

**EFFECTS OF YOGA COMBINED WITH PSYCHOLOGICAL INTERVENTION
ON PERSONALITY AMONG SCHOOL BOYS**

Sendhil, V. Research Scholar, Dravidian University

Kannappan, R. Ph. D. Associate Professor Of Clinical Psychology, Department Of
Psychiatry, V.M.K.V Medical College &Hospital, Salem.

Abstract

Personality traits are long lasting personal characteristics that influence the one's perception and thoughts and guide actions under various conditions. The present study aimed to investigate the effect of yoga with psychological intervention on personality of students in the age group of 11 to 13 years. For the purpose of investigation 120 students from 6th, 7th and 8th standards from two different schools were randomly assigned into experimental group (n-60) and control group (n-60). In the Pre-post control design, the experimental group was exposed to yoga with psychological intervention to improve their personality traits. The control group was not exposed to the training for the entire period. The teachers rated the School Behavior Checklist for the children (SCHOBL) at before, after and follow up assessments of both groups, besides collecting socio demographic variables. The intervention focused on enhancing their personality traits such as extraversion, attitude towards school work, agreeableness, emotional stability and openness of the students. The yoga intervention was conducted for a period of six months covering a total of 40 sessions. The psychological approach included counseling sessions which were conducted one to one and one to group for taking right decisions. The results have shown that the experimental group had significantly high scores on personality such as extraversion, attitude towards school work, agreeableness, and emotional stability when compared to the control group. The experimental group maintained the effectiveness and had significant changes in overall score of the scale at follow-up assessment. The yoga combined with psychological intervention is effective in increasing the personality of school going students.

Key words: Students, personality, Yoga with psychological intervention

Introduction: Yoga is the union of mind and body and the control of modifications of mind. The effects of yoga have been found in numerous studies in children. People, who exercise yoga, frequently report a sense of deep relaxation, calm and happiness at the end of a yoga session (Monk-Turner & Turner, 2010). It increases muscular strength, flexibility, range of motion, energy and sleep quality. Yoga also improves hormone levels, immune response, cardiovascular health and respiratory functions (Pilkington et al., 2005).

Five systematic reviews have shown that yoga has positive effects on depression (Cramer et al., 2012; Ten Damme, 2013; Mehta and Sharma, 2010; Uebelacker, et al., 2010). It is also effective for relieving stress and anxiety conditions that impact physical and mental health conditions (Long, Huntley, & Ernst, 2001). Furthermore, positive effects of yoga have been seen on well-being and satisfaction with life (Impett, Daubenmier & Hirschman, 2006). The present study relates effects of yoga with personality in students. In Indian contemplation unilateral development of Personality has not been given any importance. Special emphasis has been laid to the development of mind and soul along with the body. Yoga is a science that aims at the total development of personality of youths and adults. Personality is an individual's characteristic style of behaving, thinking, and feeling (Schacter, Gilbert, & Wegner, 2009). It has been demonstrated to influence individual behavior and performance (Barrick, & Mount, 1991). It is not only the physical and mental aspect but also the behavior or adjustment to the surroundings of an individual. It develops gradually from the childhood to adulthood and may affect or get influenced by various factors like genetic, social and environmental factors. Pre-adolescent period is the best time to shape and determine one's destiny. Children can channelize their energy in a right direction to make them responsible human beings. Yoga is one intervention mentioned by Pallant (2000), as being directed at increasing control over one's physical reactions. Preadolescence is a transitional stage to adolescent where the individuals undergo marked physiological, psychological and social changes in the process of growing from an adolescent into an adult. During developmental stage, they need proper guidance for directing their energy to enhance their positive personality traits to understand and appreciate moral and ethical values of life. School, the social institution to which virtually all students are exposed to two primary functions: maintenance-actualization and skills training / cultural transmission. All students must construct a set of values that will help them function successfully as adult members of society. Yoga aims at bringing good health and equanimity of mind to its practitioners at all times under various pressures and tension. The equipoise resulting from yogic exercises enables the practitioner to see the problem as it is in all its manifestations. This openness of mind allows them to receive and reconcile contradictory ideas and suggestions in solving the problems. The physical exercise, part of yoga, enables the individual to maintain their health by going to its roots.

