

Sahaja Yoga Meditation to Improve Learning Style, Self Esteem, Mutual Behaviour, and Relaxation Level of Students

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DOI: [10.36347/sjahss.2023.v1i04.003](https://doi.org/10.36347/sjahss.2023.v1i04.003)

| Received: 19.02.2023 | Accepted: 04.04.2023 | Published: 09.04.2023

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Abstract

Original Research Article

Meditation is the ancient way to heal and improve the physical body, emotional status, and mental peace of human beings on earth. The present study aims to observe the effect of Sahaja yoga meditation on 105 school children to develop their mutual behaviour with children independently, their learning style, and ease level at home. The class 9th students from New English School, Landewadi, Pune, India, were subjected to questionnaire related to requirement of teacher or parent support to develop their mutual behaviour with other students, how they prefer to learn and how they feel after return from school at their home. Then, they practiced Sahaja Yoga meditation for 30 minutes every day in presence of Sahaja yoga instructor at school and for 10-15 min at home for 30 days. The students were again subjected to questionnaire after 30 days of meditation session. The data was analysed by McNemar's test. The results showed that the students significantly approached towards independent mutual behaviour with other students, better learning style, higher self-esteem, more relaxed, and less busy on reaching home from school, after practicing Sahaja yoga meditation for 30 days.

Keywords: Sahaja Yoga, Meditation, School, students, learning style, behaviour, busy.

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1. INTRODUCTION

The students are presenting several psychological issues now a day related to their behaviour, studies and personal grooming. Because of low awareness, they never speak to their parents or teachers. In the present study, we had an insight to visualize the state of young school going students of class 9th from age group 14 to 16 years, identified their problems and promote them to meditate to improve their mutual behaviour with other students, learning style and ease level at home.

The Sahaja Yoga meditation is a method to keep the body in balance by balancing all 5 elements of the body; air, earth, water, light and ether. Our spiritual body is having three channels and 7 energy centres. The imbalance in spiritual body leads to physical and

emotional imbalance which reflects in terms of disease and behaviour. Many reports across the world evidenced the effect of Sahaja yoga meditation to improve many aspects of human life including health, emotional state, mental peace, increased subjective wellbeing and psychological well-being etc. (Sharma 2019, Sharma *et al.*, 2008, Kaur M 2022, Hendriks T 2018, <https://www.sahajayoga.org.in>) and to reduce academic stress (Hotkar., 2017). The present study determined the effect of Sahaja yoga meditation on school going children to improve their mutual behaviour with other students, higher self esteem without need of teacher appreciation at school, better learning approach and ease at home.

2. MATERIAL AND METHODS

2.1 Study Site and Participants

The study was conducted on school going students of class- 9th from age 14 to 16 years from New English School, Landewadi, Pune, Nasik Road, India. The students along with their parents and teachers were introduced to Sahaja Yoga meditation; the willing students (Consented from parents) were enrolled for the study and subjected to below mentioned questions in Marathi/English:

Q1. Do we need the help of teachers and parents to improve and develop the mutual behavior with children of our class:

- A. Yes B. May be C. Too much D. No
E. Not at all

Q2. What one habit/character can I improve to get respectful behavior at school and at home:

Q3. What makes me feel good in school:

- A. Subject Understand B. Teacher Appreciation
C. Other Students Respect

Q4. How do I prefer to learn any subject:

- A. Visual Learning B. Visual and Auditory
C. Auditory learning D. Auditory Kinesthetic E. All

Q5. How do I feel when reach at home?

- A. Relax B. Comfortable C. Busy D. Alone
E. Secure F. Other

2.2 Meditation Session

The students were introduced to Sahaja Yoga meditation and performed the balancing of left channel (Ida Nadi), right channel (Pingla Nadi) and central channel (Sushumna Nadi). They also cleaned their 7 energy centres (Mooladhar, Swadhisthan, Nabhi,

Anahat, Vishuddhi, Agnya and Sahasrara) (Rathor *et al.*, 2020). In addition, they balanced five elements of their body and surrounding atmosphere. The students meditated 30 minutes in presence of Sahaja yoga instructor at school and for 10-15 min at home every day. The participants were again subjected to questionnaire after completing 30 days of Sahaja yoga Meditation.

2.3 Data Analysis

The responses from students are presented as bar graph using Graph Pad Prism (version 8.0.2). The data shown visible difference in the bar graph was compiled in 2x2 table and performed McNemar's test using free web calculator (McNemar test calculator (graphpad.com)).

