

A Study of the Effect of Yoga on Happiness of Class Ix Students of CBSE Schools of Indore

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Education plays a vital role in the holistic development of an individual by nurturing not only intellectual abilities but also emotional and psychological well-being. In the contemporary educational system, students are exposed to increasing academic demands, competitive environments, high expectations from parents and teachers, and pressure to perform well in examinations. These factors often lead to academic anxiety, which negatively affects students' mental health, learning outcomes, happiness, and self-confidence (Deb, Strodl, & Sun, 2015).

Happiness and self-confidence are essential psychological constructs that contribute significantly to students' academic success and life satisfaction. Happiness enhances positive emotions, resilience, and psychological well-being, while self-confidence empowers students to face challenges, make decisions, and perform effectively in academic and social situations. A lack of happiness and self-confidence may adversely affect students' adjustment in school and society (Diener, 2000; Bandura, 1997).

Yoga

Yoga is an ancient holistic discipline that originated in India more than five thousand years ago and is deeply rooted in Indian philosophy and culture. The term *Yoga* is derived from the Sanskrit root “*Yuj*,” meaning to join or unite, signifying the integration of body, mind, and spirit. Yoga aims at achieving harmony between physical health, mental well-being, emotional stability, and spiritual growth. Classical yoga philosophy, as systematized by Patanjali in the *Yoga Sutras*, emphasizes an eightfold path (*Ashtanga Yoga*) comprising ethical disciplines (*Yama* and *Niyama*), physical postures (*Asana*), breathing practices (*Pranayama*), sensory control (*Pratyahara*), concentration (*Dharana*), meditation (*Dhyana*), and self-realization (*Samadhi*).

Alignment of Yoga with Education

Education is not merely the transmission of knowledge but a holistic process aimed at the all-round development of an individual—intellectual, physical, emotional, social, and moral. In this context, yoga aligns closely with the fundamental goals of education by fostering balanced personality development and enhancing learners' overall well-being.

Yoga contributes significantly to **physical development** by improving posture, flexibility, coordination, and endurance, which are essential for maintaining health and preventing lifestyle-related disorders among students. From a **psychological perspective**, yoga practices such as pranayama and meditation enhance concentration, attention span, emotional stability, and self-control. These attributes are crucial for effective learning and academic success.

Furthermore, yoga supports **emotional and mental health** by reducing academic stress, anxiety, and emotional disturbances commonly experienced during adolescence. It promotes self-awareness, self-confidence, and inner discipline, enabling students to cope with academic challenges more effectively. Yoga also nurtures **moral and ethical values** such as self-discipline, empathy, patience, and responsibility, which are integral to character education.

Recognizing its educational value, yoga has been integrated into school curricula in India and endorsed by national and international bodies as a means of promoting holistic education. The National Education Policy (NEP) 2020 emphasizes the inclusion of yoga for the physical, mental, and emotional well-being of learners. Thus, yoga serves as a powerful educational tool that complements academic learning and contributes to the comprehensive development of students.

Happiness

Happiness has been defined by psychologists from various perspectives:

According to Diener (1984), happiness is conceptualized as subjective well-being, which consists of life satisfaction, the presence of positive emotions, and the relative absence of negative emotions.

Ryff (1989) defines happiness in terms of psychological well-being, emphasizing self-acceptance, personal growth, purpose in life, autonomy, environmental mastery, and positive relations with others.

Meaning of Happiness

Happiness is a positive psychological state that reflects an individual's overall evaluation of life in terms of satisfaction, emotional well-being, and fulfillment. It encompasses the experience of positive emotions, a sense of contentment, and the perception that one's life is meaningful and worthwhile. Happiness is not merely the absence of negative emotions but a dynamic balance between positive affect, life satisfaction, and psychological functioning.

In the educational context, happiness plays a crucial role in students' academic engagement, motivation, mental health, and interpersonal relationships. Happy students tend to display higher levels of self-confidence, emotional resilience, creativity, and academic achievement.

Components / Elements of Happiness

Happiness is a multidimensional construct comprising the following major components:

1. **Positive Affect**
2. **Negative Affect (Low Level)**
3. **Life Satisfaction**

Life satisfaction represents the cognitive evaluation of one's life as a whole. It reflects how individuals assess their achievements, relationships, and overall quality of life in comparison to their expectations.

