

Effect of Positive Reinforcement with Yogic Practices on Academic Achievement Among School Boys

Mr. B. Babu Prasad, Ph.D. Research Scholar, Department of Physical Education, Tamil Nadu Physical Education and Sports University, Chennai-127.

Dr. S. Thirumalai Kumar, Professor & Head, Department of Physical Education, Tamil Nadu Physical Education and Sports University, Chennai-127.

Mr. A. Amaran, Ph.D. Research Scholar, Department of Physical Education, Tamil Nadu Physical Education and Sports University, Chennai-127.

Abstract

The purpose of this study was to examine the effect of positive reinforcement with yogic practices on academic achievement among school boys. A total of 50 school boys, aged 12 to 14 years, were randomly selected from various schools in Chennai District, Tamil Nadu. These participants were divided into two equal groups of 25: an experimental group, which underwent positive reinforcement with yogic practices, and a control group which received no intervention. The training program lasted twelve weeks, with each session spanning 45 minutes. The study measured academic performance using the three subjects separate marks Maths, Science, and Social Science (Quarterly and Half-yearly exams) through subjective assessment. Data were collected before and after the training period and analyzed using t-tests via SPSS software. The findings revealed that positive reinforcement with yogic practices training led to significant improvements in academic performance, among school boys.

Keywords: School Boys, Positive reinforcement with yogic practices, Academic Performance.

INTRODUCTION

Positive reinforcement is a widely recognized psychological concept used to encourage desirable behavior by offering rewards or recognition following a successful action or accomplishment. In educational and sports environments, the use of positive reinforcement has been shown to enhance motivation, improve self-esteem, and promote overall performance. For novice athletes, who are in the early stages of developing their skills, positive reinforcement can be particularly effective in fostering both technical abilities and a mindset conducive to learning.

In today's educational environment, the academic performance of students is influenced by various factors, including their psychological well-being, focus, and motivation. Among school-aged boys, challenges such as anxiety, distractibility, and lack of engagement often hinder academic success. Traditional methods aimed at improving student outcomes have focused heavily on academic drills and classroom-based techniques. However, recent studies have shown that holistic approaches like yoga, when integrated with positive reinforcement, can foster not only physical and emotional health but also enhance academic performance (Khalsa & Butzer, 2016).

Yoga, an ancient practice originating in India, emphasizes mindfulness, physical strength, and mental clarity. Studies suggest that regular yoga practice can lead to improvements in cognitive functions critical to academic success, including attention span, memory, and emotional regulation (Telles et al., 2013). When combined with positive

reinforcement an approach that encourages desired behaviors through rewarding stimuli yoga can become even more impactful for young students. Positive reinforcement, rooted in the psychological principle of operant conditioning (Skinner, 1953), can motivate students to persist with yogic practices by reinforcing feelings of accomplishment and boosting self-confidence.

This paper explores the integration of positive reinforcement with yogic practices as an intervention for school boys to support their academic performance.

Importance of Positive Reinforcement with Yogic Practice.

- ❖ Positive reinforcement increases intrinsic motivation by rewarding desirable behaviors, encouraging athletes and students to stay committed and engaged in their tasks.
- ❖ Positive reinforcement makes yoga more engaging, encouraging students to participate actively.
- ❖ Regular yoga, supported by positive reinforcement, enhances concentration, memory, and academic skills.
- ❖ Encouragement in yoga practice helps students manage anxiety, promoting a calmer mindset for learning.
- ❖ Rewards for consistent practice foster self-discipline, helping students develop a healthy routine.
- ❖ Positive reinforcement in yoga aids emotional resilience, benefiting students academically and personally.

Statement of the Problem

The purpose of the present study was to investigate the effect of positive reinforcement with yogic practices on academic achievement among school boys.

Hypothesis

It was hypothesized that there would be a significant difference on academic performance among school boys due to intervention of positive reinforcement with yogic practices.

Limitations

1. The subjects' body types were not considered.
2. Homogeneous characteristics and hereditary factors were not considered.
3. Daily routine, diet, and climate conditions were not considered.

Delimitations

1. The study was restricted to school boys from Chennai district, aged between 12 to 14 years.
2. Only the following academic and sports performance were selected: using the marks separate subjects of Maths, Science, and Social Science (Quarterly and Half-yearly exams) through subjective assessments.

Objectives of the Study

To identify whether positive reinforcement with yogic practices is more suitable for improving selected academic performance among school boys.

Significance of the Study

- The study demonstrates how positive reinforcement with yogic practices can enhance academic performance in school boys, promoting academic performance.
- 2. Practical Application: It offers valuable insights for coaches and educators to incorporate positive reinforcement with yogic practices strategies, improving academic performance and motivation in school boys.

3. Filling Research Gaps: By linking academic performance outcomes, the study fills a gap in existing research, especially for school boys in early-stage academic performance development.

METHODOLOGY

Selection of Subjects

Fifty (N=50) school boys aged 12 to 14 years were randomly selected from Chennai District, Tamil Nadu, and divided into two groups of 25 subjects each: Group I (Positive Reinforcement with Yogic Practices), and Group II (Control Group).

Selection of Variables

Academic Performance- Maths, Science, Social Science.

Standard Measures and Selection of Test

Academic Performance-Quarterly and Half yearly (Three subject separate marks)

Training Programme

Twelve-weeks training program, Days: 5 Days a Week (Monday to Friday), Time: Each session lasts 45 minutes to 1 hour.

