# "THE INFLUENCE OF SKY YOGA PRACTICES ON ENHANCING GRATITUDE AMONG NGM COLLEGE STUDENTS"

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**ABSTRACT**
Gratitude fosters leadership, humility, and community, yet students often struggle with competition pressures, leading to setbacks in achieving higher goals. Advancement in education and the workplace may be restricted by this vulnerability. On the other hand, practicing gratitude increases resilience, promotes appreciation for assistance, and transforms failures into teaching moments. Students who embrace gratitude are more capable to overcome obstacles and develop into responsible, compassionate people who can succeed in their studies and in their careers. Thus, the study aimed to determine how SKY Yoga affected Nallamuthu Gounder Mahalingam College students' increased gratitude. 350 randomly chosen students took part in an experimental study design using one-group procedures for the pre- and post-tests. Data was collected both prior to and following SKY Yoga sessions. With a mean score of 2.84 at first, 18.3% of students strongly disagreed with obtaining sufficient support from teachers and other students. 54.0% strongly agreed after the intervention, increasing the mean score to 4.43. Comparably, the mean score for dissatisfaction with campus resources was 2.92, but it increased to 3.97 after 32.6% of students strongly agreed. Opportunities for growth demonstrated a mean score rise of 2.84 to 4.17 following the intervention, with 41.4% strongly agreeing. These changes indicate that college activities, especially those that include SKY Yoga, have a positive effect on students' overall well-being and level of satisfaction. Following the intervention, there were notable changes in the students' evaluations of the campus resources, learning opportunities, and support, indicating that these activities were successful in increasing their sense of satisfaction and fulfillment. The results emphasize the substantial improvement in students' gratitude that develops from practicing SKY Yoga, underscoring the practice's significance in enhancing their sense of satisfaction and fulfillment. Low mean scores at first indicated a great deal of student unhappiness with learning opportunities, campus resources, and teacher support. Following the intervention, which involved consistent SKY Yoga sessions, there was a significant increase in positive perceptions, with greater proportions of students strongly agreeing to receive sufficient assistance and appreciating the resources and chances for progress on campus. This change highlights the transformative impact of gratitude, which SKY Yoga promotes and highlights how effective it is in promoting a meaningful and enjoyable college experience.
**Key words:** SKY Yoga, Resilience, Well-being, Gratitude.

## Introduction:

Cultivating an attitude of thankfulness is crucial to college life in the fast-paced world of higher education and is intimately associated with students' transition from adolescence to higher education. Gratitude has an impact on psychological health, academic achievement, and general quality of life that goes beyond simple appreciation. Research emphasizes how transformative it is in influencing the experiences and results of students. Studies have found that people who actively cultivate gratitude have improved resilience, greater strength in interpersonal relationships, and improved cognitive abilities that are critical for success at college **(Emmons & McCullough, 2003).**

Significant psychological problems, however, may make it more difficult for students to develop an attitude of gratitude. Their ability to be grateful is sometimes overshadowed by personal hardships and academic expectations. Gratitude-building can be made more difficult by the adjustment to independence that comes with college, which can worsen emotions of isolation and loneliness. It is imperative to address these issues in order to promote an environment on campus where gratitude flourishes. Colleges should encourage students to cultivate mindfulness, gratitude, and introspection.

According to Froh, Sefick, and Emmons (2008), these programs enable students to embrace contentment and appreciation, which promotes both their social and personal well-being and academic performance. According to an American Psychological Association survey conducted in 2020, college students' primary sources of stress are academic pressure, followed by concerns about money and the future. According to a 2019 research from the Organization for Economic Co-operation and Development, insufficient sleep, a poor diet, and inactivity are frequent among college students globally, and they all lead to a reduction in general health and well-being.

According to a long-term study, students who dropped out or had academic failure had greater rates of mental health issues, such as anxiety and depression, than their classmates **(Patton et al., 2018).**Research have indicated that encouraging gratitude is associated with a number of advantages for both mental and physical health, such as lowered stress levels, improved sleep, and increased general wellbeing. **(Wood et al., 2010; Emmons & McCullough, 2003).**

According to Chou and Edge (2012), students who are constantly comparing themselves to the well constructed social media profiles of others might be unable to recognize their own advantages and become less capable of being grateful. Stronger social bonds and greater degrees of resilience in the face of hardship are characteristics of grateful people. Students can discover it difficult to concentrate on the positive aspects in their lives and exhibit gratitude to others when they are overburdened with demands from their studies, financial concerns, or personal struggles **(Dyson & Renk, 2006)**.