4. **Psychological Well-Being**

Psychological well-being includes self-acceptance, autonomy, purpose in life, personal growth, and a sense of competence. These factors contribute to a deeper and more stable form of happiness.

5. **Social Well-Being**

Healthy interpersonal relationships, social support, belongingness, and positive interactions with peers and family significantly influence happiness, particularly among adolescents.

Yoga and Happiness

Yoga has been increasingly recognized as an effective intervention for enhancing happiness and overall psychological well-being. Happiness, understood as a state of positive emotional experience, life satisfaction, and psychological fulfillment, is closely linked with mental balance and emotional regulation—core outcomes of yoga practice.

Regular practice of yoga contributes to happiness by reducing stress, anxiety, and negative emotional states while enhancing positive affect, self-awareness, and inner peace. Yogic practices activate the parasympathetic nervous system, leading to relaxation and emotional stability. This physiological and psychological balance creates a favorable internal environment for experiencing sustained happiness.

From a psychological perspective, yoga supports both hedonic happiness (experience of positive emotions and pleasure) and eudaimonic happiness (sense of meaning, purpose, and personal growth). Practices such as meditation and mindfulness cultivate present-moment awareness, acceptance, and self-regulation, which are associated with higher levels of life satisfaction and emotional well-being. Yoga also enhances self-confidence, resilience, and coping skills, enabling individuals to deal effectively with life challenges, thereby promoting long-term happiness.

In the educational context, yoga plays a significant role in fostering happiness among students. Adolescence is a critical developmental stage marked by emotional fluctuations, academic anxiety, and identity formation. Yoga helps students manage academic pressure, improve concentration, and maintain emotional balance, which positively influences their happiness and school engagement. Studies have shown that students who regularly practice yoga report higher levels of happiness, optimism, and psychological well-being, along with reduced anxiety and emotional disturbances.

Rationale of the Study

Education plays a crucial role in the holistic development of students by fostering cognitive, emotional, and social competencies. In the contemporary educational scenario, especially within the Central Board of Secondary Education (CBSE) system, students at the secondary level face increasing academic pressure due to a demanding curriculum, frequent evaluations, competitive environments, and high expectations from parents and teachers. Class IX marks a significant transitional stage in students' academic lives, as it introduces board-oriented learning, increased syllabus load, and heightened performance expectations. These factors often lead to elevated levels of academic anxiety, which adversely affect students' mental health, happiness, self-confidence, and academic performance.

Yoga, as an ancient Indian mind-body discipline, offers a holistic approach to physical, mental, and emotional well-being. It integrates physical postures (*āsanas*), breathing techniques (*prāṇāyāma*), relaxation, and meditation to promote self-regulation, emotional balance, and inner awareness. Research studies have shown that regular practice of yoga helps

in reducing anxiety, enhancing emotional stability, improving self-confidence, and promoting happiness among children and adolescents. Yoga provides students with effective coping strategies to manage academic pressure, improve concentration, and develop a positive self-concept.

Researcher studied the related researches **Harish Ranjani (Ranjani et al., 2023)**. – The impact of yoga on stress, metabolic parameters, and cognition of Indian adolescents and the finding were yoga program at the school level significantly decreased stress, improved attention and concentration, metabolic and clinical parameters in Indian adolescents. **P. Patel & D. Panchal (2023)**. — Effect of Yoga-Based Intervention on Academic Anxiety Among Adolescents in Relation to Gender and the findings were Furthermore, yogic intervention is important to reduce academic anxiety. The study concluded that yoga practice enhances student's mental health and promotes holistic wellness based on the findings. **Manna et al. (2023)**. – Study on the effects of short-term yoga practice on body composition, physical fitness, physiological variables, nutritional and mental health status of school children. Regular practice of yogic asana, pranayama, and meditation improves body composition, cardiovascular, respiratory, physical fitness, and reduces stress level. **V. R. Hariprasad et al. (Hariprasad et al., 2013)**. – *Feasibility and efficacy of yoga as an add-on intervention in attention deficit-hyperactivity disorder and the result was* There was a significant improvement in the ADHD symptoms. **A. Verma et al. (Verma et al., 2014)**. – *The Effect of Yoga Practices on Cognitive Development in Rural Residential School Children in India* cognitive development variables were improved after 12 weeks of yoga training in adolescent rural residential school children.

