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A comparative study to assess the impact of school culture on psychosocial attributes of vedic and non-vedic school students

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Abstract--Youth plays an exceptional part in the advancement of a nation. They turn over political and social structure of their land. United Nations Alliance of Civilization (2013) likewise called youth as the “Pivotal Pool of Talent, Ideas and Energy”. They represent the most rigid fragment of any nation’s population. In a more extensive sense, youth are the pillars of any nation’s future as expressed by the former Indian president. Nowadays, with rapid westernization and urbanization youth are becoming more fixated to superficiality as well as negativity which cause many psychological as well as mental issues like: depression, migraine, insomnia etc. Such a situation is alarming for the individual as well as to its society. Globally, the incidents and intensity of emotional health problems among early adolescents is at a steep rise. The negative energies like stress, depression, laziness, betrayal etc. are getting dominant and if left untouched then it may lead to serious consequences in future by negatively affecting school performance, social and emotional life. It is an experimental intervention study which shows that the Vedic school culture plays an important role in developing positive psychosocial attributes. The

results of old students of Vedic culture schools scored high in positive psychosocial attributes (Positive Psychological Capital, Gratitude, Helping Attitude, Life-satisfaction, Mental wellbeing, Spiritual intelligence, Happiness and Forgiveness) and low in negative psychosocial attributes (Depression, Anxiety, Stress and Aggression) as compared to old students of non-Vedic culture schools. This study has shown that Vedic school culture helps in developing positive psychosocial attributes.

Keywords---vedic school culture, non-vedic school culture, psychosocial attributes.

Introduction

The problem starts arising when one's strength is overpowered by its weakness which fits right for the condition of modern generation in the present era; their insight and behavior are gradually degrading "Adolescence is a period of great storm and stress" (Hall, 1902) since the lives of teenagers undergo many physical, mental and emotional changes because of immensely fluctuating emotions. Therefore, Adolescence can be defined as a transition period between puberty and adulthood. World Health Organization (2002) defines adolescence as the age group of 11-19 years. Ministry of Health and Family welfare reports that 40% of Indian population is between this age group. It can be characterized by radical, physical, hormonal, mental, emotional, social, educational or career changes (Kumar & Mishra, 2016) and a phase of overcoming many challenges, difficulties and new changes. (Roth & Gunn, 2000) Indian society has been in existence since the Vedic period or even much prior to it. During ancient times, Gurukul System of education was prevalent; the students were supposed to reside at Guru's place to learn (Dash, 2003). The Vedic period gave importance to character building where as present education system focuses on accumulating material means for prosperity. They learned eternal values, like, discipline, truth, forgiveness, non-violence, and modesty etc. in Gurukuls. Manu says that a celibate should follow truth as it develops character and shapes personality. Mahabharata too describes "Non-Violence" as the supreme religion. One shouldn't hurt others either through words or actions. In Non-Vedic or modern education culture, professional ethics is becoming more important, complex and hard (Strahlendorf, 2010). Adolescent Depression Awareness Program (2010) estimated that 5% adolescents usually suffer from depression as an illness. Depression and stress in such a tender age is due to faulty life style and school culture that fails to preach self-control and restrain. Most of time of an adolescent after the age of three is spent in schools. He imitates what he sees i.e. - school develops its unique personality in its students by means of its culture (Gruenert, 2000).

Need for the Study

Youth are considered as the pillars of any nation's development. As per the statistics and findings revealed by various researches it can be concluded that children are drifting towards stress, depression, anxiety disorders that may lead to mental diseases and suicidal thoughts. It is very distressing to see children

engrossed in such negative emotion since such a tender age when they're supposed to enjoy, play, learn and grow. It affects their development negatively in the long run. The process of personality development of an individual begins from childhood, most of which is spent in schools. Therefore, one's habits, values and behavior are directly affected by the culture of its school.

This study aims to study the impact of school culture in developing personality. Nowadays, negative aspects can be seen commonly from a very tender age that means the attention of schools has shifted to technological and professional development and the true focus of education (i.e., to develop positive personality traits like helping, character formation, good values etc.) is fading away. This study will compare the education culture of two different schools (i.e., Vedic & Non-Vedic school culture) to study their influence on the personality development of students. If this study will show positive results, then the researcher would like to recommend adopting such a school culture that would foster ideal human beings who are equipped with positive traits and values that may benefit them in future.

