

A COMPARATIVE STUDY OF YOGIC TREATMENT ON SOCIABILITY AMONG REGULAR AND DROPPED OUT SCHOOL BOYS

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ABSTRACT

The purpose of the present study intended to find out of effects of yogasanas on sociability of Regular and dropped-out school boys. The investigators have also made an attempt to assess the superiority among experimental groups. Total one hundred and fifty (N=120) regular and dropped out school boys of District Howrah, West Bengal State were selected at randomly as subjects for the present study. The age limit of the subjects was 14-16 years. All the Regular school boys (n=60) were divided into two equal groups such as Gr. RY was experimental group and Gr. RC served as control group. Selected Dropped-out school boys (n=60) also divided into two equal groups such as Gr. DY was experimental group and group Gr. DC served as control group. Sociability Questionnaire designed by Jonathan which was employed as an adapted form to all the subjects of Gr. RY, Gr. DY, Gr. RC and Gr. DC and thereafter specific yogic treatment was given to Gr. RY and Gr. DY for four day in a week and continued three months and finally the subjects were retested on criterion measures. The data were analysed by paired t-test to find out the effects of the treatment. The results of the present study showed that the social ability was improved significantly at .05 level of confidence among Gr. RY and Gr. DY group after three months yogic treatment. Sociability of Gr. RY and Gr. DY were improved significantly after three months treatment.

Keywords: Yoga, sociability, self-concept, social-anxiety.

1. INTRODUCTION

Yoga is a science of right living and as such, is intended to be incorporated in daily life. It works on all aspects of an individual viz. the physical, vital, mental, emotional, psychic and spiritual (Jee, 2012). The science of yoga has always been dedicated to the physical, mental and spiritual health of all mankind not to

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particular religion or nationality throughout the world. The word yoga means the communion of the petty self with the universal self. Prior it is recognised that psychology is the science of the psyche or soul. Therefore yoga psychology signifies the science of unification of the lower self with the higher one (universal self), the union of the jivatman with the Paramatman so to speak (Prajnanand, 1967). Practically, Yoga is harmony in all walks of life. It is an art and science of healthy living.

In accordance with the culture, social system and environmental factors and its mental set Indians frequently use yoga as the means of getting relief from the bondage of physical, mental and spiritual spirit. Surprisingly, use of yoga for health is frequently used in USA also according to the 2007 National Health Survey (NHIS), which included a comprehensive survey of CAM used by Americans Yoga is one of the top 10 CAM modalities used. More than 13 million adults had used yoga in their life. The 2007 survey also found that more than 1.5 million children used yoga in the year (Barnes, Bloom, & Nahin, 2008).

Sociability refers to the skill, tendency or property of being sociable or social, of interacting well with others ability or characteristic of a person who deals easily with social performance situation (Thakur, 2013). Sociability includes psychological and social attributes, which can influence individual's attitudes, habits, beliefs and ideas (Khalsa, Hickey-Schultz, Cohen, Steiner, & Cope, 2012; Ahsan, 2014). You can say sociability is a personality trait, the ability to be fond of the company of others, people who are sociable are inclined to seek out the opportunity of social contact with others. Knowledge about self, like self-esteem, self-efficacy, self-concept helps an individual to mingal with society or group (Khan, Ali, & Ahmed, 2014; Ahsan, 2014). Yoga contributes a great deal to the development of socialization utilized by an individual to understand himself and others, to direct his own behavior (Burton, 1971). School going boys are in school curriculum, school discipline, good peer group, most of cases, they are good socio-economic condition and good family environment but school dropped out boys were not above condition (Rumberger, 1995).

Yogic practices help the students achieve mental, emotional and physical balance. Yoga improves fitness, promotes relaxation, develops self-concept, self-confidence, positive attitude, etiquette, empathy and sociability and reduces stress as well as anxiety (Khan, Ali, & Ahmed, 2014; Ahsan, 2014). Social ability refers to the ability or characteristic of a person who deals easily with social performance situation.

The purpose of the present study intended to find out the effects of yogasanas on sociability among regular and dropped-out school boys. The investigators have also made an attempt to assess the superiority among experimental groups.

2. METHODS AND MATERIALS

2.1 Subjects

Total 120 (60 regular and 60 dropped-out) school boys of Howrah, West Bengal, India were selected as subjects for the study. The age of the subjects was ranged from 14-16 years. Regular school boys (n=60) were further divided into two equal groups such as Gr. RY (n=30) and treated as experimental group, and Gr. RC (n=30) served as control group. Dropped-out school boys (n=60) also divided into two equal groups as Gr. DY (n=30) which is known as experimental group and remaining Gr. DC (n=30) served as control group.

2.2 Tools

The Sociability Questionnaire was designed by Jonathan, and Associate was used in the study. The questionnaire was employed as adapted form and standardized by experts of psychologist and statistician. The test was constructed with five categories of information that are related to socialization. These categories are: (i) Concept and self, (ii) Social anxiety, (iii) Feelings toward parents and degree of independence, (iv) Knowledge of social etiquette, and (v) Empathy.

2.3 Procedure

Sociability questionnaire used to all the subjects of Gr. RY, Gr. DY, Gr. RC and Gr. DC and thereafter specific yogic treatment was given to Gr. RY and Gr. DY for four days in a week and continued three months and finally the subjects were retested on criterion measures.