Limited research has been conducted focusing specifically on Class IX CBSE students in urban settings like Indore. Considering the academic demands and competitive environment prevalent in CBSE schools, it becomes essential to explore effective, culturally relevant, and non-pharmacological interventions to support students' psychological well-being. Therefore, the present study seeks to examine the effect of yoga on happiness, of Class IX students of CBSE schools of Indore.

The findings of this study are expected to provide valuable insights for educators, school administrators, counselors, and policymakers regarding the effectiveness of yoga as an intervention for enhancing students' mental health and emotional well-being. The study may also contribute to the existing body of educational and psychological research and support the inclusion of structured yoga programs in school curricula.

Research Objectives

The researcher has formulated the following objectives for the proposed study –

1. To compare mean scores of Happiness before and after the yoga intervention of Control Group of class IX students of CBSE school of Indore.
2. To compare mean scores of Happiness of Yoga/Experimental Group and Control Group of class IX students of CBSE school of Indore.
3. To compare mean change scores of Happiness of Yoga/Experimental Group and Control Group of class IX students of CBSE school of Indore.
4. To compare mean scores of Happiness before and after the yoga intervention of Yoga/Experimental Group of class IX students of CBSE school of Indore.
5. To compare mean scores of Happiness before and after the yoga intervention of Control Group of class IX students of CBSE school of Indore.

Research Hypotheses

The researcher has formulated the following hypotheses for the proposed study –

1. There is no significant difference in mean scores of Happiness before and after the yoga intervention of Control Group of class IX students of CBSE school of Indore.
2. There is no significant difference in mean scores of Happiness of Yoga/Experimental Group and Control Group of class IX students of CBSE school of Indore.
3. There is no significant difference in mean change scores of Happiness of Yoga/Experimental Group and Control Group of class IX students of CBSE school of Indore.

4. There is no significant difference in mean scores of Happiness before and after the yoga intervention of Yoga/Experimental Group of class IX students of CBSE school of Indore.
5. There is no significant difference in mean scores of Happiness before and after the yoga intervention of Control Group of class IX students of CBSE school of Indore.

Sample

Sample of the present study consisted of 40 students of Class IX studying in a CBSE school of Indore. The students were selected to examine the effect of yoga on Academic Anxiety, Happiness, and Self-Confidence. The age of the participants ranged approximately between 14 to 15 years, representing early adolescence, a stage characterized by significant academic and psychological challenges.

Researcher took 20 students for control group and 20 students for experimental group CBSE schools of Indore city. Details are following:

TABLE Details of sample

SR NO.	SCHOOLS NAME	CONTROL GROUP	EXPERIMENTAL GROUP
1	Sanmati Higher Secondary School,	20	20

RESEARCH DESIGN

The study followed a pre-test–post-test control group design.

Experimental design two group pretest post test

Control group	O	-----	O
Experimental group	O	X	O

RESEARCH TOOL

Happiness Inventory – The tool used to measure happiness was the Oxford Happiness Inventory (OHI). The Oxford Happiness Inventory is used to measure the general level of happiness and psychological well-being of individuals. It assesses positive mood, life satisfaction, optimism, and sense of well-being. The authors of the scale are Hills, P. and Argyle, M. The scale consists of 20 items. It is a Likert-type scale where each item has six response alternatives i.e. strongly Disagree, Moderately Disagree, Disagree, Agree, Moderately Agree, Strongly Agree. There are total 29 items, each item is assigned a score of 1 to 6 from Strongly Agree to Strongly Disagree, depending on the nature of the item. There are 17 positive items and 12 negative items which means that those 17 items are marked from 1-6 and the rest 12 items are marked in the reverse order i.e. 6-1. The lower the score the lesser is the level of Happiness and vice versa. The total score is obtained by summing the scores of all the items.

The inventory has high internal consistency. The reliability coefficient (Cronbach's alpha) reported by the authors is around 0.90, indicating high reliability. The tool has strong construct validity and concurrent validity. It shows significant correlation with other measures of well-being and mental health. The inventory is suitable for adolescents and adults and is extensively used in educational and psychological research.