It's important to completely lose perspective of relationships, experiences, and personal development in favor of material possessions and outward accomplishments **(Kasser & Ryan, 2001)**.Yoga encourages the reduction of unpleasant emotions, providing mental room for the growth of positive emotions like gratitude. Gratitude is enhanced by group yoga courses, which create a sense of community and social support. Incorporating mindfulness into yoga practice enables students more effectively manage their emotions, which enables them to recognize and express gratitude for their positive experiences. Yoga encourages calm and emotional equilibrium while lowering tension and anxiety, two main obstacles towards being grateful. Moreover, the physical benefits associated with meditation and yoga, including improved sleep and physical well-being, enhance overall well-being and reinforce an attitude of gratitude.

Finally, the research indicates that engaging in SKY yoga may assist individuals accomplish their life goals and academic objectives by promoting their psychological, social, and emotional welfare as well as their physical and mental health. Consequently, integrating the practice of yoga to college wellness initiatives can greatly increase students' sense of gratitude, encouraging a holistic approach with regard to wellness, and enhancing their college experience in overall.

**Definitions**:

Being mindful of the process of positive aspects, such as relationships, experiences, and accomplishments, is referred to as gratitude. It entails expressing gratitude and identifying and acknowledging the positive things in one's life. Numerous psychological and social advantages, including enhanced resilience, better relationships, and increased well-being, have been associated with gratitude (Emmons & McCullough, 2003; Wood et al., 2010).

**Review of literature:**

**Wen, Xu, Ito, and others (2021).** The Yama and Niyama intervention improves college students' psychological health and reduces stress. This is an affordable self-care technique that colleges and universities should implement to manage psychological problems and reduce the dependence on outpatient mental health services. **Eiji, Norberto, et al. (2021).** Three months after the intervention, gratitude journal activities had a strong positive impact on academic motivation. According to this research, treatments promoting appreciation can increase university students' academic motivation in a way that extends beyond improving their personal wellbeing.

**Thomas Ernst and others (2021)**.When implemented for six weeks, a gratitude intervention has been shown to improve gratitude measures and provide long-term benefits for mental health in people with low to moderate levels of distress and well-being. **Asif, Zaman, Amin, and others**

**(2018).** The hypothesis that self-esteem, which is associated with self-care and confidence, mediates the association between gratitude and self-esteem in college students was not supported by the data. **Li-ping Zhu (2011).** The research recommends strategies to increase appreciation in college students, including highlighting experience and preference efficiency and promoting compassion. These techniques are meant to increase gratitude and cultivate a compassionate campus community. **Qing YE (2011).** M. Carey and colleagues (2017). Gratitude exercises improve learning and student satisfaction in university classes, which has a good effect on general wellbeing and academic performance. **Howells, Kerry, et al. (2017).** Gratitude interventions promote social and emotional health, communication, and the relationship between the student and their teacher. In order to promote constructive, successful relationships in higher education, the study highlights the significance of intentional gratitude practices. **Wilson, Jane, and Taylor (2016).** Gratitude exercises improve learning and satisfaction for university students, which has an optimistic impact on their overall well-being and academic performance. **Kong, Feng, Ke, and others (2015)** Gratitude and life happiness are mediated by social support and self-esteem.

Gender disparities are evident in the fact that guys who exhibit high appreciation receive more assistance, whereas females who exhibit strong support report more life happiness. Pupils who provide their time exhibit greater gratitude. There is a favorable correlation between gratitude and positive attribution style and perceived social support. The association between gratitude and positive attribution style is partially mediated by perceived social support, emphasizing the value of positive thinking and social relationships.

**Objectives:**

- To study the demographic profile of the respondents.
- To measure the impact of demographical variables on Gratitude.
- To analyze the impact of SKY Yoga on Gratitude among college students.
- To provide suitable suggestions on enhancing Gratitude that to lead a holistic life.

**Methodology:**

The study employed an experimental research design with a one-group pre- and post-test design to investigate how SKY Yoga practices impact on college students' academic performance and levels of gratitude. Students from Nallamuthu Gounder Mahalingam College in Pollachi participated in the study, which was carried out in February 2024, by practicing SKY Yoga. For the study, a total of 350 people were surveyed. A series of questionnaires with ten items pertaining to the level of gratitude were used to obtain data. Additionally, the participants' demographic information was gathered. Data for the pre-test and post-test were gathered prior to and following the SKY Yoga practice intervention, respectively. ANOVA, paired t-tests, and simple percentage analysis were among the techniques applied to evaluate the data from the demographic profiles and surveys in order to produce insightful outcomes.

