



POSITIVE PSYCHOLOGY & CONCENTRATION

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Positive Psychology is a science of positive subjective experience, positive individual traits, and positive institutions (Seligman & Csikszentmihalyi, 2000). Such subjective experiences include wellbeing, contentment, happiness, flow, and satisfaction. Positive traits include hope, wisdom, creativity, and courage, among others. Positive Psychology is the study of strengths and virtues rather than weaknesses and suffering. Its focus is on learning how to develop the qualities that allow individuals to flourish.

In the field of psychology, the emphasis on positive psychological states involves factors protective of physical and mental health and especially the relation that exists between these psychological states and its repercussions on the development of illness.

Holistic Health can be defined as an approach to life. Rather than focusing on illness or specific parts of the body, this ancient approach to health considers the whole person and how s/he interacts with his or her environment. Holistic health emphasizes the connection of mind, body and spirit. The goal is to achieve maximum wellbeing, where everything is functioning at the highest level possible. Wellbeing is made up of physical health, emotional future, mental stimulation, focus, clarity and spiritual nourishment. The concept of holistic health encourages people to accept responsibility for their own level of wellbeing, and everyday choices that effect their health.

Positive Psychology measures happiness scientifically as having three life components:

1) The pleasant life: 2) the engaged life; and 3) the meaningful life.

Some of the challenges on the relationship of health and wellness belong to the scientific community, but it should not be forgotten that other important steps correspond to public institutions and to the society as a whole.

Positive emotion, or the pleasant life, encompassing happiness and life satisfaction. While happiness was formerly the end of Positive Psychology, in this framework it is a component/part of a greater state well-being

Human Stress

The study of stress has long been- recognized as a multidisciplinary endeavour (Copper, 2005). With areas such as philosophy, health. psychology and organizational behaviour turning toward a positive emphasis, it is high time too for stress researchers to do the same.

Many stress researchers have acknowledged the role of eustress, the positive stress response, but few, if any, have studied it. Positive assessment of stressors produces a differential physiological response. Accordingly, Edwards and Copper (1988) suggested that the measurement of eustress could involve the assessment of positive psychological states'

The three levels of preventive stress management are:

- Primary Prevention includes activities to directly change or eliminate the stressor and would encompass job design efforts.
- Secondary Prevention efforts target the individual or organizational response to stress, exercise, meditation, and other forms of relaxation and nutrition would all fall under the heading of Secondary prevention.
- Tertiary Prevention is the most direct of healing the wounds of distress. It consists of getting professional help (counseling, physical, therapy, medical treatment, etc.) for symptoms of distress.

A more positive, holistic approach for understanding work stress is by incorporating eustress, the positive response to stress. This approach is embedded in a view of health that emphasizes the presence of the positive mental, spiritual, and -physical wellbeing in addition to the absence of disease and dysfunction.

Role ambiguity is the confusion a person experiences related to not understanding what is expected, not "knowing how to perform or change to meet new expectation, or not - knowing the consequences of failing to meet expectations (Nelson & Quick, 2000)

Emotional Intelligence is perceived as a type of aptitude that involves the ability to monitor one's feelings and that of others, to discriminate among them and to use this information to guide one's feelings and thinking (Salovey and Mayer, 1990). According to Weisenger (1998) emotional intelligence is also defined as the. intelligent use of emotions: one intentionally makes one's own emotion work for one by using them to help guide one's behavior and thinking in ways that enhance one's result. "Emotional intelligence enables people to reduce negative stress in their life, build healthy Telationships, communicate effectively and develop emotional health, emotional safety is important at each stage of development.

Mental Health is an important part of a person's life besides physical, spiritual and financial wellbeing. It is believed that a healthy mind is the key to an individual attaining satisfaction in life (Swami, et al., 2007). Mental Health is an individual's state of wellbeing when he realizes his abilities, has the ability to cope with the normal stresses of life, able to work productively and fruitfully and can contribute to his community (World Health Organization (WHO) Report 2003). Mental Health may be defined as the adjustment of the individuals to themselves and the world at large with a maximum of effectiveness, satisfaction, theerfulness and socially considerate behavior and the ability of facing and accepting the realities of life, with minimum friction and tension (Mohan, 2007). Today a rise in mental health issues in adolescents is a growing concern in the school and for the community counselors educators.