Description of the Yoga Intervention Programme

Day & Date	Asanas (15 min)	Theoretical Justification of Asanas	Pranayama (15 min)	Meditation / Relaxation (10 min)
Day 1 – 02)	Tadasana, Vrikshasana, Sukhasana, Vajrasana	Improve posture, balance, attentional control, and calm the nervous system	Deep Breathing, Anulom Vilom	Breath awareness

Day & Date	Asanas (15 min)	Theoretical Justification of Asanas	Pranayama (15 min)	Meditation / Relaxation (10 min)
Day 2 – 03	Trikonasana, Padahasthasana, Ardha Chakrasana, Tadasana	Reduce muscular tension, increase spinal flexibility, relieve stress	Anulom Vilom	Guided relaxation
Day 3 – 04	Bhujangasana, Shalabhasana, Dhanurasana, Makarasana	Strengthen spine, stimulate nervous system, reduce fatigue and anxiety	Bhramari	Mindfulness meditation
Day 4 – 05	Vajrasana, Paschimottanasana, Janushirasana, Shavasana	Calm mind, improve digestion, induce deep relaxation	Anulom Vilom	Body scan relaxation
Day 5 – 06	Ardha Chakrasana, Tadasana, Vrikshasana, Katichakrasana	Expand chest, improve circulation, reduce mental lethargy	Kapalbhati (slow)	Silent sitting
Day 6 – 07	Virabhadrasana, Vrikshasana, Tadasana, Sukhasana	Build confidence, stability, stamina, and self-belief	Bhramari	Om chanting
Day 7 – 08	Sukhasana, Vajrasana, Padmasana, Shavasana	Promote mental calmness, introspection, and emotional balance	Deep breathing	Guided meditation
Day 8 – 09 Feb (Mon)	Bhujangasana, Dhanurasana, Shalabhasana, Makarasana	Energize body, elevate mood, release emotional tension	Anulom Vilom	Breath awareness
Day 9 – 10 Feb (Tue)	Trikonasana, Padahasthasana, Ardha Chakrasana, Katichakrasana	Improve flexibility, reduce psychosomatic stress	Kapalbhati (slow)	Progressive relaxation
Day 10 – 11	Ardha Matsyendrasana, Vajrasana, Sukhasana, Shavasana	Balance nervous system, improve spinal mobility	Bhramari	Mindfulness sitting
Day 11 – 12	Tadasana, Vrikshasana, Virabhadrasana, Sukhasana	Enhance attentiveness, confidence, emotional stability	Anulom Vilom	Om meditation
Day 12 – 13	Paschimottanasana, Janushirasana, Vajrasana, Shavasana	Reduce anxiety, quieten mind, promote relaxation	Deep breathing	Complete relaxation

Day & Date	Asanas (15 min)	Theoretical Justification of Asanas	Pranayama (15 min)	Meditation / Relaxation (10 min)
Day 13 – 14	Bhujangasana, Shalabhasana, Dhanurasana, Makarasana	Increase vitality, emotional regulation, and resilience	Kapalbhati (slow)	Silent meditation
Day 14 – 15 Feb (Sunday)	Sukhasana, Padmasana, Vajrasana, Shavasana	Encourage calmness, self-awareness, and emotional balance	Deep breathing	Guided visualization
Day 15 – 16 Feb (Mon)	Revision of all Asanas practiced	Reinforcement of physical, emotional, and cognitive benefits	Anulom Vilom & Deep Breathing	Deep relaxation & meditation

DATA COLLECTION PROCEDURE

The procedure of data collection for the present study was carried out in a systematic and planned manner to ensure accuracy, objectivity, and ethical conduct. The following steps were followed during the process of data collection.

YOGA INTERVENTION PROGRAMME

After the completion of the pre-test, the yoga intervention programme was administered only to the experimental group by the school Yoga teacher. The programme was conducted for a period of 15 days, with daily sessions of 40 minutes each. The yoga sessions included selected asanas, pranayama, and meditation practices designed to promote psychological well-being. The control group continued with its regular school routine and did not receive any yoga training during this period. Proper supervision and guidance were ensured during the yoga sessions, and care was taken to maintain discipline and safety.

