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IMPACT OF YOGA PRACTICE ON THE PERSONALITY COGNITIVE AND BEHAVIOURAL PERFORMANCE OF RURAL SCHOOL GOING CHILDREN

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ARTICLE HISTORY	ABSTRACT
Received: 24.02.2026 Revised: 03.04.2026 Accepted: 19.04.2026	In order to improve students' overall development, yoga, an age-old mind-body exercise, has being incorporated into educational settings more and more. This study looks at how frequent yoga practice affects rural school-age children's personality traits, cognitive function and behavioral performance. Two groups a yoga intervention group and a control group was used in the quasi-experimental design. Asanas, pranayama, and meditation were all part of the 12-week yoga program. The findings showed that children who practiced yoga significantly outperformed children who did not in terms of attention, memory, emotional stability, and social behavior. According to the research, integrating yoga into rural school curricula may be an affordable way to promote children's overall development.
Keywords: Yoga, Rural Education, Cognitive Development, Behaviour, Personality, School Children.	
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INTRODUCTION

Rural education frequently faces obstacles like scarce resources, a shortage of qualified educators, and little exposure to holistic development strategies. Academic learning is prioritized, while behavioural discipline, emotional control and personality development are often neglected [1]. Yoga, which has its roots in ancient Indian traditions, combines breathing exercises (pranayama), physical positions (asanas) and meditation (dhyana). Yoga has a positive impact on mental health, focus, and emotional well-being, according to research. However, there aren't many studies that especially target schoolchildren in rural areas [2].

The purpose of this study is to look into how yoga practices impacts:

1. Characteristics
2. Cognitive function
3. Behavioural results

OBJECTIVES OF THE STUDY

- To assess how yoga practice affects school-age children in rural areas in terms of their personality development.
- To determine how yoga affects these kids' cognitive abilities.
- To examine the impact of yoga on the behavioural performance of schoolchildren in rural areas.
- To determine whether yoga can help schoolchildren in rural areas who are stressed or anxious.
- To investigate the potential of yoga to promote holistic child development in rural communities.

Hypotheses

In the present study, directional hypothesis is used.

Statement of the Directional Hypothesis –

“There will be significant effect of yoga practice on the personality cognitive and behavioural performance of rural school going children.”

METHODOLOGY**Research Design**

A quasi-experimental pre-test and post-test control group design was used.

Sample

The study included 60 rural school children aged 8–14 years:

- Experimental group: 30 students (yoga intervention)
- Control group: 30 students (no intervention)

Sampling Technique

Random sampling was used to select participants from rural schools.

Intervention

The experimental group participated in a structured yoga program for 12 weeks:

- Duration: 45 minutes daily
- Components:
 - Asanas (physical postures)
 - Pranayama (breathing exercises)
 - Meditation

Tools Used

- Personality Assessment Scale
- Cognitive Ability Test (memory, attention, reasoning)
- Behaviour Rating Scale (teacher-reported)

Data Analysis

Statistical techniques such as t-tests and ANOVA were used to analyse pre- and post-test differences.

RESULTS

Hypothesis: “There will be significant effect of yoga practice on the personality cognitive and behavioral performance of rural school going children.”

Pre and post-test of personality level of Experimental and control group

Table 01: Personality (Total = 840)

Personality (Total = 840)			
Pre Test		Post Test	
Controlled	Exp.	Control	Exp.
640	650	642	795

Pre-test and post-test results for two groups a controlled group and an experimental group are shown in the chart. With a pre-test score of 640 and a post-test score of 642, the controlled group showed no improvement. The experimental group, on the other hand, demonstrated a notable improvement, scoring 650 on the pre-test and 795 on the post-test. This significant rise of 145 points indicates that the experimental group's performance was significantly improved by the intervention or treatment. The usefulness of any adjustment made for the experimental group is further highlighted by the controlled group's comparatively steady ratings.