**Intervention procedure:**

The SKY yoga courses include a variety of methods that include meditation, relaxation, and simplified physical exercise. During the course of 12 weeks, participants practice SKY yoga twice a week. The main objective of the study was thoroughly conveyed to the participants before the start of the questionnaire in order to make sure they understood its meaning and objectives. The college students' pre-test results were collected before them commencing the SKY yoga exercises. The practice is scheduled for one and a half hours every week for three months (12 weeks). The post-test was obtained from the participants who expressed concern following the completion of the 12-week program. Simplified Kundalini Yoga practice protocol comprised the subsequent exercises.

**Practice schedule:**

| S.no | Particulars | Time/hours |
|---|---|---|
| 1. | NaddiSuddhi | 10 Minutes |
| 2. | Meditation | 20 Minutes |
| 3. | Hand, Leg Neuromuscular breathing, Eye exercise, Kabalapathy, Maharasana Part-I & II, and Massage. | 30 minutes |
| 4. | Relaxation | 20 minutes |
| 5. | Discussion | 10 minute |

College students received instruction in a variety of SKY Yoga techniques throughout the program. A 10-minutes Nadisuddhi pranayama practice was conducted at the beginning of the program to assist participants achieve a normal mental state. The next phase in achieving a balanced state of mind was to begin a 20-minute meditation practice. The students then participated in a 30-minute practices covering several levels of Simplified Physical Exercise, including Hand, Leg Neuromuscular Breathing, Eye Exercise, Kabalapathy, Maharasana Parts I and II, Massage, and maintaining balance, flexibility, and stretching that supports the maintenance of muscle strength and the regulation of blood, heat, and air circulations. A 20-minute relaxation exercise was then performed to relax the body and mind, maintain the circulation of energy, reduce tension, and alleviate anxieties and stress. And finally 10 minutes is provided to clarify their doubts.

**Table - 1**

**Descriptive statistics on the Impact of SKY Yoga Practice on Gratitude**

| Variables | Particulars | Before | | | | After | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | Mean | Std. Dev | Test Value | N | Mean | Std. Dev | Test Value |
| Age | 17-18 | 135 | 88.4741 | 10.03637 | **ANOVA** (F=2.439 Sig=0.064) | 135 | 97.9556 | 10.06462 | **ANOVA** (F =2.206 Sig=0.087) |
| | 18-19 | 127 | 91.4724 | 11.61951 | | 127 | 100.792 | 11.75654 | |
| | 19-20 | 71 | 92.1268 | 11.23760 | | 71 | 101.372 | 11.23927 | |
| | 20-22 | 17 | 91.7647 | 12.95439 | | 17 | 101.712 | 13.51742 | |
| Gender | Male | 166 | 88.8795 | 10.32079 | **T-test Value** (F= 2.616 Sig= 0.107) | 166 | 98.2831 | 10.31495 | **T-test Value** (F= 2.972 Sig= 0.086) |
| | Female | 184 | 91.8913 | 11.58382 | | 184 | 101.282 | 11.74289 | |
| Stream | SF | 196 | 90.2755 | 11.36191 | **T-test Value** (F=.067 Sig=0.795) | 196 | 99.6327 | 11.4039 | **T-test Value** (F=.056 Sig=0.812) |
| | Aided | 154 | 90.7013 | 10.76616 | | 154 | 100.142 | 10.9038 | |
| Types of Family | Nuclear family | 285 | 90.7614 | 11.06921 | **T-test Value** (F=.349 Sig=0.555) | 285 | 100.162 | 11.16551 | **T-test Value** (F=.166 Sig=0.684) |
| | Joint family | 65 | 89.1538 | 11.17227 | | 65 | 98.5385 | 11.20000 | |
| Year | First year | 125 | 88.0400 | 9.74216 | **ANOVA** (F=7.071 Sig=0.001) | 125 | 97.5280 | 9.79432 | **ANOVA** (F=6.557 Sig=.002) |
| | Second yer | 125 | 90.4240 | 12.07387 | | 125 | 99.7760 | 12.12826 | |
| | Third year | 100 | 93.5400 | 10.72938 | | 100 | 102.872 | 10.94122 | |