Maintaining the mental health of the student can be considered one of the primary aims of education because without satisfactory mental health it is impossible to develop the adolescent innate abilities. Students who become victims of fear, anxiety, despair and frustration and problems of adjustment cannot concentrate upon reading and hence they do not make progress in learning.

The ultimate aim of education is to create good citizens with. all-round development. In order to prepare the students for all- round development, some of the schools have integrated yoga with the curriculum. Yoga is a very ancient practice that originated in India. Yoga is viewed as physical exercise, mental and spiritual discipline that confers a sound body and a sound mind. Yoga and meditation help to create positive effect on stress of adolescents.

In the current modern lifestyles, yoga practitioners basically practice three out of the eight limbs of Maharishi Patanjali's Ashtang Yoga, i.e., Asanas, Pranayama and Meditation. For many, yoga is viewed as a physical, mental, and spiritual discipline that confers a sound body and a sound mind. Seemingly, the practice of yoga can help a person achieve his or her full potential and help increase spiritual consciousness. Yoga benefits the Mental Health of the human beings and overall wellness is apparent. Apart from achieving physical health through breathing exercises and postures (Hatha Yoga), one of the mental aims of the Yoga Practice is the ability to cognitive maintain control, specifically in the areas of attention, memory and arousal control. A common claim is that yoga helps clear the mind and this may have an effect on the ability to attend

to relevant stimuli and recall information subsequently. One mechanism by which this may occur is the impact of yoga on improvement of mood and reduction in the levels of stress which lead to the Mental Health.

Mental Health can be achieved through the practice of yoga. Problems like depression, stress, frustration play a major role in the adolescents and with the practicing of yoga one can cope with these problems. Mental Health is a pretty broad phrase. Some use it as a simple synonym to describe our brain's health. Mental Health describes our social, emotional and psychological states, all wrapped up into one. Someone who experiences "good" Mental Health, therefore, has found a balance in his or her social, emotional and psychological areas of life. Generally a person with balance is satisfied and happy with how these areas are performing in their lives, even if it appears to someone else they are not in balance. Mental Health is "a state of well-being". Bhatia (1982) considers Mental Health as the ability to balance feelings, desires, ambitions and ideals in one's daily living. It means the ability to face and accept the realities of life. There is emerging evidence that positive Mental Health is associated with improved health outcomes. The role of yoga in education from various angles needs to be studied as experts have been dwelling on the relation of yoga with health and emotional balance. Although a few studies are available on the effect of yoga on Mental Health, still an attempt is required to establish the relationship between the Yoga Performance and Mental Health of the students to make available the results of the study for the stakeholders for making necessary interventions in the secondary educational system. Secondary education is a link between the higher education and school education and the students are in the adolescence stage and need proper guidance to make the difference. If Yoga Practice brings change in the Mental Health of the adolescents it would be a game changer of school education.

Positive Psychology Need for the Health

Positive Yoga provides internal peace, happiness, develops positive thinking, positive approach towards life and strong willpower. Yoga and its techniques yield a positive effect in management of stress in adolescents. It is assumed that the Yoga Practice will help the students complete the academic tasks successfully without heavy stress. The regular practice of yoga improves the personality, attention and concentration and will create healthy atmosphere among the adolescents. The present study would help understand the relationship between the Yoga and the Mental Health and results would help the stakeholders to take appropriate decisions for bringing changes in the curriculum, methods of teaching, discipline and evaluation at secondary level. Hence the present study is looking at Mental Health level of adolescents as a result of Yoga Practice. Now there is an increasing demand for the yoga in the schools for achieving better Mental Health of the students. Hence the investigator has made an honest attempt in this direction to bring out the relationship if any between the Yoga Practice and the Mental Health of adolescents.

Psychological Significance of Concentration

Mental Health is the ability to balance feelings, desires, -ambitions and ideals in one's daily life. It is the full and harmonious functioning of the whole personality. The good Mental Health of the students is highly essential for their achievement. In the present era school students experience a high level of mental pressure. The high expectations of parents, entrusted responsibilities, fear of examinations, global competitions in the area of employment, apprehensions regarding one's sociability and peer acceptability create emotional tensions unless their emotional health is sound. It is unwise to expect students to use their full creative potentiality for their personal happiness and social usefulness. Academic Achievement refers to a student's success in facing short- term or long-term goals in education. It means completing high school or earning a college degree. In a given semester, high Academic Achievement may mean a student is on the honor roll. It is the outcome of education. Academic Achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, whether procedural knowledge or declarative knowledge.