3. RESULTS

Initially 134 students have registered for the study. However, a total of 105 students have attended all 30 days meditation session as well as participated in pre meditation and post meditation questionnaire.

3.1 Independent Mutual Behaviour Development with other Students of Class

Reduction in requirement of teacher (Figure 1) and parent support (Figure 2) was observed after meditation to improve and develop mutual behavior of the students with other students of the class. Some students also showed a shifting towards too much need of help form parents as well as teachers for the same. However, these differences were not significant on performing McNemar's test (Table 1).

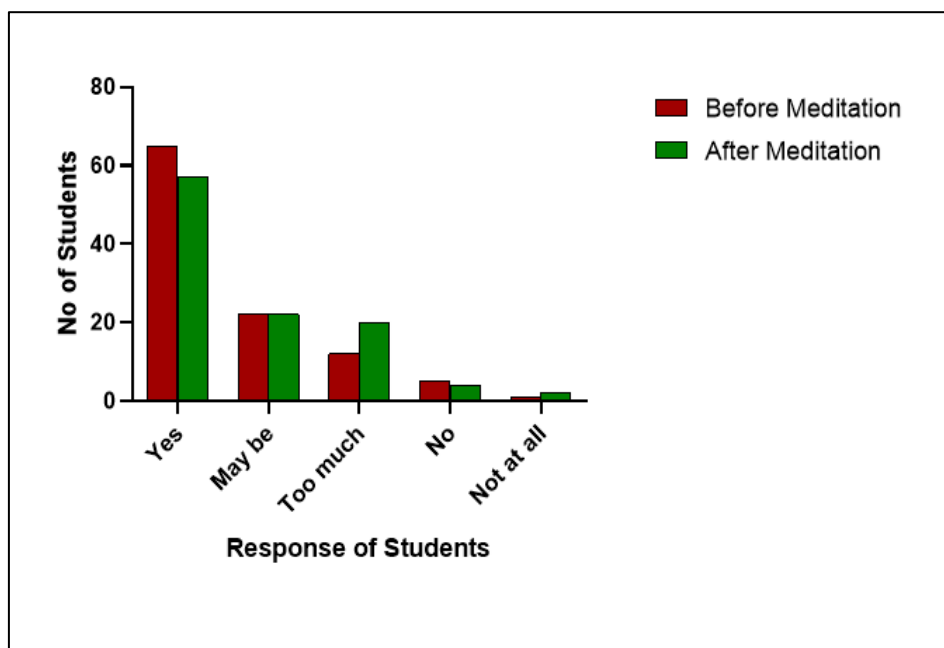


Figure 1: Reduction in teacher help was observed after meditation to improve and develop mutual behavior of the children. However, a fraction of students also showed too much dependency of their teacher for the same

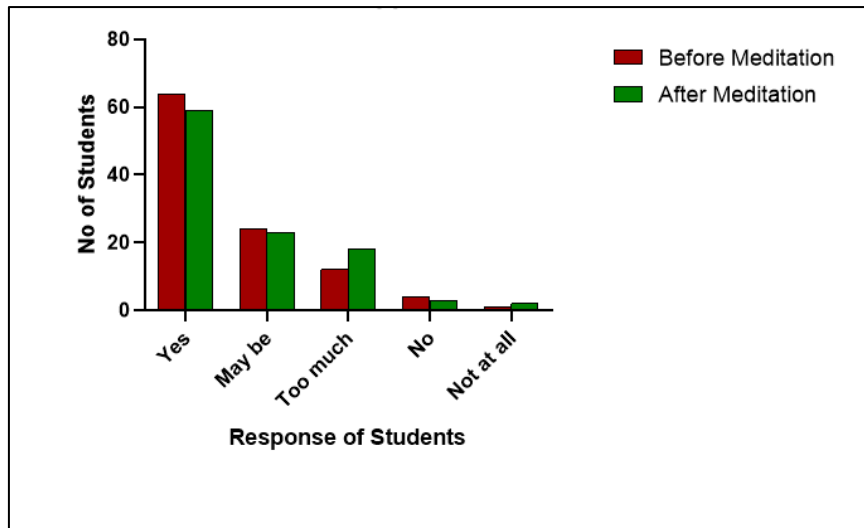


Figure 2: Reduction in help from parents was observed after meditation to improve and develop mutual behavior of the children. However, a fraction of students also showed too much dependency of their parents for the same

3.2 Improvement of Habit to Get Respectful Behavior at School and at Home

The second question was not objective; therefore, data is not uniform. Although, most of the students mentioned that by stopping more talking and focus on study, before and after meditation respectively they can get respectful behavior at school and at home.

