

THE EFFECT OF YOGIC PRACTICE ENHANCES MEMORY AMONG STUDENT TEACHERS

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Abstract: The purpose of this research was to investigate the effect of four weeks yoga training on Memory among student teachers. In this experimental study, demographic questionnaire, Multifactorial Memory Questionnaire (MMQ), for this study were used. Thirty Sarada college of education student teachers (women) were chosen with randomized way allocated into an experimental and a control group. The experimental group participated in daily yoga classes and Padmasana and Paschimottanasana for 30 minutes duration for one month. Both groups were assessed again after the one month study period. The data were analyzed using descriptive Mean, SD and independent t-test in statically methods. Result exposed significant increase in Memory.

Keywords: Yoga, Memory, Student teachers.

INTRODUCTION

Yoga is to the spiritual discipline that includes meditation, exercises, physical postures, breathing techniques. Yoga is a science that harnesses the innate capability of the body to improve its powers and functioning. It is done to improve physical health, mental health, relaxation, and overall well-being of the individual. The practice of yoga is, indeed, very much about disciplining the body and mind. Those who practice yoga regularly find that they are in greater control of their thoughts and emotions. It paves way for a healthier life and is considered an easy way to stay fit, than other forms of exercises.

Yoga and meditation often go hand in hand. A study done by the University of Pennsylvania found that even a few minutes of daily meditation could improve the practitioner's focus and performance. The level of memory can depend on the activity of the brain. The yoga techniques are to stimulate the brain and nervous system, which in turn improves memory and concentration. Dharna, the sixth limb of yoga is a state of focus attained through asana, pranayama and meditation practices and the memory is the power to store experiences and to bring them into the field of consciousness sometime after the experience has occurred.

Our mind has the power of conserving experiences and mentally receiving them whenever such an activity helps the onward progress of the life cycle. It is a single process, but an analysis of it reveals involvement of three different activities are learning, retention and remembering. Learning may be by any of the methods like imitation, verbal, motor, conceptual, trial and error, insight, etc. Hence, whatever may be the type of learning; we must pay our attention to retain what is learnt.

A good learning is necessary for better retention. Retention is the process of retaining in mind what is learnt or experienced in the past. The learnt material must be retained in order to make progress in our learning. Psychologists are of the opinion that the learnt material will be retained in the brain in the form of neural traces called memory traces or neurograms. When good learning takes place clear engrams are formed, so that they remain for long time and can be remembered by activation of these traces whenever necessary. Remembering is the process of bringing back the stored or retained information to the conscious level. This may be understood by activities such as recalling, recognising, relearning and reconstruction. Recalling is the process of reproducing the past experiences that are not present. For example, recalling answers in the examination hall. Recognising is to recognise a person seen earlier, or the original items seen earlier, from among the items of the same class or category which they are mixed-up. Relearning is also known as saving method. Because we measure retention in terms of saving in the number of repetition or the time required to relearn the assignment. The difference between the amount of time or trials required for original learning and the one required for relearning indicates the amount of retention. Reconstruction is otherwise called rearrangement.

Gothe and McAuley (2015) says that effects of yoga on cognitive function across 15 randomized trials and seven acute studies The effect sizes observed for the different cognitive functions including attention, processing speed, executive functions and memory ranged from $g = 0.18$ to $g = 0.29$ for the randomized trials and were even greater in magnitude for acute studies of yoga, ranging from $g = 0.39$ to $g = 0.78$. The studies reviewed in this meta-analysis used behavioral measures to assess cognitive function, such as computer- and paper pencil-based tests of executive function, attention, processing speed and memory.

Smith (2010) examined that executive function refers to a subset of goal-directed processes such as planning, decision making, working memory, cognitive flexibility, abstract thinking, and has been repeatedly shown to improve with regular yoga.

METHODOLOGY

The purpose of the study was to investigate the effect of yogic practices enhances memory among Student teachers. To achieve the purpose of these study Thirty student teachers were randomly selected in Sri Sarada College of Education, Tamilnadu, India and their age ranged between 21 to 25 years.

