



Effect of yoga on personality and self-confidence among various level school adolescent boys

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Abstract

The purpose of the study was to find out the effect of yoga practice on personality and self-confidence among various level school adolescent boys. For this purpose, 90 adolescent boys studying in various level schools in and around Theni, Tamilnadu, India were selected as subjects, with the age group of 12 to 15 years. Further, they were divided into two groups (n=45), namely group – I which underwent yoga practice six days (Monday to Saturday) per week for twelve weeks and group – II acted as control, which did not participate any type of special training apart from their regular day to day activities. Prior to and after the experimental period, the subjects were tested on personality and self-confidence. Personality was assessed by using Congil Personality Scale and the Agnihotri Self - confidence scale was used to measure the self-confidence before and after the experimentation. The Analysis of Covariance (ANCOVA) was used to find out any significant difference between the yoga practice group and control group. The result of the study shows that the yogic practice group had significant ($P < 0.05$) effect on the personality and self-confidence.

Keywords: yoga Asana, adolescent boys, personality, self-confidence and ANCOVA

Introduction

"Yoga is not an old tale buried in obscurity," says Swami Satyanand Saraswathi (1999) ^[1]. It is the most precious present inheritance. It is today's most pressing necessity and tomorrow's culture." [Swami Satyanand Saraswathi, (1999)] ^[1].

Educators, academics, and health care professionals who interact with children have long been curious about what causes academic underachievement in children of ordinary intelligence, especially when the academic challenges are not caused by physical, social, or environmental reasons. Mood disorders, emotional discomfort, peer pressures, learning disabilities, and adjustment issues are all considered to contribute to academic underachievement in children. [Karande and Kulkarni, (2005)] ^[2] Emotional discomfort, altered cognitive functioning, and worsening in academic performance, for example, have all been suggested as possible outcomes of depressed moods brought on by peer pressures, family disputes, and having to contribute to the family's financial requirements. [Compas *et al.*, (2001)] ^[3] Learning difficulties and low academic performance have also been linked to school dropout rates. [Pratinidhi, (1992)] ^[4]

Reduced attention span, lethargy, poor focus and memory, as well as shortened task persistence, are all clinical markers of depression that have emerged as barriers to successful learning. Poor academic performance has also been linked to a rise in social and behavioural issues. [Farzana, (2011)] ^[5] Though some of them have overt clinical depression, the bulk of them have depressed mood fluctuations that are common in teenagers. The pressure to perform, as well as the physiological and behavioural stress responses that accompany it, can cause mood swings, emotional anguish, sleep loss, and cognitive impairment. Poor school performance is frequently recorded in children with depressive symptoms when no other cognitive obstacle is present. [Strauss, Lahey and Jacobsen, (1982)] ^[6] There have also been reports of negative associations between the intensity of depression symptoms and cognitive scores, particularly by adolescence. [Rappoport, Denney, and Chung, (2001)] ^[7] Poor performance on a variety of measures suggesting cognitive functioning has also been reported in cohorts of children with depressive symptoms. [Lefkowitz, and Tesiny, (1985)] ^[8] Academic success metrics such as mathematics and knowledge clusters [McClure, Rogeness and Thompson, (1997)] ^[9] and reading abilities [Hodges and Plow, (1990)] ^[10] have also shown that these children perform poorly. Furthermore, behavioural signs of depression, such as attention problems [Vincenzi (1987)] ^[11], Wilkinson and Goodyer (2006) ^[12], Muris, *et al.*, (2008) ^[13] and Livingston, Stark, and Haak, (1996) ^[14].

In this field, a key study topic is whether yoga has any specific advantages for student psychological well-being as compared to traditional school curriculum such as physical education class. Yoga appears to be superior than exercise in terms of improving psychological outcomes in adult populations, according to studies. [Ross and Thomas, (2010)] The few studies that have directly evaluated the benefits of school-based yoga with physical education have indicated that yoga has typically good impacts. [Khalsa *et al.*, (2012)] ^[16]