Personality Level of Experimental and Control Group

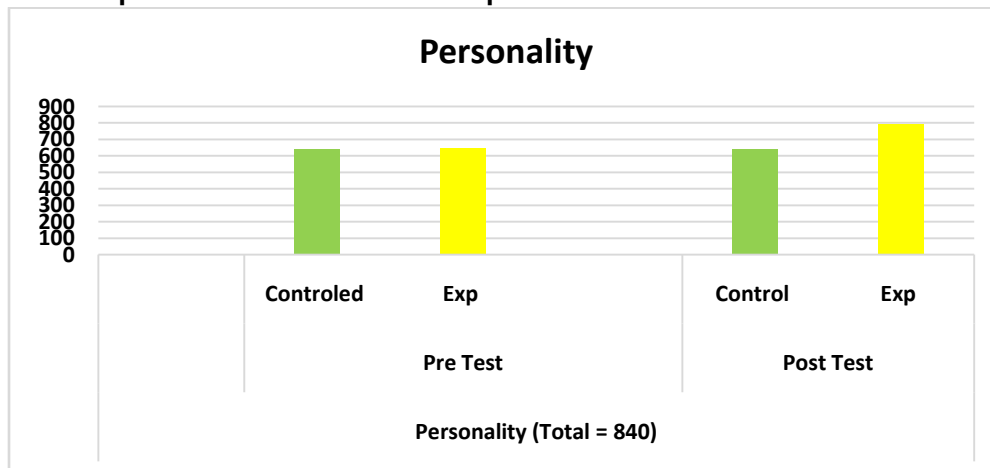


Figure 01: personality level of experimental and control group

This implies that personality qualities were positively and significantly impacted by the intervention, most likely encouraging emotional development, self-control, or interpersonal effectiveness. The argument that the personality shift was caused by

the experimental conditions rather than by natural progression or outside influences is supported by the controlled group's lack of change.

Graphical Representation of behavioral Performance of experimental and control group

Table 02: Behavioral Performance (Total Score = 420)

Behavioral Performance (Total Score = 420)				
Pre Test			Post Test	
Controlled	Exp.		Control	Exp.
280	310		395	412

Over the course of the trial, behavioral performance improved in both the experimental and control groups. From a starting score of 280 to 310, the control group had a significant improvement of 30 points. The experimental group, on the other hand, had a more moderate rise of 17 points, reaching 412, although beginning at a higher baseline of 395. The experimental group continued to lead in terms of overall performance levels, even though the control group showed a greater absolute improvement. These findings imply that even though the control group would have been more significantly impacted by the intervention, the experimental group nonetheless performed better overall, perhaps as a result of past advantages or ceiling effects that prevented more improvements.

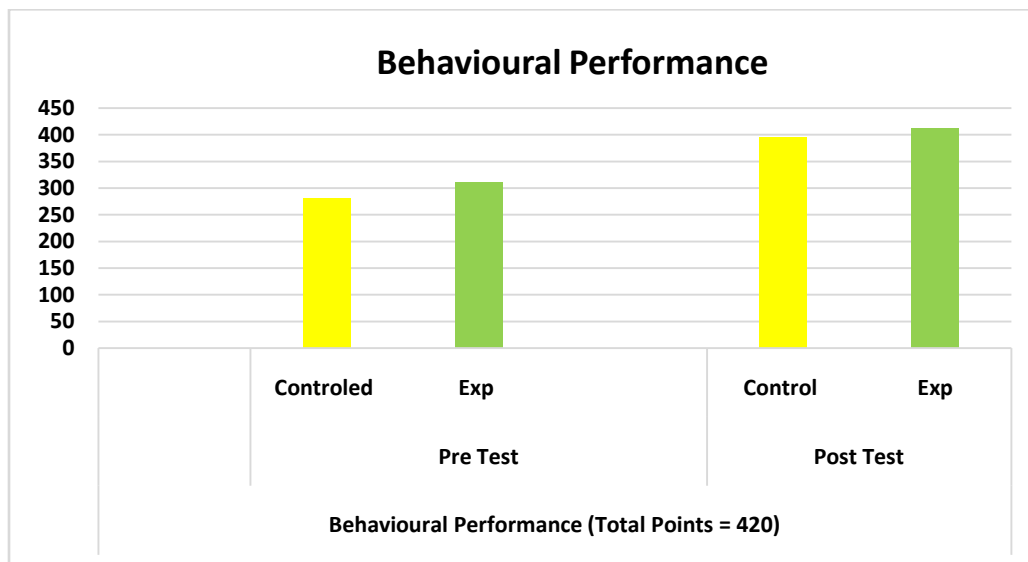


Figure 02: Personality Level of Experimental and Control Group

It's interesting to note that although both groups improved, the controlled group improved more quickly. The experimental group began at a significantly higher baseline (395 vs. 280), though, which suggests a possible ceiling effect. This could indicate that the group was fundamentally different or that the experimental intervention had already had a favorable impact prior to the post-test. Another explanation is that although the intervention was successful in improving personality traits, its impact on behavioral performance was either delayed or milder. Further investigations could elucidate this pattern.

Pre and posttest of personality level of Experimental and control group

Table 03: Cognitive Performance (Total Score = 480)

Cognitive (Total Point = 480)				
Pre Test			Post Test	
Controlled	Exp		Control	Exp
12	10		12	13

The experimental group's cognitive performance ratings increased from 10 to 13, indicating a little improvement. The performance of the control group, on the other hand, stayed constant throughout the trial at a score of 12. Even though the experimental group had a lower baseline at the beginning, the marginal gain indicates that the intervention had some beneficial effects on cognitive performance. Conversely, the control group's lack of change might suggest that they had

plateaued in their performance or that the study's conditions had no effect on their cognitive function. This pattern shows that even little cognitive gains could result from focused therapy.