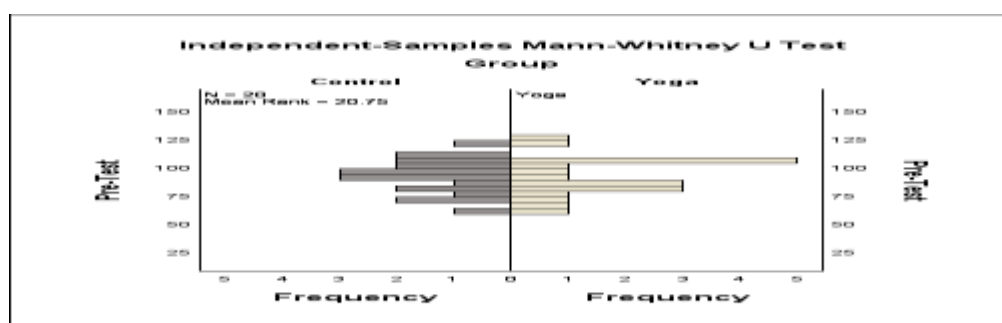
COMPARE MEAN OF PRE-TEST OF HAPPINESS OF YOGA/EXPERIMENTAL GROUP AND CONTROL GROUP OF CLASS IX STUDENTS OF CBSE SCHOOL OF INDORE

Objective of the study To compare Mean of Pre-Test of Academic Anxiety happiness of Yoga/Experimental Group and Control Group of Class IX Students of CBSE School of Indore and the hypothesis was There is no Significant Difference between the Mean of Pre-Test of happiness of Yoga/Experimental Group and Control Group of Class IX Students of CBSE School of Indore. Researcher found the small sample which less than 30 so researcher did not use parametric t test so took alternative test Mann Whitney test so the objective was To compare Mean rank of Pre-Test of happiness of Yoga/Experimental Group and Control Group of Class IX Students of CBSE School of Indore and the hypothesis was There is no Significant Difference between the Mean rank of Pre-Test of happiness of Yoga/Experimental Group and Control Group of Class IX Students of CBSE School of Indore.

Independent-Samples Mann-Whitney U Test

	Group	N	Mean Rank	Sum of Ranks	Mann whitney	Sig.
Pre-Test	Yoga	20	20.25	405.00	195	.892
	Control	20	20.75	415.00		
	Total	40				

From Table it can be seen that the Mann-Whitney U value is 195.000 which is not significant at 0.05 level as $p (.892)$ is more than 0.05 i.e. $p > 0.05$. It indicates that the mean ranks of Pre-Test of Happiness of Yoga/Experimental and Control Group do not differ significantly. Thus, the Null Hypothesis that there is no significant difference between the Mean Ranks of Pre-Test of Happiness of Yoga/Experimental Group and Control Group of Class IX Students of CBSE School of Indore is not rejected. It may, therefore, be said that both Yoga/Experimental Group and Control Group were found to be equally happy.



COMPARE MEAN OF POST -TEST OF HAPPINESS OF YOGA/EXPERIMENTAL GROUP AND CONTROL GROUP OF CLASS IX STUDENTS OF CBSE SCHOOL OF INDORE

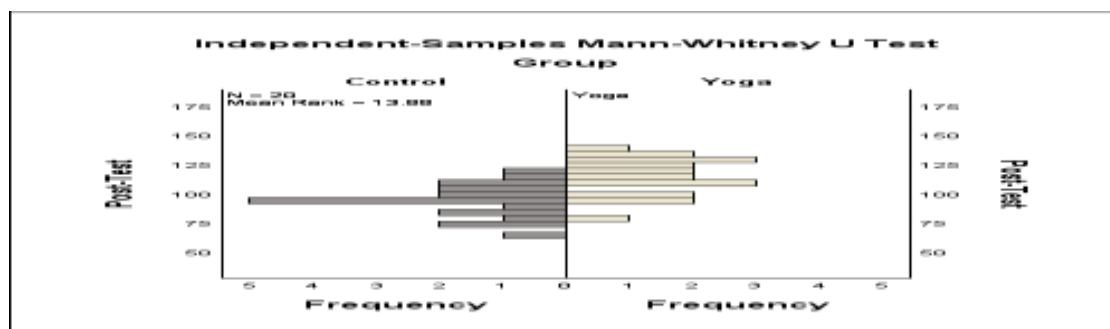
objective of the study To compare Mean of post Test of happiness of Yoga/Experimental Group and Control Group of Class IX Students of CBSE School of Indore and the hypothesis was There is no Significant Difference between the Mean of post -Test of happiness of Yoga/Experimental Group and Control Group of Class IX Students of CBSE School of Indore. Researcher found the small sample which less than 30 so researcher did not use parametric t test so took alternative test Mann Whitney test so the objective was To compare Mean rank of post-Test of happiness of Yoga/Experimental Group and Control Group of Class IX Students of CBSE School of Indore and the hypothesis was There is no Significant Difference between the Mean rank of post Test of happiness of Yoga/Experimental Group and Control Group of Class IX Students of CBSE School of Indore.