Yoga's practises of meditation, asanas, and pranayama have a beneficial influence on stress management in teenagers. [Milada, (1994)]^[17] The processing of sensory information at the thalamic level is aided when pranayama [Telles *et al.*, (1992)] and meditation are practised. [Telles *et al.*, (1993)]^[8] and Telles *et al.*, (1994)]^[19] Following 10 days of practise, these two practises, coupled with physical postures (asanas), cleaning practises, devotional sessions, and lectures on the theory and philosophy of yoga, resulted in an increase in the stability of school kids. The causes for the improvement were assumed to include improved eye-hand coordination, attention, concentration, and relaxation. [Telles *et al.*, (1997)]^[20]

Adolescence is often considered to be the formative years of a person's life. A person's physical transformation from a kid to an adult occurs throughout this time. [Petersen, Crockett, Richards, and Boxer, (1988)]^[21] Psychosocial changes occur in tandem with physical changes: From being a kid who depends heavily on his or her parents' lessons to being an adult who makes his or her own educated judgments, there is a shift. [Erikson, (1950)]^[22] Adolescent personality development should be marked by changes in personality qualities, such as (normative) growth. [Caspi, Roberts, and Shiner, (2005)]^[23]

Methodology

90 subjects were selected of various levels of schools, i.e., from C.B.S.E. Schools 30 students, 30 students were selected from various matriculation schools and from Juvenile prison schools, 30 students were selected and the same were divided into two equal groups, one experimental group (n=45) consists of 15 subjects of each C.B.S.E. schools, matriculation schools and Juvenile prison schools each and control (n=45) group consists of 15 subjects each from C.B.S.E. Schools, matriculation schools and Juvenile prison schools and the experimental period for the present study was six days per week (i.e. Monday, Tuesday, Wednesday, Thursday, Friday and Saturday) for twelve weeks. Personality was assessed by using Congil Personality Scale and the Agnihotri Self - confidence scale was used to measure the self-confidence before and after the experimentation.

Analysis of Data

The data collected prior to and after the experimental periods on personality and self-confidence on yoga practice group and control group were analysed and presented in the following table - 1.

Table 1: Analysis of Covariance and 'F' ratio for Personality and Self-confidence for Yoga practice Group and Control Group

Variable Name	Group Name	Yoga Practice Group	Control Group	'F' Ratio
Personality (in Points)	Pre-test Mean \pm S.D	51.82 \pm 2.51	52.29 \pm 4.07	0.43
	Post-test Mean \pm S.D.	59.82 \pm 2.51	52.18 \pm 4.11	113.35*
	Adj. Post-test Mean	60.035	51.965	687.64*
Self-confidence (in Points)	Pre-test Mean \pm S.D	25.63 \pm 1.27	25.47 \pm 1.77	0.17
	Post-test Mean \pm S.D.	28.10 \pm 1.54	25.18 \pm 1.91	64.05*
	Adj. Post-test Mean	28.002	25.198	222.40*

* Significant at .05 level of confidence. (The table value required for significance at .05 level of confidence with df 1 and 88 and 1 and 87 were 3.96 and 3.97 respectively).

Table – 1 show that pre-test mean 'f'- ratio of yoga practice practice group and control group on personality was 0.43 which was insignificant at 0.05 level of confidence. The post-test and adjusted post-test mean 'f' – ratio value of personality was 113.35 and 687.64 which was significant at 0.05 level of confidence. The above table also shows that pre-test mean 'f' – ratio of yoga practice group and control group on self-confidence was 0.17 which was insignificant at 0.05 level of confidence. The post-test and adjusted post-test mean 'f' – ratio value of self-confidence was 64.05 and 222.40 which was significant at 0.05 level of confidence.

The consequences of the examination demonstrate that there was a critical improvement personality. The findings of Patil and Nagendra, (2014)^[24] tracked down that yoga personality development camp has improved personality and decreased the rajas and tamas. After yoga therapy, school level boys and girls were become extrovert from introvert and ambivert traits.[Semwal *et al.*, (2014)]^[25]

The self-confidence was improved after twelve weeks of yoga training among male adolescent students of different schools. Dubey, (2011)^[26] found that yogic practises, had significantly scores high on self-confidence, tolerance, ahimsa, truthfulness, faith, and fidelity, but lower scores on extragression and egodefense and higher scores on obstacle-dominance, need persistence, and introgression of aggressive reactions to frustration. Yoga and physical activity are beneficial supplements to the school day, with physical activity boosting social self-esteem [Telles *et al.*, (2013)]^[27].

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