



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2017; 2(1): 112-115

© 2017 Yoga

www.theyogicjournal.com

Received: 16-11-2016

Accepted: 19-12-2016

Mirza Fahima Beg

Assistant Professor,

Shri Agrasen College,

Mauranipur, Uttar Pradesh,

India

Effects of 12 weeks yoga asana training on selected psychological variables of college going females

Mirza Fahima Beg

Abstract

The purpose of the study was to see the effects of yoga asana on selected psychological variables (Stress & Aggression) in college going females. 150 students on the basis of random sampling technique of age 18-23 years old. Questionnaire by Dr. Tajindra Kaur, Dr. Prerna Kumar and Prof. Manju Mehta & Scale made by Dr. (Mrs.) G.P. Mathur and Dr. (Mrs.) Raj Kumari Bhatnagar meter were used to measure the variable (Stress & Aggression respectively). For 12 weeks subjects were got different basic asana training and pre test post data was collected. To see the effects of yoga asana on selected psychological variables paired t-test was employed and found the significant effects on Stress & Aggression at 0.05 level of significance. In control group no significant effects were seen at 0.05 level of significance. As they all were going under basic recreation activities.

Keywords: Stress, aggression

Introduction

The term Yoga has its verbal root as Yuj in Sanskrit. Yuj means joining, yujyate anena Iti yogah. Yoga is that which joins. What are the entities that are joined? In the traditional terminology it is joining of the individual self with the universal SELF. It is an expansion of the narrow constricted egoistic personality to an all pervasive, eternal and blissful state of reality.

The Bhagavad Gita, the Yoga Sutras of Patanjali and the Hatha Yoga Pradipika all form the central concepts of yoga's philosophy of life. Yoga techniques were summarised for the first time by Patanjali so as to bring a practical form of yoga to the people. 195 sutras were written in short, concise meaningful sentences. As in modern day psychology they are explanations of the nature of the individual, how it works and the obstacles, difficulties and emotional disturbances that can affect its functioning in terms of self-knowledge and reflective action. Patanjali recommended an 'Eight-Limb Path' as a way to change the mind positively. He believed that one of the minds fundamental characteristics was its inability and refusal to stay in the 'here and now'. He described it as a monkey jumping from one branch of thought to another. As you will hear me describe in any of my classes, the mind is always wandering and being rebellious, never focussing on the moment, but instead getting distracted by past events, future plans and all the sensations it has to process in the meantime. As it is the mind's job to think, it is relentlessly interpreting everything that is seen, perceived and experienced. It is led by thought patterns, habits, doctrines, perceptions and conditioning which have been learned and instilled over the lifetime of the person. These behaviors, thoughts, attitudes have been reinforced through repetition, regardless of whether they are good or bad, right or wrong.

Psychology is the science of behavior. As sport and exercise psychologists we are interested in examining, researching and providing theory and evidence based interventions and solutions to cognitive and behavioral difficulties experienced by athletes that impinge their ability to perform to their highest potential. Afflictions of the mind such as experiencing competitive anxiety, dealing and coping with stress, handling pressure and nerves, staying in the present, remaining focused, coping with negative thoughts, the inner critic, low confidence, self-esteem and belief systems are all common issues experienced by athletes regardless of the sporting discipline. Some psychological interventions recommended that are evidence-based to deal with some of these common issues are developing pre performance routines, introducing

Corresponding Author:

Mirza Fahima Beg

Assistant Professor,

Shri Agrasen College,

Mauranipur, Uttar Pradesh,

India

positive self-talk, the use of mental imagery, goal-setting, concentration skills and deep breathing and relaxation exercises.

Procedure

Selection of Subjects

Total one hundred and fifty female college students (n=150), age ranges from 18 to 23 years, were pooled for this controlled experiment from private college located at Gwalior, by employing Fishers random table sampling technique. Making the use of table random numbers all the 150 subjects were selected and divided randomly into two groups viz., group-A (Experimental group) and group-B (Control group). Thus, each group consisted of 75 subjects.

Selection of variables

After revealing the literature the research scholar has selected following psychological variables

1. Stress
2. Aggression

Criterion Measures

1. **Stress:** Questionnaire by Dr. Tajindra Kaur, Dr. Perna Kumar and Prof. Manju Mehta
2. **Aggression:** Scale made by Dr. (Mrs.) G.P. Mathur and Dr. (Mrs.) Raj Kumari Bhatnagar

Administration of questionnaire and collection of the data

A standard procedure was followed to develop a yoga training schedule for the college students.