Table Independent-Samples Mann-Whitney U Test Summary

Group	Mean Ranks	N	Mann-Whitney U-Value	Z – Value	Remark
Yoga	27.13	20	67.500	-3.586	P<0.05
Control	13.88	20			

From Table it can be seen that the Mann-Whitney U value is 67.500 which is significant at 0.05 level as $p (<.001)$ is less than 0.05 i.e. $p < 0.05$. It indicates that the mean ranks of Post-Test of Happiness of Yoga/Experimental and Control Group do differ significantly. Thus, the Null Hypothesis that there is no significant difference between the

Mean Ranks of Post-Test of Happiness of Yoga/Experimental Group and the Control Group of Class IX Students of CBSE School of Indore is rejected. It may, therefore, be said that the Yoga/Experimental Group was found to be happier as compared to the Control Group.



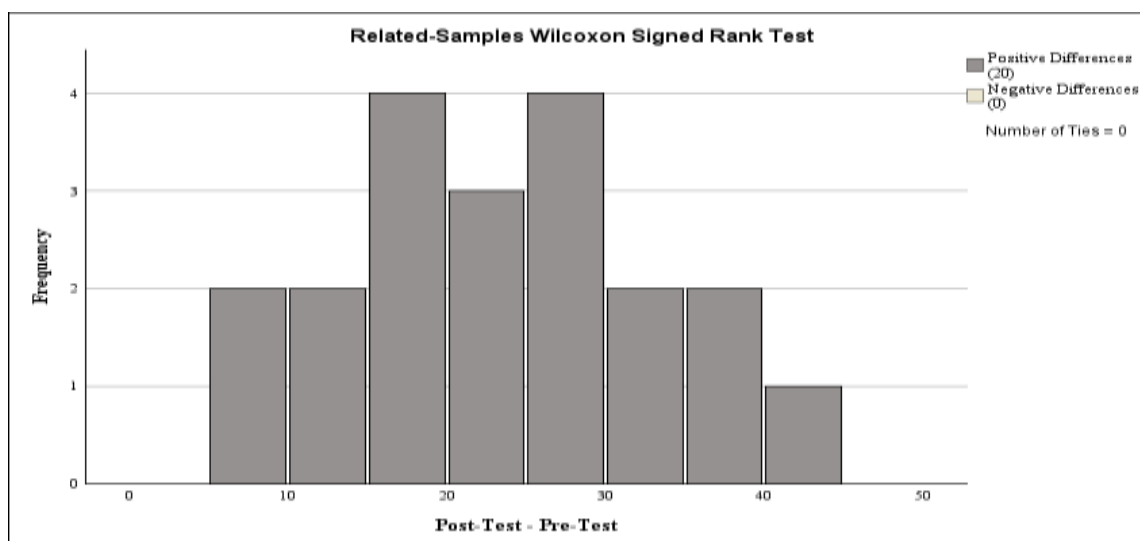
COMPARE MEAN OF PRE-TEST AND POST TEST OF HAPPINESS OF YOGA/EXPERIMENTAL GROUP CLASS IX STUDENTS OF CBSE SCHOOL OF INDORE

Objective of the study to compare Mean of Pre-Test and posttest of happiness of Yoga/Experimental Group of Class IX Students of CBSE School of Indore and the hypothesis was there is no Significant Difference between the Mean of Pre-Test of happiness of Yoga/Experimental Group of Class IX Students of CBSE School of Indore. Researcher found the small sample which less than 30 so researcher did not use parametric co related t test so took alternative test Wilcoxon Signed Ranks Test so the objective was To Compare the Mean Ranks of Positive and Negative Differences in happiness Scores Before and After the Yoga Intervention among the Experimental Group of Class IX Students of CBSE School of Indore, And the hypothesis was there is no Significant Difference between the Mean Ranks of Positive and Negative Differences in happiness Scores Before and After the Yoga Intervention among the Experimental Group of Class IX Students of CBSE School of Indore .