Materials and Methods

A one group pre-test post-test experimental design was used to evaluate the effect of school culture (Vedic & non-Vedic culture) on the psychosocial attributes of school students. The study was approved by the Research Committee. Total 1000 students from different Vedic & Non-Vedic Culture based Schools were sampled in order to study their psychosocial attributes developed as a result of their respective school culture. The objectives of the study were as follows: To study the impact of school culture (Vedic & Non- Vedic) on the positive psychological aspects of the school students. To associate pre-test and post-test knowledge of the Vedic & Non- Vedic psychological aspects of the school students. Pilot study was conducted to check the clarity of items reliability, validity and feasibility. It was conducted from 10-04-2018 to 17-04-2018. The population of study was students from different Vedic & Non-Vedic Culture based Schools. The researcher used structured questionnaire as a tool. The pilot study was conducted from 10-04-2018 to 17-04-2018 to assess the feasibility of the study and to decide the plan for data analysis. The investigator approached the subjects, informed them regarding the objectives of the study and obtained their consent after assuring the subjects about the confidentiality of the data. The reliability of the tool was found to be .85 which indicated that the tool was reliable. No modifications of the tool were made. Written permission was taken from the respective organization for conducting main study. The data was collected from 25/4/2018 to 20/5/2018. The investigator established good the study was explained to the subjects. A structured questionnaire was administered to the subjects to collect support, the purpose of the baseline data. Socio demographic data from the students collected. Data was collected and analysed.

Results

Pre-Test Analysis

Table-1. Baseline mean comparison of psychosocial attributes in the new-entrants of Vedic & Non-Vedic culture schools
N=200

S. N.	Area of Psychosocial Attributes	Vedic Students Mean (SD)	Non-Vedic Students Mean (SD)	't' value	p value
1.	Positive Psychological Capital	78.84 (2.922)	78.67 (2.734)	.425	.671 -NS
	(i) Hope	19.44 (1.395)	19.42 (1.415)	.101	.920 -NS
	(ii) Self-efficacy	19.91 (1.303)	19.90 (1.283)	.055	.956 -NS
	(iii) Resilience	19.95 (1.274)	19.73 (1.441)	1.143	.254 -NS
	(iv) Optimism	19.54 (1.294)	19.62 (1.369)	.424	.672 -NS
2.	Gratitude	26.81(1.134)	26.84 (1.070)	.192	.848-NS
3.	Helping Attitude	68.23 (1.964)	68.33 (1.897)	.377	.715-NS
4.	Life-satisfaction	19.92 (1.253)	19.93 (1.265)	.056	.955-NS
5.	Mental well-being	47.56 (1.373)	47.56 (1.373)	.000	1.000-NS
6.	Spiritual Intelligence	84.36 (2.325)	84.58 (2.270)	.677	.499-NS
	(i) CET	25.50 (1.534)	25.41 (1.478)	.423	.673-NS
	(ii) PMP	17.17(.829)	17.14 (.817)	.258	.797-NS
	(iii) TC	24.24 (2.016)	24.33(1.891)	1.326	.745-NS
	(iv) CSE	17.45 (1.648)	17.70 (1.599)	1.089	.277-NS
7.	Subjective Happiness	18.25 (1.038)	18.29 (1.076)	.268	.789-NS
8.	Forgiveness	87.79 (2.512)	87.73 (2.601)	.168	.868-NS
9.	DASS	32.96 (3.042)	32.90 (3.196)	.136	.892-NS
	(i) Depression	9.14 (2.547)	9.22 (2.525)	.223	.824-NS
	(ii) Anxiety	13.10 (2.351)	13.02 (2.404)	.238	.812-NS
	(iii) Stress	10.72 (2.137)	10.66 (2.128)	.199	.843-NS
10	Aggression	85.47 (6.428)	85.38 (6.179)	.101	.920-NS

DASS= Depression Anxiety Stress Scale, CET=Critical Existential Thinking, PMP=Personal Meaning Production, TC=Transcendental Consciousness and CSE=Consciousness State Expansion

Comparison of gender differences based on psychosocial attributes in the new-entrants of Vedic culture schools.

