 175). Stephens (2019) conducted a study to examine the impact of yoga on the mental health of adolescents. The results of the study reveal that “Medical Yoga Therapy, prescribed by a physician with special yoga therapy training, offers a safe and effective way to serve the patient with physical or mental challenges disabilities. Medical Yoga therapy is an individualized and personal approach to the patient, and it may be integrated with any current therapy or medical regimen” (Stephens, 2019). Sharma et al.(2018), explain that yoga can be stated as an acceptable and feasible practice having self-reported benefits for the physical and mental health of students of teen ages. The three months practice of yoga may not only enhance the executive function of students with teen ages but also have the potential implications on their classroom behaviour and learning. Similarly, the three months practice of yoga also assists the students of teen ages to handle the opposing circumstances and thus it stands as a preventive measure for mental health problems.



According to Kokinakis (2011), “Yoga has the potential to create positive change in individuals’ lives, and millions of yoga practitioners have provided anecdotal reports of improvements in physical health and psychological well-being” (p. 80). When talking about a greater benefit in this age group, it does not mean that there will be a lesser effect if you start classes as an adult, quite the opposite, the organism responds very well at any age. The predominant difference of Yoga for teenagers is the simple and pure fact that puberty affects our hormones and we end up being irritated by everything. Let's face it: at fifteen, we think we can change the world with our opinions and ideas. Because of all this change in the body itself, the chances of a teenager becoming stressed or depressed are greatly increased and Yoga can help to develop your mind better and treat your problems in magnificent ways. This, of course, does not mean that everything bad in your life will disappear. However, small daily obstacles will no longer be considered a big deal, as we are consequently calmer and more relaxed with the practice of Yoga. This is precisely what comfit wants to provide its customers.

The study conducted by Rathi et al.(2018), reveals that Yoga is a controlled and mindful method that positively effects obesity both at psychological and physical levels. The two hormones leptin and serum ghrelin have been identified to majorly effects on the energy and balance mechanism. Similarly, Lack et al. (2020), while conducting a study to inspect the state of science concerning yoga for adolescents with asthma, found that interventions involving yoga practices are effective to reduce the anxiety and stress among the teenaged students. Furthermore, such intervention also helps teenaged individuals improve their lifestyle as well as the function of their lungs. People almost always associate exercise with sports such as football, volleyball or basketball, for example. What happens is that with that thought we end up ignoring the existence of Yoga, which is a practice full of health benefits and that combines with different stages of life. The purpose of Yoga for teenagers is to balance the hormonal/endocrine system, strengthen the immune system and the limbs; provide good quality night sleep, combat dispersion in a specific class where young people learn to know their limits, increase the power of memory to prepare for the entrance exam, curb laziness, lethargy, control the awakening of sexual energy, increase your self-esteem in addition to acquiring discipline and persistence to fight for your goals.