2.3.1 Treatment Consists of Following Yogic Treatment

2.3.1.1 Asanas: Padmasana, vajrasana, salavasana, shashankasana, triyaka tadasana, bhujangasana, supta vajrasana, gomukhasana, viparitarani mudrasana, sarvangasana, halasana, dhanurasana, chakrasana, matsyasana, padahastana, ekpadasana, ekpada paschimottanasana, janusirasana, uttanapadasana, pavanuktasana and makarasana were considered as element of the treatment. The subjects of Gr. RY and DY were practiced savasana and makarasana as a means of relaxation for 30 sec before and after practice of each asana, pranayama and kriya during treatment. Duration and repetition and degree of difficulty were increased gradually at four phases during the treatment season.

2.3.1.2 Pranayama: Anulama biolam, chandra bhedana, surya bhedana.

2.3.1.3 Kriya: Kapalabhati and Trataka.

2.4 Statistical Analysis

All the data of sociability was collected from Gr. RY, Gr. RC, Gr. DY and Gr. DC and it was analysis by t-test and level of significant was set up at .05 level of confidence. To be significant t-values should be greater than 2.04.

3. RESULTS

Sociability scores of all the groups were analyzed by *t*-test and level of significance was set up at .05 level of confidence.

Table 1: Group means increase in sociability among Gr. RY and Gr. RC after three months treatment

Variable	Type of test	Gr. RY (n=30)			Gr. RC (n=30)		
		Mean	SD	<i>t</i>	Mean	SD	<i>t</i>
Sociability	Pre-test	18.63	1.56	5.28*	18.55	1.80	0.002
	Post-test	23.83	1.55		20.3	1.89	
*Significant				Tabulated $t_{0.05(28)} = 2.05$			

Table 1 represents the mean values of pre and post test for sociability of Gr. RY and Gr. RC. The mean values of pre-test and post-test of Gr. RY were 18.63 and 23.83 respectively. On the other hand, the mean values of pre-test and post-test of Gr. RC were 18.55 and 20.3 respectively. The *t*-value of sociability of Gr. RY was 5.28 and the *t* value of Gr. RY in relation to improvement of sociability was significant at 0.05 level of confidence after three months treatment. The *t*-value of sociability of Gr. RC was 0.002. To be significant at 0.05 level of confidence the *t*-value should be greater than 2.04. The *t*-value of Gr. RC was not improved significantly at 0.05 level of confidence after one year treatment.

Table 2: Group means increase in sociability among Gr. DY and Gr. DC after three months treatment

Variable	Type of test	Gr. DY (n=30)			Gr. DC (n=30)		
		Mean	SD	<i>t</i>	Mean	SD	<i>t</i>
Sociability	Pre-test	15.63	1.88	5.71*	15.76	1.68	0.016
	Post-test	20.86	1.83		16.73	1.72	
*Significant				Tabulated $t_{0.05(28)} = 2.05$			

Table 2 represents the mean values of pre and post test for sociability of Gr. DY and Gr. DC. The mean values of pre-test and post-test of Gr. DY were 15.63 and 20.86 respectively. On the other hand, the mean values of pre-test and post-test of Gr. DC were 15.76 and 16.73 respectively. The *t*-value of sociability between pre and post test of Gr. DY was 5.71 and the *t*-values of Gr. DY in relation to improvement of sociability were significant at .05 level of confidence after three months treatment. The *t*-values of sociability between pre and post test of Gr. DC were 0.016. To be significant at .05 level of confidence the *t*-value should be greater than 2.04. The *t*-value of Gr. DC was not improved significantly at .05 level of confidence after one year treatment.

Table 3: Comparison of mean gain in sociability of Gr. RY and Gr. DY after three months treatment

Group Compared	Sociability		
	Mean	SD	<i>t</i>
Gr. RY	5.2	0.55	0.04
Gr. DY	5.23	0.50	

Table 3 represents the comparison of mean gain in sociability among Gr. RY and Gr. DY after three months treatment. Mean values of Gr. RY and Gr. DY were 5.2 and 5.23 respectively in sociability. The *t*-values between Gr. RY and Gr. DY was 0.04 and the *t* values between Gr. RY and Gr. DY in relation to improvement of sociability were not significant at .05 level of confidence after three months treatment. Significant at 0.05 level of confidence *t*-values should be greater than 2.04.

4. DISCUSSION

Results of the study documented that experimental group improved sociability significantly at .05 level of confidence. In this study school dropped out boys who were received yogic treatment for three months improved self-concept, reduce social anxiety, develop the knowledge of social etiquette and improved empathy. They also developed the good and positive feelings about their parents and country. Ekeland, Heian, Hagen, and Coren, (2005) have reported that yogasanas have greater impact on sociability as well as self-concept and self-esteem.

There were many reasons for school dropped-out and these were employment, avoid bullying, family emergency, poor grades, depression and other mental illnesses, bad environment and lack of freedom. The consequences of dropping out of school can have long-term economic and social repercussions. Students who drop out of school in the India are more likely to be unemployed, homeless,

receiving welfare and incarcerate. That might be one reason for such sort of findings.

5. CONCLUSIONS

Under the conditions of the present study the results seemed to conclude that the following:

- The significant improvement of social ability was observed by administering three months treatment of yogic practice among regular school boys but no significant improvement was observed among control group in comparison of sociability after three months treatment.
- The significant improvement of social ability was observed by administering three months treatment of yogic practice among dropped-out school boys but no significant improvement was observed among control groups in comparison of sociability after three months treatment.

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