N=100(Girls=50, Boys=50)

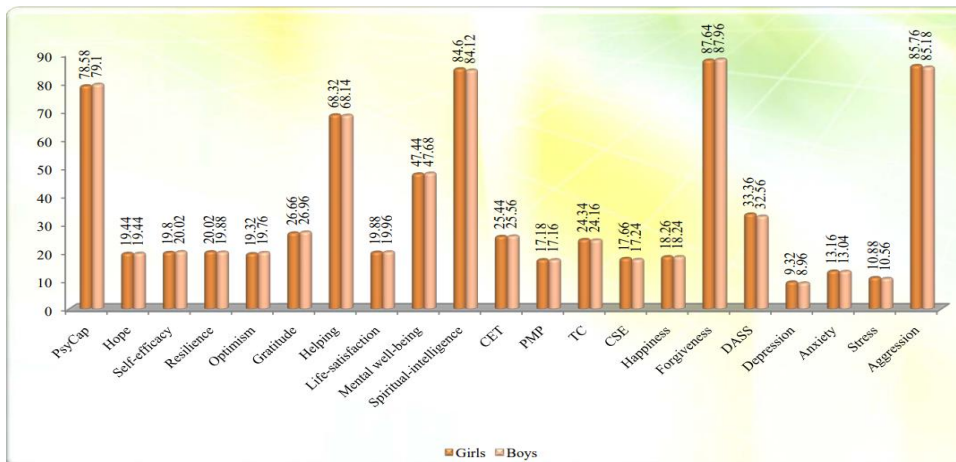


Fig 1. Baseline mean comparison of gender differences based on psychosocial attributes in the new-entrants of Vedic culture schools

Comparison of gender differences based on psychosocial attributes in the new-entrants of on non-Vedic culture schools

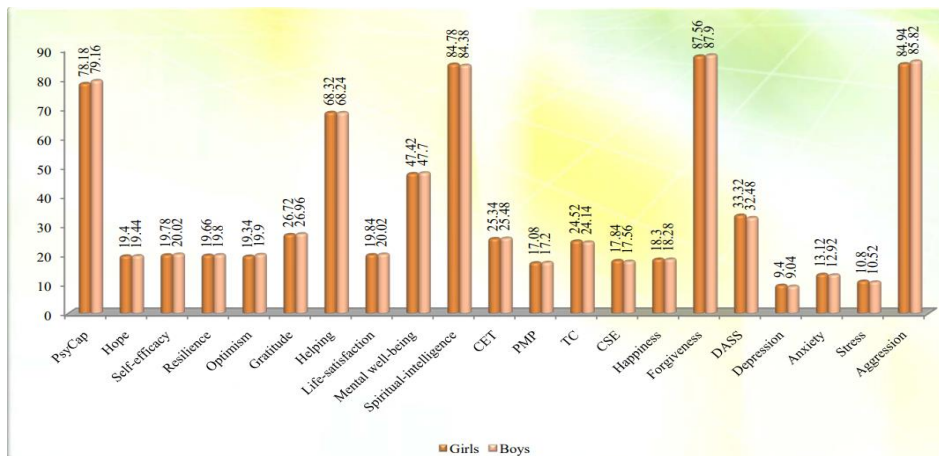


Fig 2. Baseline mean comparison of gender differences based on psychosocial attributes in the new-entrants of on non-Vedic culture schools

Post-Test Analysis

Table 4. Post-test mean comparison of psychosocial attributes in the new-entrants of Vedic & Non-Vedic culture schools
N=200(Vedic students=100, non-Vedic students=100)

S. N.	Area of Psychosocial Attributes	Girls Mean (SD)	Boys Mean (SD)	t' value	p value
1.	Positive Psychological Capital				
	(i) Hope	106.37 (1.600)	79.13 (2.795)	85.590	.000*
	(ii) Self-efficacy	26.71 (.756)	19.44 (1.215)	46.768	.000*
	(iii) Resilience	26.55 (.821)	19.86 (1.215)	45.632	.000*

	(iv) Optimism	26.47 (.717) 26.64 (.689)	20.03 (1.329) 19.80 (1.279)	42.640 47.072	.000* .000*
2.	Gratitude	34.13(.720)	26.72 (1.155)	54.432	.000*
3.	Helping Attitude	79.63 (1.631)	68.37 (1.894)	45.045	.000*
4.	Life-satisfaction	26.73 (1.043)	20.07 (1.358)	38.898	.000*
5.	Mental well-being	57.65 (1.175)	47.35 (1.672)	50.398	.000*
6.	Spiritual Intelligence	109.2 (1.550)	84.86 (2.261)	88.131	.000*
	(i) CET	31.54 (.8881)	25.50 (1.474)	34.179	.000*
	(ii) PMP	21.73(1.496)	17.15 (.757)	27.309	.000*
	(iii) TC	31.99 (1.547)	24.30 (1.823)	32.162	.000*
	(iv) CSE	23.76 (.474)	17.91 (1.596)	35.136	.000*
7.	Subjective Happiness	21.46 (.926)	18.30 (1.087)	22.131	.000*
8.	Forgiveness	102.56 (2.106)	87.61 (2.662)	43.806	.000*
9.	DASS	25.54 (2.067)	32.56 (3.574)	17.003	.000*
	(i) Depression	8.18 (1.866)	9.18 (2.496)	3.182	.000*
	(ii) Anxiety	8.64 (2.200)	12.96 (2.453)	13.111	.000*
	(iii) Stress	8.72 (1.694)	10.42 (2.133)	6.241	.000*
10	Aggression	66.31 (6.189)	85.50 (6.414)	28.712	.000*