For the tests randomized group design which consists of control group and experimental group were used. The subjects were randomly assigned to two equal groups of fifteen each and named as Group 'A' and Group 'B'. Group 'A' undertook yoga practice

Padmasana and Paschimottanasana for thirty minutes once a day for thirty days and Group 'B' undertook not any practice and they had their routine life. Multifactorial Memory Questionnaire (MMQ), measure widely used in social-science research. The data was collected. Before and after four weeks of training paired 'ratio was computed. The level of significance was set at 0.01.

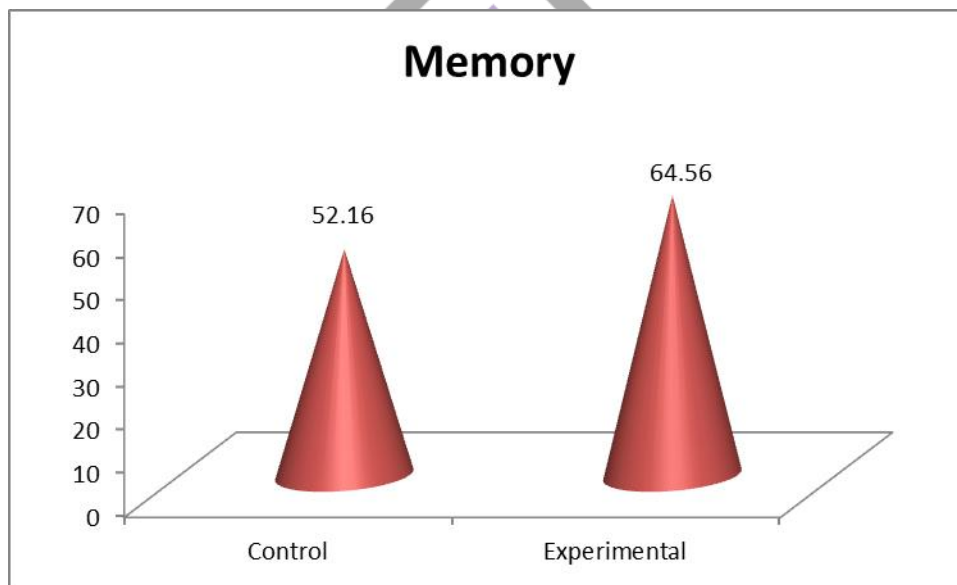
RESULT & DISCUSSION

The primary objective of the paired 't' ratio was to describe the differences between the Control group and Experimental Group mean among Student Teachers (Women)

**TABLE – I
SHOWING MEAN DIFFERENCE OF CONTROL AND EXPERIMENT GROUP AMONG STUDENT TEACHERS IN THEIR YOGIC PRACTICES OF MEMORY**

Memory	N	Mean	SD	t- Value	Significant/NS Level
Control Group	15	52.16	9.42	6.50	S (0.01)
Experimental Group	15	64.56	6.21		

Required table value: 2.58 (0.01)



It is obvious fact from table that yogic practice has significant effect enhances Memory level between Control Group and Experimental group. As the mean value Control group is 52.16 and Experimental group is 64.56. An examination of table indicates that the obtained 't' ratio was 6.50 for memory respectively. The obtained 't' ratio was found to be greater than the required table value of 2.58 at 0.01 level of significance for 1, 29 degrees of freedom. Hence it was found to be significant.

The results have better concentration and focus and better our overall cognition. yogic techniques that stimulate the brain and nervous system to improve memory and concentration. Spine lengthening postures, the forward and back bending poses, activate the spinal column and stimulate the nervous system. Inverted postures nourish the brain by increasing circulation of blood and oxygen. Asana and meditation are all powerful tools that stimulate the brain and improve the power of the mind. The Brain plays a phenomenal role in carrying out daily tasks. Its ability to respond, comprehend, perceive and function well is related to the health of the brain.

Conclusion

Yoga asanas that are designed to boost our memory. It can act as an instant cognitive boost. It helps relieve stress, which enhances the operation of the brain. It is more on creating a way to balance the body by enhancing our strength and flexibility. Memory practice helps reshape the brain. It helps balance our emotional well-being as we learn to detach ourselves from our thought patterns and emotions by just observing them and not reacting to them. It also helps gain greater control over our attention which is a major factor in reshaping the brain and hence the mind.

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