Group A: i.e. experimental group was given the training program on selected yoga practices and continued to do their regular activities. The researcher took care that the regular college time table is not disturbed. The training in selected yoga practices was implemented by a professionally qualified expert.

Group B: i.e. control group continued with their regular activities and were not allowed to participate in yoga training during the period of experiment. However, while the experimental group practiced yoga, the subjects of the control group participated in some recreational activities.

The experiment was conducted in three phases:

- Pre Test;
- Treatment/Training, and
- Post Test.

Pre test

All the subjects of both the experimental and control groups were pre-tested with the following variables by using standard tools:

Table 1: Shows the Variables and Tools to measure

S. No.	Variables	Tools to measure
1	Stress	Questionnaire by Dr. Tajindra Kaur, Dr. Perna kumar and Prof. Manju Mehta
2	Aggression	Scale made by Dr. (Mrs.) G.P. Mathur and Dr. (Mrs.) Raj Kumari Bhatnagar

Stress

This stress questionnaire contains twenty six questions to be answered with four alternatives i.e. Very often, Often, Sometimes, and Never. The questionnaire provides information in a variety of stress indicators and in this report

they were logically validated. The items relate to almost all the relevant components of the children which cause stress in some way or the other such as, group pressure, responsibility, under participation, powerlessness, poor peer relations, low status, strenuous working condition and unprofitability.

Table 2: Shows Scoring Categories of Responses and Score

Scoring	
Categories of Responses	Score
Very Often	4
Often	3
Sometimes	2
Never	1

Most of us can manage varying amounts of pressure without feeling stressed. However too much or excessive pressure, often created by our own thinking patterns and life experiences, can overstretch our ability to cope and then stress is experienced.

The evaluation is based on following norms

- **26 points or less:** You are least likely to suffer from stress-related illness.
- **27-53 points:** You are more likely to experience stress related ill health either mental, physical or both. You would benefit from stress management/counseling or advice to help in the identified areas.
- **54-79 points:** You are near to the stress showing behavior, mental ill health (depression, anxiety & stress). It is important to seek professional help or stress management counseling. Consult your medical practitioner.
- **80-more than:** You are the most prone to stress showing a great many traits or characteristics that are creating unhealthy behaviors. This means that you are also more likely to experience stress & stress-related illness e.g. diabetes, irritable bowel, migraine, back and neck pain, high blood pressure, heart disease/strokes.

Aggression

This aggression questionnaire contains fifty-five questions to be answered with five alternative i.e. strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. The questionnaire provides information about the aggression with, 0.88 reliability and 0.80 validity. The items relate to almost all the relevant components of the children which causing aggression in some way or the other.

Table 3: Shows the scoring Categories of Responses and score

Scoring	
Categories of Responses	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Agree	1

- **Below 154** - Low aggression
- **155-204** - Average aggression
- **205 and above** - High aggression

After pretest is over, the subjects of experiment and control group underwent

Different training schedules as follows:

- Group-A (Selected Yoga Practices);
- Group-B (only recreational activities);

The yoga training for the experimental subjects and recreational activities for the controlled subjects was imparted daily 60 minutes in the evening, except Sundays and holidays. However, total duration of the experiment was for a minimum period of 12 weeks. Following yogic practices was included in the training intervention:

Table 4: Shows Easy Course of Yoga and Full Course of Yoga

Easy Course of Yoga	Full Course of Yoga
Bhujangasana, Ardha, Shalabhasana, Ardha-Halāsana, Vakrasana, Chakrasana, Paschimatanasana, Yoga-Mudra Omkar Ujjayi Pranayama (with possible alterations keeping in view of "Yoga module")	Sarvangasana, Halāsana, Bhujangasana, Shalabhasana, Dhanurasana, Ardha-Matsyendrasana, Paschimatanasana, Mayurasana, Shavasana, Yoga Mudra, Ujjayi, Bhastrika. (with possible alterations keeping in view of "Yoga module") Kapalbhati

Table 5: Paired samples t-test of experimental group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. deviation	Std. error mean	95% confidence interval of the difference				
					Lower	Upper			
Pair 1	Stress pre Test Stress post Test	10.86667	6.56019	.75750	9.35731	12.3760	14.345	74	.000
Pair 2	Aggression pre Test Aggression post Test	15.72000	8.72022	1.00692	13.71366	17.7263	15.612	74	.000

Table-5 show the results of paired samples t-test on experimental group by relating their pre and post-test scores. It is shown that the variables-stress, aggression, self-concept,

Post test

After completion of the training/treatment period of 12 weeks, the subjects of both the groups were again tested (like pre-test) with the selected variables and data was preserved and processed for statistical analysis.