Post-test mean comparison of gender differences based on psychosocial attributes in new-entrants of Vedic culture schools
N=100(Girls=50, Boys=50)

The post-test comparison of mean, SD, t and p values of various psychosocial attributes in experimental group based on gender differences. The students scored ($t=.561$, $p=.576$) on Positive Psychological Capital, ($t=.138$, $p=.890$) on gratitude, ($t=.183$, $p=.855$) on helping attitude, ($t=.286$, $p=.775$) on life-satisfaction, ($t=.424$, $p=.673$) on mental well-being, ($t=.257$, $p=.798$) on spiritual intelligence, ($t=.215$, $p=.830$) on happiness, ($t=.378$, $p=.706$) on forgiveness, ($t=1.460$, $p=.148$) on depression, anxiety, stress and ($t=.797$, $p=.427$) on aggression. The results show that there is no significant difference in psychosocial attributes of newly enrolled girls and boys of Vedic culture schools after intervention. Hence, it indicates that girls and boys of Vedic culture schools possess similar level of psychosocial attributes.

Post-test mean comparison of gender differences based on psychosocial attributes in new-entrants of non-Vedic culture schools
N=100(Girls=50, Boys=50)

The post-test comparison of mean, SD, t and p values of various psychosocial attributes in new-entrants of non-Vedic culture schools based on gender differences. The students scored ($t=2.380$, $p=.019$) on Positive Psychological Capital, ($t=.000$, $p=1.000$) on gratitude, ($t=.473$, $p=.637$) on helping attitude, ($t=1.406$, $p=.163$) on life-satisfaction, ($t=.537$, $p=.593$) on mental wellbeing, ($t=1.062$, $p=.291$) on spiritual intelligence, ($t=.000$, $p=1.000$) on happiness, ($t=.712$, $p=.478$) on forgiveness, ($t=1.234$, $p=.220$) on depression, anxiety, stress and ($t=.093$, $p=.926$) on aggression. The results show that there is no significant difference after post-test in the psychosocial attributes of newly enrolled girls and boys of non-Vedic culture schools. Hence, it indicates that girls and boys of non-Vedic culture schools possess similar level of psychosocial attributes

Pretest-Posttest Results

Pretest-Posttest mean comparison based on psychosocial attributes in the new-entrants of Vedic culture schools
N=100(Girls=50, Boys=50)

The pretest-posttest comparison of mean, SD, t and p values of various psychosocial attributes among the new-entrants of Vedic culture schools. The students scored high on Positive Psychological Capital ($t=82.782$, $p=.000$), gratitude ($t=52.056$, $p=.000$), helping attitude ($t=47.018$, $p=.000$), life satisfaction ($t=40.251$, $p=.000$), mental well-being ($t=58.732$, $p=.000$), spiritual intelligence ($t=88.628$, $p=.000$), happiness ($t=23.135$, $p=.000$) and forgiveness ($t=44.571$, $p=.000$). The scores were found to be low on depression ($t=3.003$, $p=.000$), anxiety ($t=13.985$, $p=.000$), stress ($t=7.218$, $p=.000$) and aggression ($t=29.489$, $p=.000$). The results show that there is a significant difference in psychosocial attributes among the new entrants of Vedic culture schools after intervention. There is an enhancement in positive psychosocial attributes and reduction in negative psychosocial attributes. Hence, the results indicate that Vedic School Culture plays a significant role in developing positive psychosocial attribute Pretest-Posttest mean comparison based on psychosocial attributes in the new-entrants of non-Vedic culture schools
N=100(Girls=50, Boys=50)

The pretest-posttest comparison of mean, SD, t and p values of various psychosocial attributes among the new-entrants of non-Vedic culture schools. The students scored ($t=.561$, $p=.576$) on Positive Psychological Capital, ($t=.138$, $p=.890$) on gratitude, ($t=.183$, $p=.855$) on helping attitude, ($t=.286$, $p=.775$) on life-satisfaction, ($t=.424$, $p=.673$) on mental well-being, ($t=.257$, $p=.798$) on spiritual intelligence, ($t=.215$, $p=.830$) on happiness, ($t=.378$, $p=.830$) on forgiveness, ($t=.597$, $p=.552$) on depression, anxiety, stress and ($t=.668$, $p=.506$) on aggression. The results show that there is no significant difference in psychosocial attributes among the new entrants of non-Vedic culture schools after post-test. Therefore, the results show that non-Vedic school culture does not play an important role in developing positive psychosocial attributes.

