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Effect of yogic programme on the development of selected psychological variable in youth students

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Abstract

Aim: The Purpose of the study was to find out the effect of yogic programme on the development of selected psychological variables in youth students.

Methods: The study was delimited to the fifty players who had study secondary school, Rewa were selected randomly as the subjects for the study. The age of the subjects were ranging from 14 – 16 years. The subjects were divided into two Groups (Group-A, experiments group; Group-B, control Group) and each Group comprised of 25 Subjects. The Study was further delimited to the assessment of stress by using perceived stress scale Questionnaire developed by Sheldon Cohen. It was hypothesized that there would be no significant effect of yogic programme on the development of selected psychological variables in youth students. For the purpose of analysis of data ANCOVA test was employed to effect of yogic programme on the development of selected psychological variables in youth students.

Result: There was an a significant difference between the experimental and control group in youth students on the scores of stress since the obtained value of 't' (88.68) was higher than the tabulated value.

Conclusion: Statically result shows mean value of control group have more stress in comparison to experimental group means the significant reduction in stress level was obtained among youth students.

Keywords: Stress, yoga, youth

Introduction

Physical education and sports, being an integral part of education, experience the impact of scientific advancements. Now sportsperson are able to give outstanding performances because of involvement of few scientifically substantiated training methods and means of execution of sports exercise such as sports techniques and tactics, improvement of sports gear and equipment as well as other components and conditions of sports training.

योगश्चित्तवृत्तिनिरोधः Yogascitta vritti nirodhah “Yoga is the restraint of the modification of the mind-stuff”- Sage Patanjali (sutra 1.2); translation by Swami Vivekananda. Even though we find the references of yoga in various ancient texts, including the Vedas, Upanishads, the Bhagavad Gita etc, the formal, cohesive philosophical framework of yoga has been given by the Indian sage Patanjali. In his Yoga Sutras, Patanjali has provided the very systematic and cohesive philosophy and teaching of yoga in a highly scientific and objective manner. The yoga sutras of Patanjali (YSP) form the basis for one of the six Hindu schools of philosophy (or ‘shad-darshana’, literally six philosophies) and it forms the very essence of the yoga. The book is a set of 195 aphorisms (sutras), which are short, terse phrases designed to be memorized. Thus in brief, the yoga sutras are very influential work that is just as relevant for yoga philosophy and practice today as it was when it was written. The yoga sutras of Patanjali are also sometimes referred to as “Raj yoga” or the “Royal yoga. (Yoga for total wellbeing, Yoga sutras of Patanjali, 2015). Yoga is an ancient Indian practice of breathing, focus and postures that brings tranquility, health, energy and ultimately a greater connection with oneself. The word yoga in Sanskrit translates as “yoke” or “union” and the origin of yoga can be traced as far as 4500 BC. Yoga is a practice which can be followed by everyone irrespective of age and gender; young children, grandparents, professional athletes and “weekend warriors”. The evidence used to validate the health and wellbeing benefit of yoga is often anecdotal (Yoga and mindfulness programs, 2018) [13].

Psychology literally means “the study of the psyche”. In the western culture, most people would consider themselves to be of sound, and healthy mind unless they are found not to be.

The branches of western medicine of psychiatry and psychology are seen to be beneficial for those who have become mentally sick—otherwise ‘normal’ people who have for some reason or another become unable to function as smoothly as the average person on a day to day. The function of the psychology of yoga is not confined, then, to the sensory, materialistic, emotional experiences of mankind. Because its premise and scope is based upon the universal principles and observations and, the underlying truths beneath the common perceptions, it sees mankind not merely in its transient, earthly form, but in its cosmic, Universal nature. It understands man in the larger schemata of the natural order and tries to perceive and understand his place within the infinite cosmos, and hence provides the necessary tool by which to harmonize one’s material, earthly self (microcosm), with one’s eternal, Universal nature (macrocosm). Only the establishment of yoga (harmony, oneness) within the human psyche—a balanced and conscious mental equilibrium—will reveal health, happiness, peace and prosperity. This is the goal of yoga, and this is the profoundness and power of the yoga psychology (Introduction to yoga psychology, 2011) [6].

Purpose

The Purpose of the study was to effect of yogic programme on the development of selected psychological variables in youth students.

Methodology

The study was delimited to the fifty Male youth students (25 in each group) who had study in Secondary School, Rewa were selected randomly as the subjects for the study. The age of the subjects were ranging from 14 – 16 years. The Study was further delimited to the assessment of stress score of the subjects was obtained by assessment of stress by using perceived stress scale Questionnaire developed by Sheldon Cohen.

It was hypothesized that there would be no significant effect of yogic programme on the development of selected psychological variables in youth students.

The researcher personally visited the venues of competition of different championship and request to coach/manager of the team to permit their respective team member to serve as subjects for the study and also contact personally to the students when they were not busy and request to them to serve as subjects for the study. The researcher personally visited the venues of tournaments, coaching camps and approached the subjects.

Necessary instructions were given to the subjects before the administration of questionnaire. It was clearly explained to the subjects that overall purpose of the study was to allow each subject to acquire deeper insight into her psychological functioning. During test researcher stand with them to clear doubt or to motivate them feel boredom.

