



Effect of Yoga Asanas on self-concept of Adolescence

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Abstract:

The study aimed to investigate the effects of Yoga Asanas on self-concept of adolescence. The participants were 100 male school going children aged 12-14 from Amravati, Maharashtra. The subjects were divided into experimental and control groups. The study used Self-concept Inventory to assess the participants perceptions. After a year of specific Yoga Asanas activities, the results showed significant improvements in self-concept. The Yoga Asanas group showed superiority to the control group. The study concluded that Yoga Asanas activities can significantly improve self-concept adolescence.

Key word: Yoga Asanas, Self-concept, adolescence, school children, experimental group.

Introduction

An individual is a psycho-physical specimen. The individual's actions are shaped by both physical and mental factors. Yoga asanas serve a significant role in enhancing both physical and mental well-being. Both of them are separate activities. Yoga asanas, originating from ancient Hindu practitioners, represent a traditional Indian framework aimed at promoting mental and physical well-being through a sequence of cognitive, spiritual, and physical activities. Yoga asanas serve as a means to not only cultivate physical and mental well-being, but also foster a sense of fair play and foster the development of individual esthetic ideals and mental acuity. Self-concept and attitudes are intricate elements of the human psyche. Self-concept refers to an individual's perspective of themselves and their attitude, which is an accurate representation of their experiences. It refers to the accumulation of beliefs, emotions, and behavioral tendencies.

In a study conducted by Jadhav (2006), the researcher examined the effects of yoga practices on self-concept in a sample of fifty college students majoring in naturopathy and yogic science, as well as fifty male and female MBBS students. The findings indicate that college students studying naturopathy and yogic science exhibit a higher level of self-concept compared to MBBS students. Morrison and Ibrahim (1981) conducted a study examining the influence of high and low sports performance on the self-concept of athletes. The study involved a sample of 100 athletes from high school and college, as well as 100 non-athletes. A notable distinction was observed between male high school players and non-athletes in terms of their self-concept and self-actualization. In their 2009 study, Deshpande, Nagendra, and Raghuram examined the impact of an integrated yoga module, which included asanas, pranayama, meditation, notional correction, and devotional sessions, on the personality and self-esteem of normal adults. They contrasted this group with a group that engaged in mild to moderate physical activity. The findings of the study indicated that the yoga group exhibited higher levels of personality and self-esteem compared to the physical activity group. The study conducted by Ramiz Arobaci (2009) aimed to evaluate the perception of physical education and academic achievement among a sample of 1240 secondary and high school students in Turkey. The study included a total of 302 male students aged 12-14 years from secondary school, as well as 290 female and 316 male students aged 15-17 years from high school. A measure measuring attitudes towards physical education was administered to all participants, and the findings indicated that attitudes towards physical education and academic achievement exhibited substantial variations based on gender and age. In a study conducted by Tokmakidis (2006), the focus was on examining the attitudes towards exercise and physical activity behaviors among Greek schoolchildren following a yearlong health education intervention. The control group consisted of 49 pupils from the first primary school, while the intervention program involved 29 children in the 6th grade of the 2nd primary school of Agios Stefanos. The purpose of the intervention was to evaluate the effectiveness of the intervention, as well as to examine the attitudes and behavioral factors of the participants. Prior to and following the intervention, all variables were assessed to determine the efficacy of the intervention.

Methodology:

Total one hundred (N=100) male school boys of Amravati, Maharashtra were randomly selected as subjects for the present study. The age limit of the subjects was ranged from 12-14 years. All the subjects were divided into two groups namely yoga asana group (N=50) and control group (N=50). The treatment group was exposed to Padmasana, Vajrasana, Ardhasalavasana, Bhujangasana, Supta Vajrasana, Gomukhasana, Purnasalavasana, Viparitarakani Mudra, Shashankasana, Tadasana, Triyaka Tadasana, Sarvangasana, Halasana, Dhanurasana, Matsyasana, Padahastasana, Ardha Chandrasana, Baddha Padmasana, Paschimottanasana, Janusirasana, Ekpada Uttanasana, Uttanapadasana and Makarasana for 52 weeks. The session of the treatment was one hours daily, six days in a week. Sunday was the rest day for the participants. Self-concept inventory was employed to assess the self-concept of adolescence.

Statistically treatment

The descriptive (mean, SE, SD) and in-dependent *t*-test was employed to find out the effects of the treatment. The level of significance was set at 0.05.

Results

Table 1: showing the comparison of self-concept between experimental group and control group.

Groups	Pre-Test		Post-Test		t-test	
	Mean \pm SE	SD	Mean \pm SE	SD	t -value	p- value
Experimental	116.86 \pm 0.03	10.25	141.74 \pm 0.03	14.71	10.31	0.05
Control Group	116.56 \pm 0.00	9.51	118.04 \pm 0.00	11.73	0.25	NS

Table 1 represents the mean values of pre and post-test for self-concept of all the studied groups i.e. experimental and control groups. The self-concept of experimental group was significantly enhanced after the yogic training intervention. The inferential analysis (independent *t* –test) revealed statistically ($p < 0.05$) group as well as inter individual difference in self-concept between the treatment. In contrast, the control group did not find significant difference in the present study.

Discussion

A significant change in the post perception for self-concept has been found in experimental group. School going boys were involved in school curriculum and within the teaching-learning situation. The self-concept of yoga group was improved significantly but control group was not significantly improved in the present study because self-concept is a person's perception about himself. They include physical, psychological and social attributes, which can influence individual's attitudes, habits, belief and ideas. Yoga asanas contribute a great deal to development of self-concept understand himself and other to direct his own behavior.

Following a yogic training intervention, the study revealed a notable disparity in self-concept between the experimental group and the control group. The experimental group exhibited a statistically significant enhancement in self-concept, as seen by a mean score of 141.74 on the post-test, suggesting a substantial influence of yoga training. There was no substantial alteration in self-concept observed in the control group, suggesting that factors unrelated to yoga training did not have a major impact on it. The research emphasizes the significance of integrating comprehensive therapies, such as yoga training, within educational or therapeutic courses in order to enhance favorable psychological results. By improving one's self-perception, individuals can gain increased self-assurance, adaptability, and contentment, which can greatly impact their personal and academic/professional achievements. Nevertheless, it is important to acknowledge the limitations of this study, which encompass the sample size and demographic features of the participants, as well as the absence of a subsequent evaluation to examine the enduring impacts of yoga training on self-concept. Subsequent investigations ought to tackle these constraints through the use of larger and more heterogeneous samples, the integration of longitudinal methodologies, and the exploration of potential moderators and mediators pertaining to the association between yoga training and self-concept. Yogic asanas play great role for the improvement of self-concept and school attitude which have been reported by Anderson and Freshman (1982), Bhole and Karambelkar (1971), Deshpande, Nagendra and Raghuram (2009), Morison and Ibrahim (1981) and Yadhav (2006), Aerobaci(2009) and Tokmakidies(2006).

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