Additional Group Analysis

Mean comparison of psychosocial attributes of experimental & control group (Old Students) of school students. The results show that there is a significant difference in psychosocial attributes of experimental & control group. The old students of Vedic culture schools scored higher in positive psychosocial attributes and lower in negative psychosocial attributes. Hence, it indicates that Vedic School Culture has played a significant role in developing positive psychosocial attributes.

Mean comparison of gender differences based on psychosocial attributes of experimental group (Old Students) The results show that there is no significant difference in psychosocial attributes between the girls and boys of experimental group with an exposure of two years to Vedic School Culture. Hence, it indicates that girls and boys of experimental group possess similar psychosocial attributes.

Table-11. Mean comparison of gender differences based on psychosocial attributes of control group (Old Students). The results show that there is no significant difference in psychosocial attributes of girls and boys of control group with an exposure of two years to Non-Vedic School Culture. Hence, it indicates that girls and boys of experimental group possess similar psychosocial attributes.

Discussion

The present research has explored the role of positive school culture in developing positive behavioral attributes by comparing students of Non-Vedic Culture Schools and Vedic Schools after exposing them to their respective school cultures. It studies how practicing and instilling positive habits like reciting VedPaath, performing Havan and practicing yoga may help in developing a positive personality that will help in confronting and understanding difficulties later in the future. This study was carried out in three phases: Pre-test, Intervention and Posttest. There was no significant difference in the psychosocial attributes of new entrants of Vedic & Non-Vedic culture schools at the entry level (i.e., during pre-test phase. The students scored ($t=.425$, $p=.671$) on Positive Psychological Capital, ($t=.192$, $p=.848$) on gratitude, ($t=.377$, $p=.715$) on helping attitude, ($t=.056$, $p=.955$) on life-satisfaction, ($t=.000$, $p=1.000$) on mental wellbeing, ($t=.677$, $p=.499$) on spiritual intelligence, ($t=.268$, $p=.789$) on happiness, ($t=.168$, $p=.868$) on forgiveness, ($t=.223$, $p=.824$) on depression, ($t=.238$, $p=.812$) on anxiety, ($t=.199$, $p=.843$) on stress and ($t=.101$, $p=.920$) on aggression. The possible reasons to obtain such similarity in all the psychosocial attributes among the new entrants of Vedic and Non-Vedic culture schools are due to same kind of surroundings, social institutions (i.e., same school culture) and upbringing at home. These students, who took fresh admission, were previously studying in same pattern of schools where they learnt same values, beliefs and ethics which resulted in developing alike personality attributes. If students' study in same culture-based schools, then it's hard to find differences in their personality attributes, values, beliefs and achievements (Lunenburg & Ornstein, 2008). These similarities have also been found equally in girls and boys irrespective of their gender. If there are differences in the behavioral or personality attributes of students, it's because of the differences in their cultural background or cultural upbringing (Maslowski, 2006).

Conclusion

The enhancement and development of positive psychosocial attributes by means of school culture turned out to be very effective, as students easily learn to follow and adapt to such practices that are being taught to them at schools in form of school curriculum. It is seen that students unquestionably follow what they're taught to follow at school because they look up to their teacher as an "ideal". The students reside together with other fellows as well as seniors, so they develop other values like sharing, caring and obeying in the process of living together with students of different age groups. They develop the trait of respecting elders by seeing and imitating their seniors. All these values are an additional advantage of Vedic culture-based learning to the students other than the benefits obtained from Yoga, Havan and Ved-Paath. Learning and developing these values are a pre-requisite for the development of healthy individual as these values help to sustain

life positively in the long run; they help to restrain from negative personality traits. These positive values were involuntarily developed in the students. Therefore, teaching positive psychological attributes through Vedic School culture turned out to be a wise decision for bringing a positive change in the students.

Conflict of Interest

The authors certify that they have no involvement in any organization or entity with any financial or non-financial interest in the subject matter or materials discussed in this paper.

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