Yoga develops physical, mental, intellectual, emotional and spiritual components, thus building up a well- rounded personality traits in the students.

Yoga focuses on the development of the individual in a) Physical level which makes the bodywork more efficiently by directing the energies in the most controlled fashion. b) Mental level which enhances the power of imagination, creativity and will power of the mind, c) Intellectual level that enhances the power of sharpness and comprehensive development of the intellect with powerful concentration and d) Emotional level which enables to systematically sharpen and sensitize their emotions. The present study focuses on yoga with psychological intervention of school students

Objectives: The objectives of the present study were to

- I. measure the personality traits of experimental and control groups of pre and early adolescents at before, after and follow up assessments,
- II. To find out the effects of yoga with psychological intervention at before and after assessments of the experimental and control groups on the personality traits.
- III. To examine the effects of yoga with psychological intervention at after and follow up assessments of the experimental group on the personality traits.

Method: Design: pre-post control design was used to the two groups, i.e. experimental and control groups of the students in the present study.

Setting: In the school based training, the male students who were willing to participate in the yoga with psychological intervention were selected. They got permission from their parents for undergoing the training for a minimum period of 6 months. The students who used any substance, major medical or psychiatric illness were excluded. All the students were informed about the study and they consented to participate in the study. Care was taken not to share what training the experimental group received throughout the period. Teachers filled out checklist that the School Behavior Checklist for children: (SCHOBL) at before, after and follow up assessments.

Study participants: The study subjects were students studying in 8th, 9th and 10th standards in two different schools and they were in the age group of 11 to 13 years. The groups of these students were randomly selected for the experimental group (received the yoga with psychological intervention) and the control group (did not receive the

intervention). Each group consisted of sixty willing students who were from in and out of Puducherry.

Materials: Socio demographic variables such as age, order of birth, number of sibling, types of family, parents' education and income, were collected from the experimental and the control groups of students in the present study.

School Behavior Checklist for children: (SCHOBL) It consisted of 52 items concerning children's concrete, visible, school behavior. Each item consisted of two bipolar behavioral descriptions which were each other's opposites. Teachers were supplied with rating sheets for the children selected from their classes. The sheets contained the 52 bipolar behavior characteristics to be rated. Teachers were asked to read both behavioral characteristics carefully, and to refer to the description when in doubt as to the meaning of one of them. Between item poles there was a six-point rating scale printed, for example: Talked a lot 3 2 1 ± 1 2 3 Hardly said a word. In this rating scale, the teacher had to make two decisions: (1) which of the two opposite descriptions characterized the student better, and (2) for the chosen description, the degree to which the characteristic was present in the student fully (3); to a reasonable extent (2); or just better than the opposite behavior (1). Thus, the teacher had to make two rating choices. First, he had to choose which behavioral description was best for the particular student (forced choice). Second, he had to nuance this choice: the chosen description fits fully, reasonably, or only a little. Teachers were warned not to rate in between the two utterances. They were also warned to be cautious in using the extremes of the checklist. They were told that most children would be expected to fall in the categories (1) and (2). They were asked to rate the behavioral characteristics that were generally visible in the student. " Don't think too long about your answer, your first impression is often the best" was added to the instruction. Before the rating procedure started, teachers had to fill in three practice ratings, which had written explanation about the choices (1), (2), and (3) for both sides of the item (Resing etal, 1999).

Intervention: Pilot study was conducted for feasibility of the training and the checklist, English with Tamil version, were used twice after (15 days) for test- retest reliability of the checklist. The yoga sessions were handled by the researcher and his assistant, physical education teacher. The physical education instructor had the experience of yoga practice and demonstrated the yoga techniques. The students were divided into six groups and the strength was 10 for the yoga training. This was done for giving individual attention to the

students. The yoga trainer changed the sequence of the yoga every 15 days. The sequence had counter poses and rest was inbuilt. It was important to place the yoga postures interesting for the students and with breathing practices. The set of asanas followed by pranayama and meditation was given to the students. All the students were taught the various steps of surya namaskar in addition to the set of asanas. The intervention was conducted for six months covering a total of 40 sessions. The students were monitored while they practiced yoga. The psychological approach included counseling sessions which were one to one and one to group for taking right decisions. This emphasizes the importance of individuals actively constructing their own knowledge and understanding. This shows that the students were developing their own internal standards. These could help participate in goal setting, making decisions, and engaging in cooperative learning activities.