Based on the demographic categories, there are significant differences in how Simplified Kundalini Yoga (SKY) impacts NGM College students' gratitude, as the above table shows. Following yoga practice, there is a discernible increase in mean scores for age groups 20 to 22, demonstrating a range of reactions to the intervention. In particular, after the intervention, the mean score value for the 20–

22 age group headed from 91.7647 to 101.712. The results of the ANOVA revealed that there was no significant difference between the age groups following the intervention of SKY yoga sessions. The average score for females increased from 91.8913 to 101.282 in terms of gender. However, the T-test results revealed that there was no statistically significant difference between the genders after SKY yoga procedures were implemented. Furthermore, after the intervention, the mean score value in the aided stream went from 90.7013 to 100%. However, after the intervention of SKY yoga practices, the T-test findings revealed no significant difference between the SF and Aided streams. The third-year students' mean score developed significantly from 93.5400 to 102.872. The results of the ANOVA revealed that third-year students' levels of appreciation significantly improved compared to first- and second-year students' levels following the implementation of the SKY yoga practice.

**Table 2**

**Distribution of the students based on their Perception on Gratitude with SKY Yoga Practice**

| S. No. | Particulars | Before | | | | After | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Frequency | % | Mean | Std | Frequency | % | Mean | Std |
| | I appreciate the support I receive from my professors and peers. | | | | | | | | |
| 1. | Strongly Agree | 18 | 5.1 | 2.8400 | 2.8400 | 189 | 54.0 | 4.4257 | 4.4257 |
| 2. | Agree | 79 | 22.6 | | | 122 | 34.9 | | |
| 3. | Neutral | 146 | 41.7 | | | 38 | 10.9 | | |
| 4. | Disagree | 43 | 12.3 | | | 1 | .3 | | |
| 5. | Strongly Disagree | 64 | 18.3 | | | 0 | 0 | | |
| | I am grateful for the resources available to me on campus. | | | | | | | | |
| 1. | Strongly Agree | 16 | 4.6 | 2.923 | 2.923 | 114 | 32.6 | 3.9686 | 3.9686 |
| 2. | Agree | 76 | 21.7 | | | 123 | 35.1 | | |
| 3. | Neutral | 178 | 50.9 | | | 101 | 28.9 | | |
| 4. | Disagree | 25 | 7.1 | | | 12 | 3.4 | | |
| 5. | Strongly Disagree | 55 | 15.7 | | | 0 | 0 | | |
| | I feel thankful for the chance to learn and grow as a student. | | | | | | | | |
| 1. | Strongly Agree | 23 | 6.6 | 2.8429 | 2.8429 | 145 | 41.4 | 4.1686 | 4.1686 |
| 2. | Agree | 79 | 22.6 | | | 122 | 34.9 | | |
| 3. | Neutral | 137 | 39.1 | | | 80 | 22.9 | | |
| 4. | Disagree | 42 | 12.0 | | | 3 | .9 | | |
| 5. | Strongly Disagree | 69 | 19.7 | | | | | | |
| | I value the knowledge and skills I acquire through my coursework | | | | | | | | |
| 1. | Strongly Agree | 22 | 6.3 | 2.7829 | 2.7829 | 145 | 41.4 | 4.1686 | 4.1686 |
| 2. | Agree | 87 | 24.9 | | | 122 | 34.9 | | |
| 3. | Neutral | 100 | 28.6 | | | 80 | 22.9 | | |
| 4. | Disagree | 75 | 21.4 | | | 3 | .9 | | |
| 5. | Strongly Disagree | 66 | 18.9 | | | 0 | 0 | | |
| | I am thankful for the challenges that help me develop resilience and perseverance. | | | | | | | | |
| 1. | Strongly Agree | 21 | 6.0 | 2.7743 | 2.7743 | 118 | 33.7 | 3.9971 | 3.9971 |
| 2. | Agree | 80 | 22.9 | | | 125 | 35.7 | | |
| 3. | Neutral | 114 | 32.6 | | | 95 | 27.1 | | |
| 4. | Disagree | 69 | 19.7 | | | 12 | 3.4 | | |
| 5. | Strongly Disagree | 66 | 18.9 | | | | | | |
| | I express gratitude for the opportunities to contribute to campus life and make a difference. | | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Strongly Agree | 21 | 6.0 | 2.7057 | 2.7057 | 34 | 9.7 | 3.9143 | 3.9143 |
| 2. | Agree | 84 | 24.0 | | | 253 | 72.3 | | |
| 3. | Neutral | 120 | 34.3 | | | 62 | 17.7 | | |
| 4. | Disagree | 21 | 6.0 | | | 1 | .3 | | |
| 5. | Strongly Disagree | 104 | 29.7 | | | 0 | 0 | | |