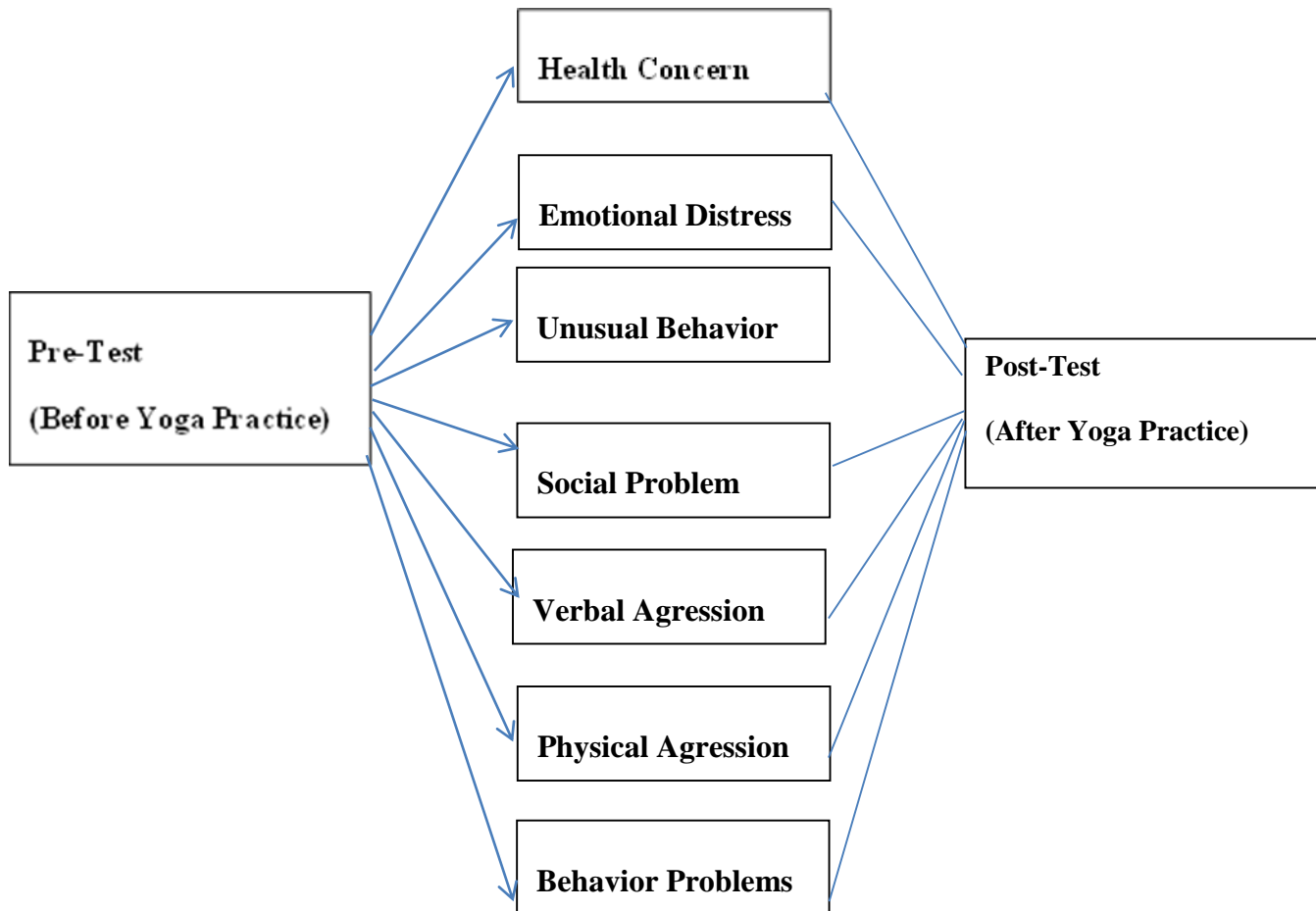
Purohit and Pradhan (2017) conducted a study to explore the effect of yoga practices on adolescents’ executive functions dwelling in an orphan home. The study revealed that yoga practices contain a moderate effect on the overall cognition, executive functions, attention and processing speed measures of individuals with the teenaged group. From this perspective, Berthelsen et al.(2017), explain the term executive functions as “important higher-order cognitive skills for goal-directed thought and action. These capacities contribute to successful school achievement and lifelong wellbeing. The importance of executive functions to children’s education begins in early childhood and continues throughout development” (p. 1). People almost always associate exercise in adolescence with sports such as football, volleyball or handball. However, the benefits of Yoga are numerous in all stages of life, including adolescence. By working with focus and concentration, Yoga can give extra strength when studying. Another positive point of the practice and that makes a lot of difference, especially when studying for the tests, is the memory and the increase in logical thinking. Yoga also helps to reduce impulsivity, increase patience and improve the ability to regulate attention. The benefits of Yoga combined with those of mindfulness can help teenagers understand their future challenges, helping them to become aware of all kinds of thoughts, sensations and emotions that they may feel (Berthelsen et al., 2017).