STATISTICAL TECHNIQUE

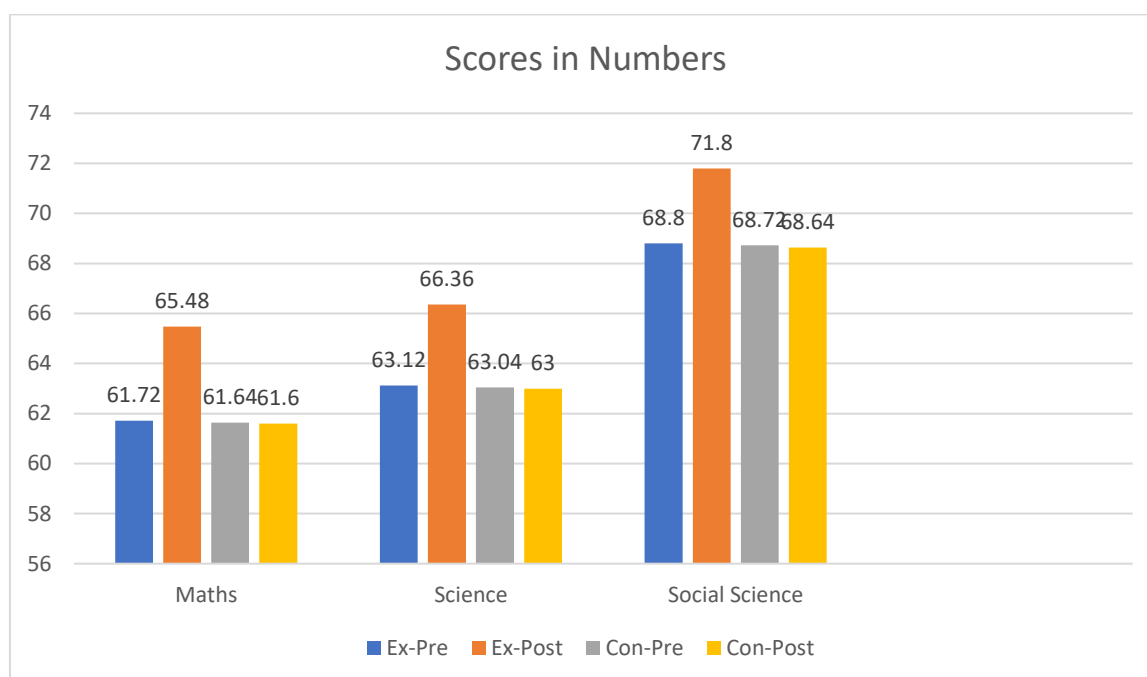
The data obtained were analyzed using dependent 't' test to assess the significant differences between the pre-test and post-test on selected variables.

RESULT AND DISCUSSION

TABLE-I
COMPUTATION OF 't'-TEST ANALYSIS FOR PRE AND POST-TESTS DATA ON
ACADEMIC PERFORMANCE-MATHS, SCIENCE, AND SOCIAL SCIENCE.
(Scores in Numbers)

VARIABLES	Group	Pre-Test	Post-Test	SD(Pre)	SD(Post)	Df	't'
Maths	PRYP	61.72	65.48	19.79	23.01	24	9.89*
	CG	61.64	61.6	20.57	21.08	24	1.71
Science	Group	Pre	Post	SD(Pre)	SD(Post)	Df	't'
	PRYP	63.12	66.36	22.94	20.82	24	18.42*
	CG	63.04	63	23.95	22.16	24	0.32
Social Science	Group	Pre	Post	SD(Pre)	SD(Post)	Df	't'
	PRYP	68.8	71.8	15.75	15.58	24	18.37*
	CG	68.72	68.64	17.54	18.65	24	1.44

FIGURE-I
BAR DIAGRAM FOR PRE AND POST-TESTS DATA ON ACADEMIC
PERFORMANCE-MATHS, SCIENCE, AND SOCIAL SCIENCE.



***Significant the table 't' required for 2 and 23 (df) = 2.06**

Experimental Group-I: The pre-test mean scores of experimental group (Positive Reinforcement with Yogic Practices) academic performance - Maths, Science, and Social Science were 61.72, 63.12, and 68.8, (SD = 19.79, 22.94, 15.75) respectively. The post-test scores of experimental group group (Positive Reinforcement with Yogic Practices) on academic performance-Maths, Science, and Social Science were 65.48, 66.36, and 71.8 (SD = 23.01, 20.82, 15.58) respectively. The obtained 't' value scores 9.89, 18.42 and 18.37 was higher than the required Table value of 2.06. This proved that there was significant difference between the 't' value on pre-test, post test score and 't' values.

Control Group-II: The pre-test mean scores of Control group II on academic performance-Maths, Science, and Social Science were 61.64, 63.04 and 68.72 (SD = 20.57, 23.95, 17.54) respectively. The post-test mean scores of control group II on academic performance-Maths, Science, and Social Science were 61.6, 63, and 68.64 (SD = 21.08, 22.16, 18.65) respectively. The obtained 't' value scores 1.71, 0.32, and 1.44 was less than the required Table value of 2.06 to be significant at 0.05 level. This proved that there was no significant difference between the 't' value on pre-test, post-test score and table values.

CONCLUSION

It was concluded that there was a significant improvement on academic performance among school boys due to intervention of positive reinforcement with yogic practices.

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