The above table 2 data indicates that after an intervention, students' perceptions of numerous components of their academic experience significantly improved. With 18.3% strongly disagreeing that they experienced adequate assistance from teachers and their peers, a large number of students first expressed discontent, resulting in a mean score of 2.84. The mean score increased to 4.43 after the intervention, with 54.0% of students strongly agreeing that they received sufficient encouragement. Additionally, a mean score of 2.92 indicated that 15.7% of students strongly disagreed, indicating an obvious lack of contentment with campus services. After the intervention, the mean score increased to 3.97 because 32.6% of students strongly believed that the resources were adequate. With regard to possibilities for growth and learning, 19.7% of students initially strongly disagreed, obtaining a mean score of 2.84. After the intervention, the mean score increased to 4.17 and 41.4% of respondents strongly agreed. Students' perceptions of the importance of completing their assignments were also positively impacted by the intervention. With a mean score of 2.78 prior to the intervention, 18.9% of respondents strongly disagreed regarding the importance of the knowledge and skills acquired. After then, the mean score rose to 4.17 and 41.4% of respondents strongly agreed. Substantial improvements were observed in gratitude for challenges that foster resilience, with the mean score increasing from 2.77 to 3.99 as 33.7% of students strongly agreed after the intervention. Finally, with a mean score of 2.71 (29.7%) of respondents at first strongly disagreed with the opportunity to participate to campus life. Following the intervention, the mean score was 3.91 with 72.3% agreeing and 9.7% strongly agreeing. Overall, the statistics show that the intervention had a large beneficial impact on student satisfaction and engagement. There were notable shifts from strong disagreement to strong agreement in every area.

**Table – 3**

**Descriptive statistics of impact of SKY Yoga on Gratitude**

| Gratitude | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| Pre-test | 350 | 90.4629 | 11.09002 | .59279 |
| Post-test | 350 | 99.8571 | 11.17366 | .59726 |

**Table- 3 Paired Sample Test**

| | t | df | Sig.(2-tailed) |
|---|---|---|---|
| Pre test&Post test | -126.507 | 349 | 0.000 |

Table 3 presents descriptive data and the findings from the identical sample test that brings insight on how SKY Yoga affects students' gratitude. Gratitude was evaluated in the pre-test with a mean score of 90.46 and a standard deviation of 11.09. The mean score lifted dramatically to 99.86 after participating in SKY Yoga, with a standard deviation of 11.17. At 0.59 for the pre-test and 0.60 for the post-test, the standard error of the mean remained largely constant between the two assessments. These results are corroborated by the paired sample test, which displays a t-value of -126.507 with 349 degrees of freedom and a significance level of 0.000.

**Findings and Discussion**

The study's results provide solid evidence of the favorable impacts of practicing Simplified Kundalini Yoga (SKY Yoga) on gratitude among NGM College students. Following the intervention, there were substantial modifications in students' levels of gratitude, as evidenced in their increased satisfaction with assistance from teachers, campus resources, and learning opportunities. Participants reported greater sentiments of fulfillment and appreciation, with considerable shifts towards stronger agreement in gratitude-related judgments. The statistical analysis found highly noteworthy variations in gratitude scores before and after the SKY Yoga

intervention, supporting these positive effects. Students' average scores for gratitude increased dramatically, suggesting a definite positive influence of the SKY Yoga practices on their mental and emotional health.

**Conclusion:**

This study proves the profound effects of Simplified Kundalini Yoga (SKY Yoga) on the gratitude and overall well-being of college students. An analysis of the data showed that taking part in SKY Yoga significantly enhanced feelings of gratitude across a variety of academic years and demographic categories. Following the intervention, students' attitudes about gratitude significantly improved. They also demonstrated a stronger appreciation for the resources on campus, the assistance they received from professors, the possibilities for learning, and the knowledge they had acquired. The paired T-test results confirmed the favorable increase in the mean gratitude score, which increased from 90.46 to 99.86. These results suggest that yoga-based therapies can considerably improve students' emotional and psychological states by demonstrating how SKY Yoga efficiently increases students' gratitude and overall well-being.

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