Butzer et.al (2017), explain that examination of the effects of mind-body interventions in the area that has been receiving the increased attention in the school setting throughout the world. Therefore, it would not be wrong to state that the introduction of yoga practice programmes has received increasing popularity in recent years. Butzer et.al (2017), tend to conduct a study to “investigate student perceptions of school-based yoga given that, in addition to incorporating aspects of mindfulness and/ or meditation, yoga differs from conventional mindfulness-based programs in that yoga also includes physical postures and breathing exercises” (p. 197). The results of the study explain that the integration of yoga practice is not only feasible in the school setting but also sustainable. For example, “it could be argued that if an intervention is usable and has positive effects, then it may show promise concerning being sustainable in school settings” (Butzer et al., 2017). The world is getting faster and faster and teenagers are living with an excess of activities, which generates anxiety and stress. With the regular practice of Yoga, they feel more full of peace, love and joy, develop concentration, self-confidence, self-esteem, physical and emotional balance for a healthy life. Relaxed conversations, dynamic collaborative games, music and singing converge so that teenagers’ classes are a daily break, during which they can learn to progressively understand the functioning of different parts of their body. There is a feeling of well-being and serenity, always maintaining physical shape and gaining flexibility. During all practices, students experience specific Yoga postures, recognize body parts, and perceive breathing, in addition to relaxation and meditation. The topics covered in the classes are love, empathy, non-violence, citizenship, tolerance, health, well-being, ecology, art, culture. With Yoga, we can discover new ways of living better together; in the union, with patience and tolerance.

Khalsa and Butzer (2016), while conducting a study to examine the usefulness of the yoga interventions within the school settings, explain that a large number of studies have suggested the positive effects of the integration of the yoga practices in the schools setting in terms of the self-regulation of the students. The findings of the study reveal that “yoga in the school setting is a viable and potentially efficacious strategy for improving child and adolescent health and therefore worthy of continued research (Khalsa&Butzer, 2016). Yoga undoubtedly brings us to the concept of relaxation, meditation and pauses in the middle of a busy life. With an image close to adolescence, often painted as overflowing energy in the constant search for new experiences. But taking a closer look, the practice of yoga accompanies and participates in the development of the phase of young people in the middle of the construction and who are quickly faced with various pressures. Let's look in general at the numerous benefits of this ancient tradition recognized for harmonizing the different parts of the body and mind. The finding of the study conducted by Butzer et al. (2017), demonstrate the positive opinions of students concerning the beneficial effects of the yoga practice in schools on their sleep pattern, stress, and relaxation.

Conceptual Framework



Methodology

Research Design

The researcher tends to utilize “One-Group Pre-test Post-test Research Design” (OGPPRD) using the quantitative research approach to answer the research questions and to test the hypothesized statements presented in the study. The OGPPRD is counted as the sub-branch of Pre-Experimental Research Design, which combines both pre-test and post-test studies. According to Knapp (2016), in OGPPRD, a researcher tends to carry out a test on a single group in two phases i.e. the treatment is administered and after the treatment is administered. In the present study, the researcher carried out a test titled as “measurement of students’ behaviour” before the treatment (yoga practices) was administered and after the treatment (yoga practices) was administered on a single group that was students of teen ages. Queirós et al. (2017), point out that the quantitative research approach generates from a positivist paradigm, the purpose of which is to explain, extrapolate, relate and generalize the phenomena. This type of research design produces observable, measurable and replicable facts in a controlled context. The study adopted a



quantitative research approach as it seeks to identify the effects of yoga practice on student behaviour guided by an existing theory (Manzoor et al., 2019).

Having consent from the selected schools, the schools' management was requested to volunteer the teachers currently serving in the grades between 6 and 12. A total number of 46 teachers were selected. Purposive sampling method was used since it involved the deliberate choice of participant for specific purpose (Etikan et al., 2016). In the first phase, the selected teachers were asked to fill out the form and adapted questionnaire "Students Behaviour Survey" initially developed by Lachar and Gruber (2018) concerning their student's behaviour. In the second phase, the teachers were requested to send the form with each of their students to their parents to get it filled by them. In this way, the behaviour of the students was measured in folds, from the perception of their teachers as well as their parents. The compiled data from the survey conducted from both the parents and the teachers was thus named as Pre-Test results (behaviour of students before the yoga session).

The management of the schools was then requested to volunteer the PT teachers (teachers of Physical Training) to conduct the yoga sessions for three months based on the following criteria/ outliner. The PT teachers were provided with a complete guideline on how to conduct the yoga session before measuring the behaviour of students before the yoga session. After the exposure of students to three-month yoga sessions, the respective teachers and parents were requested to fill out the survey forms again. The compiled data from the survey conducted from both the parents and the teachers was thus named as Post-Test results (behaviour of students after the yoga session).