3.3 Feel Good in School

A better understanding of the subject gave happiness to students. More students felt good by better understanding of subject after meditation. However, this change was not found significant (Figure 3, table 1). On other hand a significant reduction in teacher appreciation expected (Figure 3, table 1) as a cause of feeling good at school, presenting more fulfillment and higher self esteem of the students.

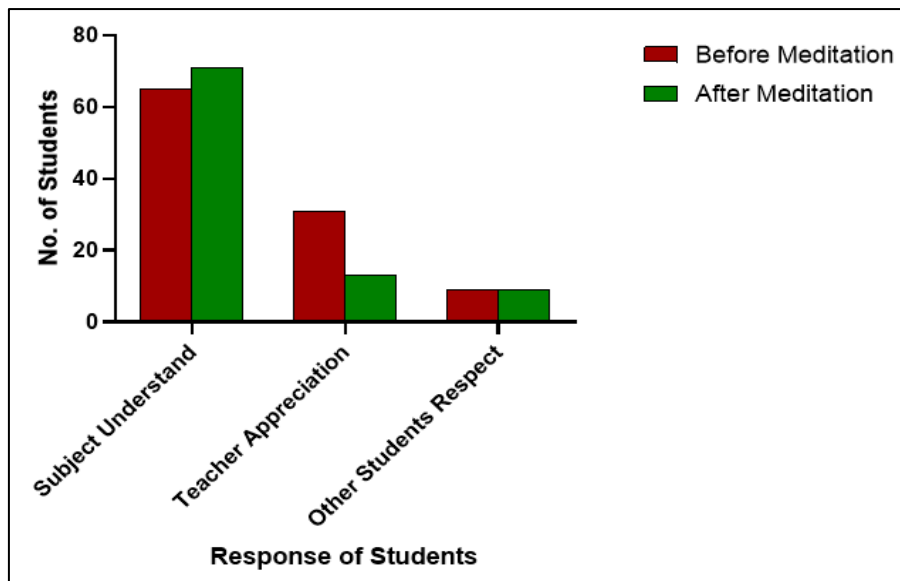


Figure 3: What make feel good at school to students

3.4 Improved Learning Style of Students Followed by Meditation

The students preferred Visual, Auditory and Kinesthetic (VAK) or Visual and Auditory (VA) over

only Visual (V), Auditory (A) or Kinesthetic (K) learning style alone (Figure 4). The observed differences were significant on performing McNemar's test (Table 1).

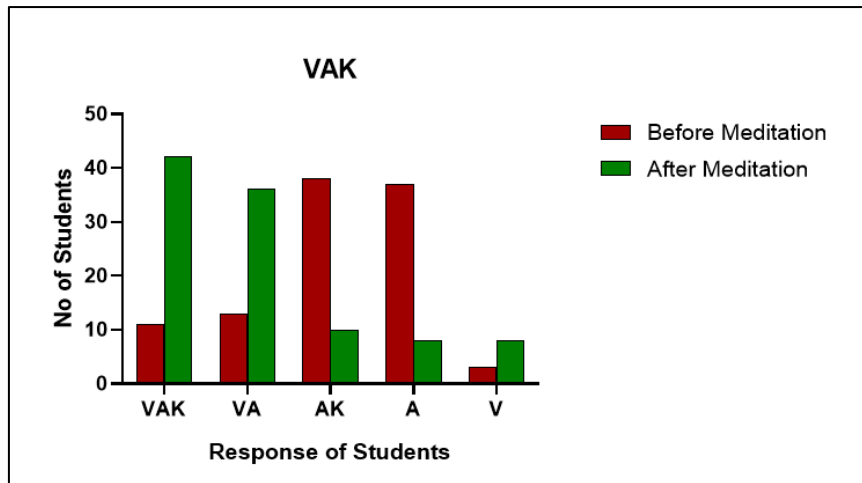


Figure 4: The figure showed significant improvement in learning style of students after Sahaja Yoga meditation. Most of the students shifted to VAK and VA form AK, A, V or K

3.5 More Ease at Home

The students felt more relaxed, comfortable and less busy at their home after 30 days meditation session (Figure 5). However, the difference was

partially significant for relaxation (P= 0.0547) and strongly significant for busyness (P= 0.0051) of the participants by McNemar's test (Table 1).

