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Effectiveness of slow and fast suryanamaskar practices on selected psychological variable among school girls

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Abstract

The present study was designed to find out the effectiveness of slow and fast suryanamaskar practices on selected psychological variable among school girls. It was hypothesized that there would be significant differences in the psychological variable study skills among school girls due to the influences of slow and fast suryanamaskar practices. To achieve the purpose of the study, 45 school girls were selected from a Kendra Vidyalaya in Chennai. The Experimental group underwent slow and fast suryanamaskar practices for a period of 12 weeks of one hour duration in the morning. The control group was not exposed to any specific training, but they participated in the regular exercise and activities. The pre-test and post-test were conducted before and after the training for three groups. The data pertaining to the variable collected from the three groups before and after the training period were statistically analyzed by using 'ANCOVA' test to determine the significant difference and tested at 0.05 level of significance.

Keywords: Suryanamaskar practices, study skills & school girls

Introduction

In the modern era, the origin of yoga is not usually given much importance. While 'yoga' has now become a veritable household word, knowledge of its roots escapes most people, even many of those practising it with regularity.

"Historically yoga was more than a particular teaching. Yoga, a way of life, a culture and a lifestyle which encompassed not just techniques, practices or ideas, but also eating habits, bathing habits, prayer, social interaction, and work.

Yoga included a vast body of 'attitudes toward being', an ingrained sense of morality and ethic and it was the bedrock of the personal – social – cosmic order which developed in that part of the earth known as India

Therefore, it is in the ancient Samskrithi (culture) of Bharata that origin of yoga is to be found."- Smt. Meenakshi Devi Bhavanani, "Returning to the Roots; Classical Yoga"

Preadolescents may still suffer tantrums at the age of 13, sometimes leading to rash decisions regarding risky actions. Such decisions may in rare cases result in grave situations such as accidental death.

Some Experts believe that Yoga and Meditation can be a valuable tool for treating Addiction. Although few studies have been conducted on this topic, those that have been done provide favorable results for the use of Yoga and Meditation as a treatment tool. The practice of yogic postures, breathing and meditation can aid recovery from many kinds of addiction. Addicts suffer a great physical, psychological and emotional toll because of their behaviors. The goal of Yoga is to create union among the body, mind and spirit.

Scientific studies have shown that the practice of Yoga has developed the psychological variables like memory, concentration and the skills related to the studies. That is why more and more professionals have started using yoga techniques in students with different behavior and communication.

Statement of the Problem

The present study was to find out the effectiveness of slow and fast suryanamaskar practices on selected psychological variable among school girls.

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Methodology

To achieve the purpose of the study, 45 school girls from Kendra Vidyalaya School Chennai were selected randomly into three groups of 15 subjects each.

The selected subjects were divided in to two experimental group I, II and control group with 15 subjects each in a group. Experimental Group - I underwent slow suryanamaskar practices Experimental Group - II underwent fast suryanamaskar practices and for the period of 12 weeks for

the maximum of an hour in the morning. The control group (CG) was not participating in any specific programme.

Results of Study Skills

The Study skill was measured through Questionnaire by M. Kanchana. The pre and post-test means of the experimental groups and control group statistically analyzed to find out the significance.

Table 1: Computation of Analysis of Covariance of The Two Experimental Groups and Control Group on Study Skills (Scores in marks)

Test	Exp. Gr. I	Exp. Gr. II	Con. Group	Source of variance	Sum of squares	Degree of freedom	Means squares	Obtained F value
Pre-test	27.27	28.00	27.40	between	4.58	2	2.289	0.12
				within	790.53	42	18.82	
Post-test	35.00	34.87	27.53	between	547.73	2	273.87	16.93*
				within	679.47	42	16.18	
Adjusted Post-test	34.97	34.91	27.52	between	550.39	2	275.19	16.76*
				within	673.054	41	16.42	
Mean gain	7.73	6.87	0.13					

*Significant at 0.05 level of confidence. *F(0.05) (2,42 and 2, 41) = 3.23.