Results & Analysis

In the present study, Content Validity Ratio (CVR), was originally developed by Lawshe, was employed to validate the instrument. Each of the members in the Content Evaluation Panel was shared with the first drafted instrument to mark among the following options against each of the chosen items under each construct:

Validity: CVR Score

Items' Score	Code
Essential	3
Useful but not essential	2
Not necessary	1

In the light of Lawshe developed CVR, any item that is perceived to be essential by more than half of the experts/ panellists contains a certain degree of content validity. The more the panellists (beyond 50 %) perceive an item to be essential the greater its validity will be. From this perspective, when 50 % of the panellists mark an item to be essential and half do not, the CVR is zero. Therefore, if it decreases from 50 % the CVR moves towards negative and if it increases from 50 % the CVR moves towards positive. The formula to calculate the CVR is:

$$CVR = [(E - (N / 2)) / (N / 2)]$$

Where,

N = total number of panellists / experts

E = the number of panellists who marked the item to be essential

Reliability

Reliability Statistics (Cronbach's Alpha Score): A Pilot Study

1st Test N of Items	2nd Test N of Items	Items Deleted
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HC	.619	5	.698	5	-
ED	.549	12	.749	9	ED 3, ED 6, ED 9
US	.591	5	.677	4	US 3
SP	.349	9	.649	5	SP 3, SP 7, SP 8, SP 11
VA	.375	6	.599	5	VA 5
PA	.578	5	.678	4	PA 3
BP	.455	11	.755	7	BP 3, BP 4, BP 7, BP 12

The below table shows that after the deletion of further 14 items, the instrument seems to be reliable and thus no further reduction in the instrument is required.

Descriptive Statistics

The below table displays the frequency of the participating teachers, in terms of their gender, the grades they are currently teaching, and the students' age groups to whom they are currently teaching. From this perspective, the number of female teachers was significantly higher than that of the male teachers. The greatest number of teachers was currently teaching to 6th-grade students. Similarly, the greatest number of teachers currently teaching to the student age group was between 13 and 14.

Gender of Teachers

	Frequency	Per cent
Male	9	19.56
Female	37	80.43
<i>Total</i>	46	100

Teachers Teaching to Grades

6th Grade	20	43.5
7th Grade	19	41.3
8th Grade	7	15.2
<i>Total</i>	46	100

Teachers Teaching to Student Age Groups

13-14	15	32.6
15-16	12	26.1
17-18	12	26.1
19	7	15.2
<i>Total</i>	46	100

Correlation between the Constructs

The below table shows the correlation between the constructs used for teachers to collect data. From this perspective, all constructs/variables had a statistically significant correlation with each other having P-Value less than .05 except the correlation of SP with US, VA with HC and ED, PA with HC and SP, and BP with ED and VA.

	HC	ED	US	SP	VA	PA	BP
HC	Pearson Correlation1						
	Sig. (2-tailed)						



N	46
Pearson Correlation.	.1181
ED Sig. (2-tailed)	.035
N	46 46
Pearson Correlation.	.254.1331
US Sig. (2-tailed)	.049.030
N	46 46 46
Pearson Correlation.	.120.077.1141
SP Sig. (2-tailed)	.028.013.052
N	46 46 46 46
Pearson Correlation.	.087.203.069.1221
VASig. (2-tailed)	.065.075.048.019
N	46 46 46 46 46
Pearson Correlation.	.290.158.103.194.0611
PA Sig. (2-tailed)	.051.045.046.066.038
N	46 46 46 46 46 46
Pearson Correlation.	.084.110.042.148.213.0601
BP Sig. (2-tailed)	.040.057.033.025.054.040
N	46 46 46 46 46 46 46

Inferential Analysis of the Constructs

The below table provides with the inferential analysis of the hypothesized statements if the difference between the mean values of a construct between before and after the implementation of yoga exercises are statistically significant. From this perspective, 2-tailed Sig values of each of the pairs are less than .05 which means that a statistically significant difference was found in each pair.