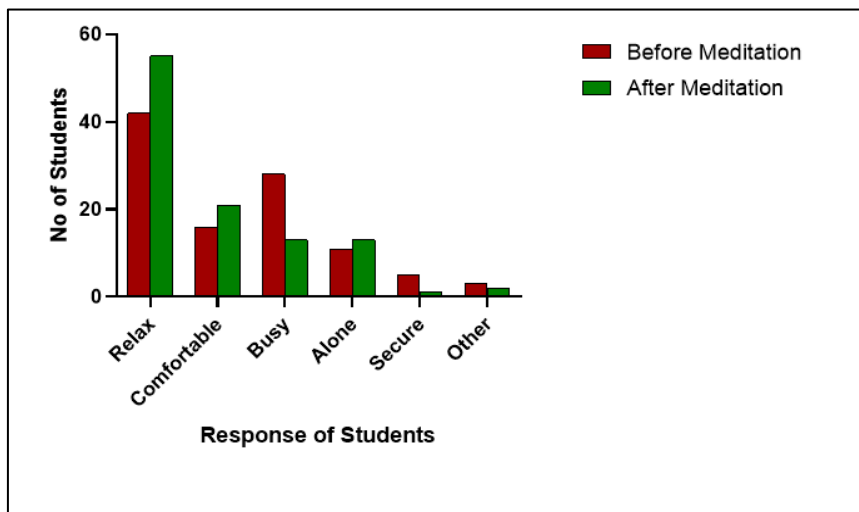


Figure 5: More students felt relaxed, comfortable, and not busy at home after 30 days of meditation

Table 1: Results obtained from McNemar's test

Response by students	P value	Remarks
Teacher Support need to develop mutual behavior of the children		
Yes	0.2299	Not Significant
May be	-	-
Too much	0.0801	Not Significant
No	-	-
Not at all	-	-
Parent Support need to develop mutual behavior of the children		
Yes	0.4990	Not Significant
May be	-	-
Too much	0.1814	Not Significant
No	-	-
Not at all	-	-
What make feel good in school		
Subject Understand	0.3613	Not Significant
Teacher Appreciation	0.0036	Significant

Response by students	P value	Remarks
Other student respect	-	-
Preferred Learning Style by students		
VAK	0.0001	Significant
VA	0.0004	Significant
AK	0.0001	Significant
A	0.0001	Significant
V	-	-
How Students felt at home		
Relax	0.0547	Not Quite Significant
Comfortable	0.3827	Not Significant
Busy	0.0051	Significant
Alone	-	-

4. DISCUSSION

Students spend average 6-7 hours per day in school. How they behave, learn and feel at school makes a determining factor for their personal development and mental status. In the present study we observed a significant positive impact of Sahaja yoga meditation on school going students to improve their feeling of fulfilment by their own, better learning approach and more ease at home.

At school, mutual behaviour among students is a key component of their personal development. They laugh, play, read, fight together. Occasionally, students require help from teacher or parents to establish and improve their mutual behaviour. In the present study, students need less help of parent or teachers to improve and develop mutual behaviour with other students. However, this was not significant. In addition to mutual behaviour, a positive happy feeling at school may be attributed with better understanding of subject, teacher appreciation and respect from other students. After Sahaja yoga mediation, the students felt happy with better understanding of subject without much need of teacher appreciation, indicating more attention towards study with less attention seeker mind set, indicating a positive development after meditation.

Apart form behaviour and happiness; learning is most important aspect of schooling. Learning become fun with videos, diagrams, pictorial display, discussion in group etc. The learning skills can be of Visual (seeing and reading), Auditory (listening and speaking) or Kinesthetic (touching and doing) (VAK Learning Styles Self-Assessment Questionnaire – BusinessBalls.com). Sahaja yoga meditation effectively shifted the students form V,A,K alone to combination of these styles and that may lead to better outcome in academics of the students.

After school, at home students must feel easy and relaxed. However, many students feel stress, depression, busyness or loneliness. We observed that Sahaja Yoga meditation efficiently reduced the

busyness of the students and they felt more relax and comfortable at home.

5. CONCLUSION

The present study concludes that Sahaja Yoga meditation is an effective way to improve the overall contentment of students at school and home by improve their mutual behaviour, self-esteem, learning skills and ease at home.

ACKNOWLEDGEMENT

The authors are thankful to all participants, school teachers, and volunteers.

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