Procedure for Training

Table 1: 12 week yogi training programme for participants

Yogic practices week 01	Repetition	Duration	Rest
Prayer	-----	02 min.	-----
Warming up		07 Minutes	
Suryanamaskra	02 times	60 sec	30 sec
Sarvangasana	02 times	15 sec	30 sec
Halasana	02 times	15 sec	30 sec
Ardh Matsyasana	02 times	15 sec	30 sec
Bhujangasana	02 times	15 sec	30 sec
Salvasana (ekpeda)	02 times	15 sec	30 sec
Dhanurasana	02 times	15 sec	30 sec
Paschimottanasana	02 times	15 sec	30 sec
Naukasana	02 times	15 sec	30 sec
Ardha-kurmasana	02 times	15 sec	30 sec
Trikonasana	02 times	15 sec	30 sec
Kapalbhati	3 round	30 strokes	60 sec
Anuloma-viloma *Start from right nostril in winters *Start from left nostril in summer	5 round	10 times with each nostril	--
Savasana	1 time	60 Sec.	--
Cooling down exercises		05 minutes	

Description of perceived stress scale Test

Purpose: The purpose of test will be to measure the perceived stress scale level.

Methods: The questions in the scale ask you about your feelings and thoughts during the last month. In each case, you will asked to indicate by circling how often you felt or thought a certain way.

Scoring

- The questionnaire has 10 items. For each item in the questionnaire one of five responses are possible:
 - Never
 - Almost Never
 - Sometimes
 - Fairly Often
 - Very Often

- Items are scored according following key:

0= Never, 1= Almost Never, 2 = Some times, 3 = Fairly Often, 4= Very Often

Analysis of Data

The objective of the study was to effect of yogic programme on the development of selected psychological variables in youth students ANCOVA test was conducted. The level of significance was fixed at 0.05 level.

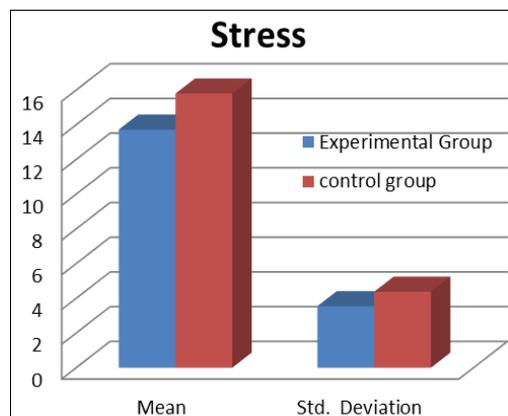
Findings

Various descriptive measures of means for different variable were calculated for original post test condition and have need depicted along with the adjusted post mean by ANCOVA separately for each variable.

Table 1.1: Descriptive Statistics of Post Mean Stress of Treatment Groups among Youth Students

Group	Mean	Std. Deviation	N
Experimental Group	13.72	3.55	25
control group	15.80	4.38	25

Table 1.1 depicts that the original post mean stress of experimental group is 13.72 with a standard deviation of 3.55 and the original post mean of Control group is 15.80 with a standard deviation of 4.38. Thus indicating control group as the highest in stress followed by experimental group.

**Fig 1:** Graphical presentation descriptive statistics of post mean Stress of treatment groups on youth students**Table 1.4:** Pair wise comparison of Mean Stress with Least Significant Difference among Treatment groups

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
Experiment Group	Control Group	-3.65*	.38	.00	-4.43	-2.87

Table 1.4 describe the pair wise comparison of means between experiment group and control group, reveals that mean difference is significant at 0.05 level of significance as p-value (0.000) is less than 0.05.

Discussion of finding

The values of the means and standard deviation for the data on stress in the experimental and control groups during the post testing is shown in table no.1

Further, adjusted means and standard deviation for the data on stress of both groups during post testing have been shown in table no 2. This may be noted that these values are different from that of the unadjusted values shown in table no. 1. The advantage of using the ANCOVA is that the differences in the post-testing means are compensated for the initial difference in the scores. In other words, it may be said that the effect of covariate is eliminated in comparing the effectiveness of the treatment group during post-test.

Table no 3 shows the F-value for comparing the adjusted means of the experimental group during post –testing. Since p-value for the F-static is .00 which is lower than 0.05. so, it is significant.

Since F-statistic is significant, post hoc comparison has been made for the adjusted means of the treatment group which is shown in table no 4. It may be noted here that p-value for the mean difference between experimental and control group is .00 which is less than 0.05 hence it was significant at 0.05 level.

Discussion of Hypothesis

The hypothesis that there will be a no significant effect of

Table 1.2: Descriptive Statistics of adjusted post Mean Stress of Treatment groups in youth students

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experimental Group	12.93(a)	.27	12.38	13.47
control group	16.58(a)	.27	16.04	17.13

Table 1.2 depicts that the adjusted post mean Stress of experiment group is 12.93 and the original post mean Stress of Control group is 16.58. Thus indicating an increase in mean Stress in the control group and decrease in the experimental group.

Table 1.3: Analysis of Covariance for between subject effect among Experimental groups

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Group	159.62	1	159.62	88.68*	.000
Error	84.59	47	1.80		
Total	11712.00	50			
Corrected Total	819.12	49			

It is evident from table 1.3 that, among the Treatment groups i.e. experimental group and control group there exists a significant difference (88.68*) as the p-value (0.000) is less than 0.05. Thus the null hypothesis was rejected at 0.05 level of significance. Since the F-Value is significant, a pair-wise comparison of means has been made in table 1.4.

yogic programme on the development of selected psychological variables in youth students is rejected.

Conclusions

1. In case of youth students, subject showed a significant difference between experimental and control group on stress.
2. Statistically result shows mean value of control group have more stress in comparison to experimental group means the significant reduction in stress level was obtained among youth students.

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