Graphical Representation of mean value of stress level of experimental group

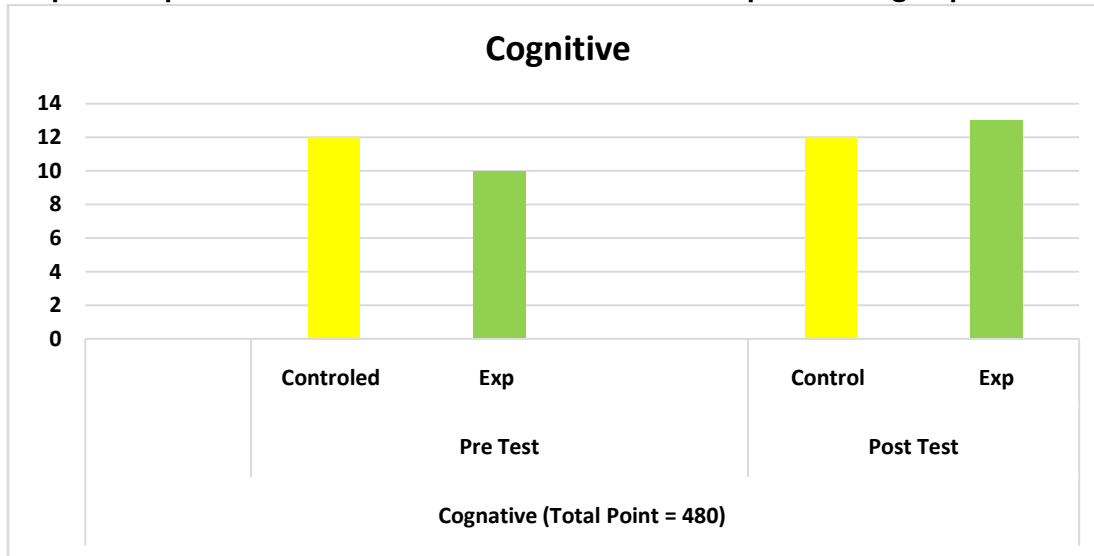


Figure 03: Mean Value of Stress Level of Experimental Group

The small changes in both groups' cognitive scores could indicate that:

- Cognitive skills were not the intervention's primary focus.
- It's possible that the evaluation instrument was not sensitive enough to identify minute alterations in cognitive performance.
- It's possible that the intervention lasted too little time to have a major effect on cognitive outcomes.
- Even though the experimental group made some progress, it was very slight, suggesting that longer time periods or more rigorous cognitive-based techniques are required to measure cognitive growth more precisely.

DISCUSSION

The current study postulated that yoga practice would significantly impact rural school-age children's behaviour, personality and cognitive abilities. Based on pre-test and post-test mean scores, the results show a strong correlation between these developmental domains and yogic practices. One experimental group of kids between the ages of 8 and 14 participated in the study and the outcomes were compared to those of a control group. According to the findings, personality traits in the experimental group significantly improved (650 to 795), while those in the control group stayed almost same (640 to 642). This suggests that yoga practice has a significant favorable impact on personality development [1,3]. This indicates that the intervention improved interpersonal skills, emotional maturity and self-control. Both groups demonstrated improvements in their behavioural performance. The experimental group gained 17 points while the control group gained 30. There may be less room for progress in the experimental group because of a higher beginning baseline or potential ceiling effects. The experimental group's cognitive performance improved slightly from 10 to 13, whereas the control group's performance stayed the same [2,4]. Despite the little rise, it shows a positive tendency, which may have been constrained by the brief intervention period or the lack of emphasis on cognitive training. All things considered, the results indicate that practicing yoga is very beneficial for strengthening personality, moderately beneficial for behavioural development, and minimally beneficial for improving cognitive function. Long-term advantages in the behavioural and cognitive areas may result from the significant increase in personality. To more accurately assess cognitive effects, future studies should consider longer intervention durations and more sensitive evaluation instruments.

IMPLICATIONS

- Yoga can be incorporated into regular school activities.
- Basic yoga training can be taught to teachers.
- Yoga can be promoted by legislators in rural education initiatives.

LIMITATIONS

A small sample size, a brief intervention period and the lack of long-term follow-up were the study's limitations. Furthermore, the results might have been impacted by uncontrollable outside factors and the evaluation instruments might not have adequately caught all facets of behavioural and cognitive changes.

CONCLUSION

The results of this study show that regular yoga practice significantly improves rural school-age children's overall development. It promotes behavioural outcomes, strengthens personality features, and supports cognitive functions including memory and attention. Children who practiced yoga demonstrated improved social behaviour, emotional regulation, self-control and a decrease in anxiety and hostility.

According to the study, yoga is an affordable, culturally appropriate and simple strategy to use in remote schools with little funding. Both academic achievement and psychological wellbeing can be enhanced by including yoga into the curriculum. All things considered, yoga is a useful tool for supporting rural children's long-term potential and holistic development.

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