Paired Samples Test

		Paired Differences							
		Mean	SD	SE M	95% CI Lower	95% CI Upper	t	df	S
Pair 1	Health Concerns (Before Yoga Exercise) - Health Concerns (After Yoga Exercise)	1.78	0.60	0.09	1.60	1.96	20.07	45	0
Pair 2	Emotional Distress (Before Yoga Exercise) - Emotional Distress (After Yoga Exercise)	2.05	0.49	0.07	1.90	2.19	28.22	45	0
Pair 3	Unusual Behaviour (Before Yoga Exercise) - Unusual Behaviour (After Yoga Exercise)	2.05	0.60	0.09	1.88	2.23	23.28	45	0
Pair 4	Social Problems (Before Yoga Exercise) - Social Problems (After Yoga Exercise)	1.92	0.54	0.08	1.76	2.08	24.33	45	0
Pair 5	Verbal Aggression (Before Yoga Exercise) - Verbal Aggression (After Yoga Exercise)	2.04	0.55	0.08	1.88	2.21	25.00	45	0



Pair 6	Physical Aggression (Before Yoga Exercise) - Physical Aggression (After Yoga Exercise)	1.95	0.56	0.08	1.78	2.11	23.36	45	0
Pair 7	Behaviour Problems (Before Yoga Exercise) - Behaviour Problems (After Yoga Exercise)	1.90	0.45	0.07	1.77	2.03	28.61	45	0

CID = Confidence Interval of the Difference

SD = Std. Deviation

SEM = Std. Error Mean

S = Sig. (2-tailed)

Summary of Hypotheses

No	Statement	Sig Value	Status
1	Teachers perceive difference in the health concerns of students before and after the execution of yoga exercises	.000	Retained
2	Teachers perceive difference in the emotional distress of students before and after the execution of yoga exercises	.000	Retained
3	Teachers perceive difference in the unusual behaviour of students before and after the execution of yoga exercises	.000	Retained
4	Teachers perceive difference in the social problems of students before and after the execution of yoga exercises	.000	Retained
5	Teachers perceive difference in the verbal aggression of students before and after the execution of yoga exercises	.000	Retained
6	Teachers perceive difference in the physical aggression of students before and after the execution of yoga exercises	.000	Retained
7	Teachers perceive difference in the behaviour problems of students before and after the execution of yoga exercises	.000	Retained

Discussion

The findings of the present study are supported by the reviewed literature. For instance, a large number of studies have been reviewed that examined the result of yoga practices in multiple dimensions. All of the studies found a positive impact of the yoga practices on teenaged students, which supports the findings of the present study. From this perspective, Metri (2018) found that the implementation of the school-based yoga program has a statistically significant and positive effect on the memory, concentration, and attention of the school going, students. Similarly, Bussing et al. (2012), state that “there are some meta-analyses which indicate beneficial effects of yoga interventions, and there are several randomized clinical trials (RCT’s) of relatively high quality indicating beneficial effects of yoga for pain-associated disability and mental health” (p. 1). Kaley-Isley et al. (2010), found that yoga practises for young students is a promising therapy. According to Yoshihara, Hiramoto, Sudo and Kubo, (2011) yoga is an ancient technique for promoting health through exercise, breathing regulation and meditation. Considering widespread obesity worldwide, Narke and Daryanani (2015) found a significant effect of the yoga practices on the overall adjustment and level of students. Siegel et al., (2016) found that “yoga applied for three months could be beneficial for workers and lecturers at the Faculty of Medicine / Unicamp was confirmed both from the qualitative and quantitative perspective of the study” (p. 6).

**Conclusion & Recommendations****Conclusion**

After reviewing the relevant literature as well as finding the results in the present study, it would be safe to conclude that conducting yoga sessions in schools, to obtain tranquillity, balance, spiritual discernment and inner peace, is of significant benefit in terms of students' positive behaviour. Students in the present era are more prone to test teachers' limits. They are easily annoyed, lose control, bully each other, argue with teachers and have incomppliance and with the school rules. Factors behind these behaviours commonly include family conflicts, peer pressure and peer rejection. It ends up resulting in few moments reserved for the exchange of affection between parents and children and consequently in the moral, social, affective, which is essential for the integral education of the child. In this way, Yoga does not only solve the problems of indiscipline and interpersonal relationships, but it seeks body-mind integration as a way to harmonize feelings seeking a transformation in student behaviour.

Recommendations

Considering the reviewed literature as well as the findings of the present study, this study recommends that the integration of yoga sessions in school timings is perceived to bring positive change in the behaviour of teenaged students. Individuals involved in the teaching and learning process at schools in Pakistan including teachers, parents, students and school management are recommended to emphasize the integration of yoga sessions in school timings. Since the study found a statistically significant difference between the behaviour of teenaged students before and after the yoga sessions, it recommends the schools management to make the yoga practices a mandatory part of the students' daily activities within the schools' premises.

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