Table: Related-Samples Wilcoxon Signed Rank Test Summary

A2Experimental Group	Mean Ranks	N	Z – Value	p	Remark
Negative Ranks	.00	20	-3.921	<.001	P<0.05
Positive Ranks	10.50	20			

From Table it can be seen that the Z value is -3.921 which is significant at 0.05 level as p (<.001) is less than 0.05 i.e. p<0.05. It indicates that the mean ranks of positive and negative differences in Happiness Scores before and after the Yoga Intervention among the Experimental Group do differ significantly. Thus, the Null Hypothesis that there is no significant difference between the mean ranks of positive and negative differences in Happiness Scores before and after the Yoga Intervention among the Experimental Group of Class IX Students of CBSE School of Indore is rejected. It may, therefore, be said that the Yoga/Experimental Group was found to be happier after the Yoga intervention period.



COMPARE MEAN OF PRE-TEST AND POST TEST OF HAPPINESS OF CONTROL GROUP CLASS IX STUDENTS OF CBSE SCHOOL OF INDORE

Objective of the study to compare Mean of Pre-Test and posttest of happiness of control Group of Class IX Students of CBSE School of Indore and the hypothesis was there is no Significant Difference between the Mean of Pre-Test of happiness of control Group of Class IX Students of CBSE School of Indore. Researcher found the small sample which less than 30 so researcher did not use parametric co related t test so took alternative test Wilcoxon Signed Ranks Test so the objective was To Compare the Mean Ranks of Positive and Negative Differences in happiness Scores Before and After the Yoga Intervention among the control Experimental Group of Class IX Students of CBSE School of Indore. And the hypothesis was there is no Significant Difference between the Mean Ranks of Positive and Negative Differences in happiness Scores Before and After the Yoga Intervention among the control Group of Class IX Students of CBSE School of Indore

Table Related-Samples Wilcoxon Signed Rank Test Summary

Control Group	Mean Ranks	N	Z – Value	p	Remark
Negative Ranks	7.40	20	-1.877	.061	P>0.05
Positive Ranks	9.67	20			

From Table, it can be seen that the Z value is -1.877 which is not significant at 0.05 level as p (.061) is more than 0.05 i.e. $p > 0.05$. It indicates that the mean ranks of positive and negative differences in Happiness Scores before and after the Intervention Period among the Control Group do not differ significantly. Thus, the Null Hypothesis that there is no significant difference between the mean ranks of positive and negative differences in Happiness Scores before and after the Intervention Period among the Control Group of Class IX Students of CBSE School of Indore is not rejected. It may, therefore, be said that the Control Group was found to be happy to the same extent as they were before the Yoga intervention period.



Findings

1. The Null Hypothesis that there is no significant difference between the Mean Ranks of Pre-Test of Happiness of Yoga/Experimental Group and Control Group of Class IX Students of CBSE School of Indore **is not rejected**.
2. The Null Hypothesis that there is no significant difference between the Mean Ranks of Post-Test of Happiness of Yoga/Experimental Group and the Control Group of Class IX Students of CBSE School of Indore **is rejected**.
3. The Null Hypothesis that there is no significant difference between the mean ranks of positive and negative differences in Happiness Scores before and after the Yoga Intervention among the Experimental Group of Class IX Students of CBSE School of Indore **is rejected**.
4. Null Hypothesis that there is no significant difference between the mean ranks of positive and negative differences in Happiness Scores before and after the Intervention Period among the Control Group of Class IX Students of CBSE School of Indore **is not rejected**.

CONCLUSION

Overall conclusion of the research:

1. Both groups were equivalent at pre-test level.
2. Yoga significantly enhanced Happiness.
3. Control group showed no significant change.
4. Post-test differences favored the Yoga group

So the yoga effected to happiness.

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