Statistical procedure

To find out the effects of yoga asana on selected psychological variables, Statistical Package for Social Science (SPSS)

version 20 was used. For testing hypothesis the level of significance was set at 0.05 level.

Results

heart rate, peak expiratory flow rate and systolic blood pressure are significant while the diastolic blood pressure is not significant at 0.05 level of significance.

Table 6: Paired samples t-test of Control group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Stress pre Test Stress post Test	.06667	2.08167	.24037	-.41228	.54561	.277	74	.782
Pair 2	Aggression pre Test Aggression pre Test	.17333	2.47350	.28562	-.39577	.74243	.607	74	.546

Table-4 show the results of paired samples t-test on control group by relating their pre and post-test scores. It is shown in the table that none of the variable is significant in case of control group.

Discussion and Conclusion

The purpose of the study was to investigate the effect of effect of various yogic practices on selected psychological variables on college going female students of private colleges of Gwalior.

For the purpose of the study Total one hundred and fifty female college students (n=150), age ranges from 18 to 23 years, were pooled for this controlled experiment from private college located at Gwalior, by employing Fishers random table sampling technique. Making the use of table random numbers all the 150 subjects were selected and divided randomly into two groups viz., group-A (Experimental group) and group-B (Control group). Thus, each group consisted of 75 subjects.

The statistical results of the study revealed that twelve week yoga Training Programme is effective in improving selected psychological variables (Stress & Aggression).

The statistical results of the study revealed that twelve week yoga Training Programme is effective in improving selected psychological variables (stress, aggression ad self-concept).

The Paired Samples T-test for dependent variables exhibited that there was a significant difference in improving selected Psychological variables (Stress & Aggression) in college female students of private colleges of Gwalior.

Hence the researcher can conclude that twelve week various yogic Training Programme is effective in improving selected psychological variables (stress, aggression).

The Twelve week training programme had significant effect on selected Psychological variables (stress, aggression and self-concept).

psychological variables(stress, aggression were) found 0.00 which is also less than 0.05 by which it can be concluded that twelve week various yogic Training Programme is effective in psychological variables (stress, aggression).

Recommendations

Based on the conclusion, drawn in this study, the following recommendations have been made:

In light of conclusions drawn, following recommendations are made:

- The study may be helpful to assess the effect of Vinyasa on other variables besides selected Psychological variables (stress, aggression).
- The result of the study may be helpful for common

people as well as sports persons.

- It may act as a guideline for Physical Education and Yoga Teachers.
- The results of the study may provide an authentic understanding of practicing Yoga.
- A more vigorous and longer training programme comprising of teaching all kinds of yogic practices can be carried out.
- The study can also be conducted on various age groups and other sex.
- The similar study may be done by increasing the duration of training programme under control conditions.

References

1. Gregor, Maehle". Ashtanga Yoga: Practice and Philosophy" (Paperback). New World Library, 2007. ISBN 1577316061 & ISBN 978-1577316060, 294.
2. John, Scott. "Ashtanga Yoga: The Definitive Step-by-Step Guide to Dynamic Yoga". New York, Three Rivers Press, 2000, 14-17.
3. Komathi R, Kalimuthu M. "Effect of Yogic Practices on Abdominal Strength among School Boys". International Journal Recent Trends in Yoga and Physical Education. 2011; G(9):11-51.
4. Helen Lee M, Marks Valerie E. "Sustained effects of the single-Sex secondary school experience on attitudes, behaviors, and values in college". Journal of Educational Psychology. 1990; 82(3):578-592, Doi: 10.1037/0022-0663.82.3.578.
5. Neethi, Raja, Chidambaram. "Effect of Yogic Practices and Physical Exercises on Muscular Strength Self". International Journal. 2012; 35(38):48.
6. Pathan S, Swaleha. "A Comparative study of students' attitude towards coeducation from single-sex and coeducational Junior College from Pune City," Journal of Arts Science & Commerce. 2011; II(1).
7. Reena Bhansali, Kunjan Trivedi. "Is Academic Anxiety Gender Specific: A Comparative Study," J Soc. Sci. 2008; 17(1):1-3.
8. Singh A. "Effect of Vinyasa Sun salutation on postural deformity". Unpublished Master Degree Thesis, LNUPE Gwalior to Lee, Bryk". Journal of Educational Psychology, 2009, 1989; 81(4):651.
9. Herbert Marsh W. "Effects Single-sex and coeducational schools: A response 653. Doi:10.1037/0022-0663.81.4.651