The table 1 shows that the pre-test mean scores of Study skills of slow and fast suryanamaskar practices group and control group were 27.27, 28.00, 27.40 respectively and the obtained 'F' value on pre-test scores 0.12 was less than the required table value 3.23 to be significant at 0.05 level. This proved that there was no significant difference among the groups at initial stage and the randomized assignment of the subjects into three groups were successful.

The post-test mean scores of slow and fast suryanamaskar practices groups and control group were recorded as 35.00, 34.87, 27.53 respectively, showed improvement over the pre-test scores. The obtained F value on post-test scores 16.93 was greater than the required table value 3.23. This proved that there was significant difference among the post-test means of the subjects.

The Adjusted post-test mean scores of slow and fast suryanamaskar practices groups and control group were recorded as 34.97, 34.91, 27.52 respectively. The obtained f value of 16.76 of adjusted post-test means was greater than the required table required table value 3.23. This proved that there was significant difference among the means due to twelve weeks training on slow and fast suryanamaskar practices on psychological variable of study skills.

Since significant improvements were recorded, the results were subjected to post hoc analysis using scheffe's confidence interval test. The results were presented in table 2.

Table 2: Scheffe's Post-Hoc Test For Study Skills

Exp. Gr. I	Exp. Gr. II	Control group	Mean difference	C.I
34.97	34.91	-	0.06	0.10
34.97	-	27.52	7.45*	0.10
-	34.91	27.52	7.39*	0.10

*significant

Discussion on the Findings of Study Skills

Table 2 shows that the adjusted post-test mean difference in Study skills between EX.GR-I (slow suryanamaskar practices) and CG and between EX.GR-II (fast suryanamaskar practices) and CG are 7.45 and 7.39 respectively, which were statistically significant at 0.05 level of confidence.

The adjusted post-test mean difference in Study skills between EX.GR-I (slow suryanamaskar practices) and EX.GR-II (fast suryanamaskar practices) was 0.06 which is

statistically insignificant at 0.05 level of confidence.

The findings of the study on Study skills reveal that the experimental groups namely EX.GR-I (slow suryanamaskar practices) and EX.GR-II (fast suryanamaskar practices) had significantly improved after the training. Besides, the results of the study indicated that there was no significant difference between the EX.GR-I (slow suryanamaskar practices) and EX.GR-II (fast suryanamaskar practices).

The pre-test, post-test and adjusted post-test mean values of EX.GR-I (slow suryanamaskar practices), EX.GR-II (fast suryanamaskar practices) and CG on Study skills are graphically presented in Figure 1.

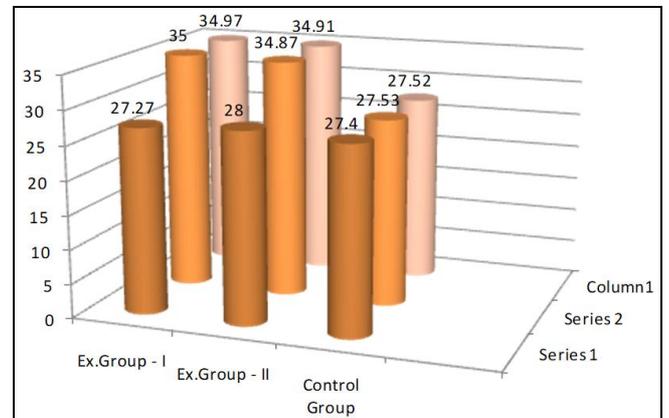


Fig 1: Bar Diagram Showing The Mean Difference Among Experimental Group I, Experimental Group II And Control Group Of Study Skills (Scores in marks)

Discussion on Findings

The results of the study indicated that the experimental group had significantly on the selected dependent variables such as study skills.

The results of the study showed that study skills increased significantly as a result of slow and fast suryanamaskar practices. Hence, the hypothesis was accepted at 0.05 level of confidence. Systematic slow and fast suryanamaskar practices increase the study skills.

Conclusion

1. During pre and post-tests, experimental group exhibited a significant increase on study skills immediately after the

practices than the control group.

2. The slow and fast suryanamaskar practices helped to increase the study skills among the school girls.

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