The school behavior checklist for children were administered to the control group at before and after assessments and to the experimental group at before, after (6months) and follow up (2 weeks) assessments. Care was taken to check the filled in scales by the teachers for its completeness. The school authorities well cooperated for the study. Methods of practicing right attitude, methods to alter the negative thoughts, methods to get over self motivated were the main themes of the sessions.

Results: Collected data from the groups were analyzed by using SPSS package to find out percentage, mean, standard deviation and t value of these groups.

Table 1 Socio Demographic variables of the experimental and control groups.

S.no	Variables	Divisions	Control group		Experimental group	
			n	%	n	%
1	Age	11 years	18	30.00	20	33.33
		12 years	25	41.67	21	35.00
		13 years	17	28.33	19	31.67
2	Order of birth	1st	28	46.7	29	48.3
		2nd	23	38.3	22	36.7
		>3rd	9	15.0	9	15.0
3	Father's education	Primary			5	8.3
		High School & Hr. Sec.	21	35.00	24	40.0
		Graduate	39	65.00	31	51.7
4	Mother's education	Illiterate	-	-	5	8.33
		High School & Hr. Sec	19	31.67	21	35.00
		Graduate	41	68.33	34	56.67
5	Father's occupation	Company	36	60.0	10	16.7
		Skilled Worker	13	21.7	11	18.3
		Unskilled Worker	10	16.7	29	48.3
		Other Works	1	1.7	10	16.7

6	Mother's occupation	House Wife	21	35.0	24	40.0
		Skilled Worker	4	6.7	4	6.7
		Unskilled Worker	10	16.7	11	18.3
		Other Works	25	41.7	21	35.0
8	Annual Income	Less than 1 lakh	1	1.7	8	13.3
		1 lakh to 1.5 lakhs	27	45.0	35	58.3
		1.5 lakhs to 2 lakhs	27	45.0	15	25.0
		More than 2 lakhs	5	8.3	2	3.3
7	Residential Status	Semi-Urban	17	28.33	39	65.00
		Rural	43	71.67	21	35.00
8	Type of Family	Joint family	29	48.33	24	40.00
		Nuclear family	31	51.67	36	60.00

The high lights of socio demographic of variables are presented in the table 1. It shows that among the control (41.67%) and experimental (33.33%) groups of students were in the age-group of 11 years; 41.67% and 35% were in the age group of 12 years and 28.33% and 31.7% were in the age group of 13 years. Most of the control (46.7%) and experimental (48.33%) groups of students were first born child. Majority of the control (65%) and experimental (51.7%) groups of students had the fathers' education of graduate as well as mothers too had the education of graduate (68.3%) and (56.67%) respectively. Most of the control (60%) and experimental (48.3%) groups of students had their fathers working in companies and unskilled workers respectively. Mothers were mostly working in different fields. Most of the control (60%) and experimental (48.3%) groups' family income were between 1 to 1.5 Lakh per annum. High percent of the control (71.7) and the experimental (65%) groups were from rural and semi-urban areas. Most of the control (51.67%) and experimental (60%) groups were from nuclear and joint families.

Table 2: Shows the Mean And SD Scores Of The Personality Traits At Before Assessment Of The Groups

S.no	Subscale	Control group		Experimental group		
		Before		Before		
		X	SD	X	SD	t-value
1	Extraversion	2.90	1.60	2.92	1.48	0.07
2	Attitude towards school work	7.10	4.48	7.93	4.16	1.06
3	Agreeableness	5.22	13.49	5.17	13.86	0.02
4	Emotional stability	4.83	3.89	4.77	3.54	0.10
5	Over all	20.05	16.67	20.78	17.01	0.30

The above table shows that there are no significant changes in the t-values of the experimental and the control groups in conduct, emotional and learning behaviour and overall score of the checklist at the before assessment of the groups. This indicates the baseline values of these two groups in personality have no difference.