Concentration Significance of the Study

Mental Health is the adjustment of human beings to the effectiveness and happiness. It is the ability to maintain an even temper on alert intelligence, socially considerate behavior and a happy disposition. It is the ability to adjust satisfactorily to the various strains of the environment we come across in life. A mentally healthy person is supposed to have a positive attitude towards life and people, highly adjustable, never complains and remains contented, knows his strength and weakness, and emotionally stable, happy, reasonable and tolerant. These traits enable the individual to achieve better in his life. The present era is an age of modernization; school students experience a high level of mental pressure. The high expectations of parents, entrusted responsibilities, fear of examinations, global competitions in the area of employment, apprehensions regarding one's sociability and peer acceptability create emotional tensions; unless their emotional health is sound, it is unwise to expect students to use their full creative potentiality for their personal happiness and social usefulness. The good Mental Health of a student is highly essential for his achievement. Mental Health and achievement are the two facts which are closely associated for the process of development. Therefore, there is a significant relationship between Mental Health and Academic Achievement of students. The present study tries to investigate the relationship between Mental Health and Academic Achievement of higher secondary school students.

In recent times the World Health Organisation quoted "The health epidemic of 21st century is not EBOLA, it is stress".

Very often it is mentioned that among the problems faced by humans -death, taxes and stress have been commonly quoted in that order. Stress has been a common stressor nowadays. It has its origin in Latin language -"Strictus" which means tight or narrow and "stringere" (verb) which means to tighten. Stress is described as the pattern of responses an organisation makes to a stimulus event that disturbs the equilibrium and exceeds a person's ability to cope.

Hans Selye, father of modern stress research says "stress is the non-specific response of the body to any demand."

Lazarus (1966) defines "stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilise."

Stress at phenomenological level can be defined as imbalance. Its manifestations can be (a) physical: e.g. pains, ailments, disease etc., and (b) mental or intellectual or cognitive, (c) emotional upsurges -anxieties, worries, anger, apprehension and misery, experiences stress when he begins to doubt his capacity to bear the challenge or when the person is not sure of the necessary ability in himself that is needed for the task. An individual also experiences stress when tension or pressure outside or inside home, real or imaginary, becomes too much to deal with. Adolescence refers to the age group of 13 to 19 years; it is the period of maximum growth and development- cognitively too. Intelligence reaches the optimum during this period. The term adolescence derives from the Latin word 'adolescence' meaning "to grow into maturity". It is the transitional period in a person's life between childhood and adulthood. Jean Piaget (1896-1981) believes that formal operational thought appears between the age of 11 and 15. So thinking expands beyond actual concrete and abstract terms and the reason about them.

Adolescents at the crucial stage of Intermediate Class (Junior and Senior or Plus II state i.e., Class XI and Class XII) are the age of group who are mostly impacted by stress due to various reasons. Their high school study up to Class X will be over. They have to choose optional subjects which decide their future course of employment/livelihood needs. Traditionally in India, parents and students think of two main streams of professional courses-Engineering, or Medicine. Majority opt for engineering course because there are several branches like Civil, Mechanical, Electrical, Electronics, Computer Engineering etc. They hope that getting into any branch will open up opportunities for a bright future.

Along with privatisation in education many institutions of higher learning have been established, resulting in more options, at a price of course. Parents in their anxiety to safeguard the future of their children think of admitting their young ones there. This scenario gave occasion to the rise of private and corporate

junior colleges, tuition centres etc. They come out with alluring options like "Seat guarantee" "Refund of fees if no admission" "prime branch" "Alstream" and so on. While a lot of these institutions are run by competent people, commercialisation has sadly percolated into some institutions. They push the students to a gruelling routine of classes, study hours, tests and tests. Students are kept there from morning 7 to evening 7 or more without proper leisure. In the name of continuous evaluations students face severe stress. One is pained to see reports in the mass media about the manner in which students are pressurised. In some cases the young ones run away from the colleges. At times they take the extreme step of committing suicide.

Unfortunately, in the rural areas, parents are of the opinion to somehow join their children in a hostel attached residential-based education system from 6th class onwards. In the name of utilising the financial assistance provided by the government, parents are pressurising children to get a seat in residential schools, and after admission they are not caring for the love and affection to be given to children; this is creating unhealthy family relations, and stress to study the course the parents want their children to study.

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