Table 3: Shows the Mean And SD Scores Of The Personality Traits At Before And After Assessments Of The Groups.

S.no	Subscale	Control group		Experimental group		
		Before		After		
		X	SD	X	SD	t-value
1	Extraversion	2.90	1.60	5.57	1.64	7.30*
2	Attitude towards school work	7.10	4.48	11.90	2.28	4.12*
3	Agreeableness	5.22	13.49	12.62	2.08	6.75*
4	Emotional stability	4.83	3.89	8.65	1.20	7.98*
5	Over all	20.05	16.67	38.73	3.73	9.05*

*P<0.01

Mean and standard deviation were calculated to facilitate the comparison of the two groups. i.e. control and experimental groups. The main analysis of the data was to determine the significance of mean difference between these groups after the intervention in personality traits. The mean value of the experimental group was significantly higher than the control group indicating effectiveness of the intervention in the students on personality traits. The results indicate the changes that the students, who are extravert talks a lot, are very active, cheerful and open; show more initiative, self-confident, and dominates other children. High scorers are more frank, active, and energetic students. Students' behaviours are concerned learning and application at school: the students with a positive attitude towards school work are able to concentrate more on his work for a longer time, and have a constant level and tempo of performance; they are dedicated to his school work, and are orderly and conscientious. Agreeableness consists of behaviour descriptions concerning interactions with others. It has a good and a bad polarity. There has been increase in good-heartedness and generosity; calm and compliable, critical and egocentric with assenting and altruistic. Emotional stability describes that the students deal with emotional aspects of behaviour effectively. Some example are such as cry easily, over concerned about everything, make a problem of everything, and easily upset.

Table 4: Shows the Mean and SD Scores Of The Personality Traits At After And Follow Up Assessments Of The Groups

S. no	Subscale	Experimental group		Experimental group		
		After		Follow up		
		X	SD	X	SD	t-value
1	Extraversion	5.57	1.64	5.67	1.51	1.29
2	Attitude towards school	11.90	2.28	12.90	1.73	3.82**

	work					
3	Agreeableness	12.62	2.08	12.78	1.80	1.56
4	Emotional stability	8.65	1.20	8.78	1.38	1.11
5	Over all	38.73	3.73	40.13	3.50	4.62*

*P<0.01

The analysis was to determine the significance of mean difference between after and follow up assessment of the experimental group. There was a significant difference between at after and follow up assessments in attitude towards school work and overall score of the experimental group of the students.

Discussion: Yoga is a means to attain holistic well-being for the self and society and also transforms people to be socially sensitive. This may increase the likelihood of children engaging in civic activities and shaping a better society (Hagen, & Nayar, 2014). The goal of yoga shows that it is a holistic way of life leading to a state of complete physical, social, mental, and spiritual well-being and harmony with nature. The results show that yoga has a statistically significant and substantial positive effect on the primary outcome of personality. At baseline level, there was no significant difference between the experimental and the control groups in personality traits such as extraversion, attitude towards school work, agreeableness, emotional stability and overall score of the students. After the intervention, there were the significant difference between the groups in personality traits such as extraversion, attitude towards school work etc of the students. The yoga with psychological intervention changed the students of experimental group in personality traits. The increase in the tendency of extraverts that indicate talking a lot, being very active, cheerful and open; showing more initiative, self-confident, and dominates other children. The high scorers are more frank, active, and energetic students. The students' behaviours are concerned with learning and application at school. the students who have a positive attitude towards school work are able to concentrate more on his work for a longer time. Moreover, they have a constant level and tempo of performance; they are dedicated to his school work, and are orderly and conscientious. Agreeableness consists of behaviour descriptions concerning interactions with others. There has been increase in good-heartedness and generosity; calm and compliable, critical and egocentric with assenting and altruistic. Emotional stability describes that the students deal with emotional aspects of behaviour effectively. These are like cries easily, over-concerned about everything, makes a problem of everything, and easily upset. The

research supports the earlier findings of DeNeve Baylor, K.M. (1998); Semwal et al, 2014; Jayanti et al, 2014; Kannappan & Lakshmi Bai, (2008); Swami Vivekananda, (1996). Besides, the students report that their concentration and memory of the students who have received the training improved much.

Conclusion: The students of the experimental group who were trained in the intervention are more frank, talkative, and cheerful, and open initiative, self-confident, and energetic students. They are able to concentrate more on his work for a longer time, and have a constant level and tempo of performance. They concern good interactions with others and enhance in good-heartedness and generosity; calm and compliable, critical and egocentric with assenting and altruistic. They also deal with emotional aspects of behaviour effectively when compared to the students of the control group. The intervention is effective in increasing the personality traits of the students. The study makes a recommendation to the introduction of yoga in the educational system to give the students an opportunity to develop their physical, mental, intellectual and emotional dimensions for the building of a harmonious personality.

References

- Barrick, M. R.; & Mount, M. K. (1991). The Big-Five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44: 1–26.
- Cramer, H., Lange, S., Klose, P., Paul, A., & Dobos, G. (2012). Yoga for breast cancer patients' survivors: A systematic review and meta-analysis, *BioMed Central Cancer*, 12, 412.
- DeNeve Baylor, K.M. (1998).The Happy Personality: Traits and A Meta-Analysis of Personality Subjective Well-Being, *Psychological Bulletin*, 124(2), 197-229
- Hagen, I., & Nayar, U.S. (2014).Yoga for children and young people's mental health and well-being: research review and reflections on the mental health potentials of yoga, *Front. Psychiatry*,26, 35-42.
- Impett, E.A., Daubenmier, J.J., & Hirschman, L.A. (2006). Minding the Body: Yoga, Embodiment, and Well-Being. *Journal of Sexuality Research & Social Policy*, 3 (4), 39-48.
- Jayanti, S., Ruchi, J., Surekha, K. & Kandpal, S. D. (2014). Effects of Yoga training on Personality of school students, 26 (1), 98-102.

- Kannappan, R., & Lakshmi Bai, R. (2008). Efficacy of Yoga-Cognitive Training and Human Relationship Training for Maladjustment Behavior in Deviant Boys, *Journal of the Indian Academy of Applied Psychology*, 34, 60-65
- Long, L, Huntley, A., & Ernst, E. (2001). Which complementary and alternative therapies benefit which conditions? A survey of the opinions of 223 professional organizations. *Complementary Therapies in Medicine*, 9 (3), 178-185
- Monk-Turner, E. & Turner, C. (2010). Does yoga shape body, mind and spiritual health and happiness: Differences between yoga practitioners and college students, *International Journal of Yoga*, 3 (2), 48-54
- Mehta, P., & Sharma, M. (2010). Yoga as a Complementary Therapy for Clinical Depression, *Journal of Evidence-Based Complementary & Alternative Medicine*, 15 (3), 156-170.
- Pallant J. (2000). Development and Validation of a Scale to Measure Perceived Control of Internal States. *Journal of Personality Assessment*, 75, 308-337.
- Pilkington, K., Kirkwood, G., Rampes, H., & Richardson, J. (2005). Yoga for depression: The research evidence, *Journal of Affective Disorders*, 18 (3), 13-24.
- Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2009). *Psychology*. Worth Publishers: New York
- Semwal, J., Juyal, R., Kishore, S., & Kandpal, S.D. (2014). Effects of Yoga training on Personality of school students, *Indian Journal of Community Health*, 26(1):98-102
- Swami Vivekananda, (1986). *Karma Yoga-The complete Works of Swami Vivekananda*, Union Press: Calcutta.
- Resing, W.C.M., Bleichrod, T.N & Dekker, P.H. (1999) Measuring Personality Traits in the Classroom; *European Journal of Personality*, *European Journal of Personality*, 13: 493-509.
- Ten Damme, D. (2013). Het effect van yoga op de mate van depressie. *En systematische review*. url: <http://purl.utwente.nl/essays/63198>
- Uebelacker, L. A., Epstein-Lubow, G., Gaudiano, B. A., Tremont, G., Battle, C. L., & Miller, I. W. (2010). Hatha yoga for depression: Critical review of the evidence for efficacy, plausible mechanisms of action, and directions for future research, *Journal of Psychiatric Practice*, 16 (1), 22-33.