



EFFECTS OF YOGA NIDRA PROGRAMME WITH TRADITIONAL COACHING OF VOLLEYBALL SKILLS OF COLLEGE AGE MALE PLAYERS

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Abstract

The purpose of the present study is to find out effectiveness of ICT programme and Yoga Nidra programme along with traditional teaching method of volleyball skills. To achieve this purpose researcher selected 45 college age volleyball male players (mean age=19.8 \pm 0.561) in Nashik. They were assigned into three equal groups (n=15 in each group) viz., group A (Traditional training group), group B (Traditional training along with ICT programme) and group C (Traditional training along with ICT programme & Yoga Nidra programme). For teaching Volleyball skills three different training methods were used. Traditional teaching method was used to coach volleyball pass and services to A group; for coaching same skills to other group (B) along with traditional method audio-visual aids were used while for coaching third group (C) combination of Yoga Nidra programme, and use of audio-visual aids will be one along with traditional method. AAHPER (1996) passing test and serving tests were administered before and after implementing four weeks of training. The scores of these tests were compared by using ANOVA and Scheffee's post-hoc test. It is concluded that, both use of ICT and Yoga Nidra + ICT programmes along with traditional method of teaching are effective over traditional teaching method and it is also concluded that Yoga Nidra programme is most effective over rest of the two methods.

Keywords: Yoga Nidra, traditional teaching method, ICT, Volleyball skills.



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Introduction:

Training is essential for learning and better performing of movable skills (Vertestin, and Gaulter, 1995). Training can be organized in various forms. Variability in practice should be taken into consideration in the training organization; this variability refers to a variety of environmental features that students experience during the practice of skills (Magil, R.A., 2000). There are different methods of training or coaching basic skills of volleyball. While training volleyball to beginner players most of the time traditional teaching method including demonstration and instruction is often seen. Now a days in technologically advanced age use of ICT in classroom teaching is practiced everywhere. The instructional media is considered one of the most concepts related to teaching technology since it is not only a helpful means, but also has become a part of the teaching process to achieve its goals (Alhasan and Altayeb,

2011). The instructional media is divided into three types: visual aids, hearing aids, and a combination of visual and hearing aids. Visual aids were used in the field of teaching sports games such as volleyball, since it was shown that using visual aids has a significant and effective role in teaching difficult sport skills (Abdul Hussein, 1994). Some researchers (Dale, 1996; Maduna 2002; Quarcoo-Nelson, Buabeng, and Osafo, 2012) have recommended relying on the usage of visual and auditory sense organs in the teaching process since 85% of the learned skills are transferred to the brain through these senses. According to Ouellette (2004), words may easily be forgotten but mental pictures will be remembered for a longer period of time. For that, it is therefore important to prepare illustrative materials and short demonstrations, or other visual materials that are effective means to improve students' comprehension and information retaining.

Yoga nidra is a systematic method of inducing complete physical, mental and emotional relaxation. The term yoga nidra is derived from two Sanskrit words, yoga meaning union or one-pointed awareness, and nidra which mean sleep. During the practice of yoga nidra, one appears to be asleep, but the consciousness is functioning at a deeper level of awareness. In this threshold state between sleep and wake-fullness, contact with the subconscious and unconscious dimensions occurs spontaneously (Swami Satyananda Saraswati, 2008) Yoga nidra improves knowledge; It develops memory & creativity; It transforms one's nature; It leads to the higher states of concentration and samathi; It enables one to receive intuitions from the unconscious mind. It awakens the psychic body; It brings deeper layers of the psyche into conscious experience; The central nervous system – Sushumna nadi awakens the brain completely. It is a method of auto suggestion. It can be used to correct bad habits or attitudes. So the practice of Yoga Nidra may have been effective in training skills and in process of skill acquisition. Hence researcher decided to study the impact of *Yoga Nidra* programme along with traditional teaching and ICT programme for training volleyball skills.

Objectives of the study:

- To find out the effect of traditional training on volleyball under arm passing and serving skill.
- To find out the effects of traditional training and ICT programme on volleyball passing and serving skill.
- To find out the effects of traditional training, ICT programme and *Yoga Nidra* programme on volleyball passing and serving skill.

- To compare the effectiveness of traditional training method, combination of traditional training & ICT programme and combination of traditional training, ICT programme & *Yoga Nidra* programme on volleyball passing and serving skill.

Hypotheses of the Study:

H₁: Traditional training method will significantly improve passing and serving skill of volleyball.

H₂: Combination of traditional training & ICT programme will significantly improve passing and serving skill of volleyball.

H₃: Combination of traditional training, ICT programme & *Yoga Nidra* programme will significantly improve passing and serving skill of volleyball.

Methodology:

The design of the study is pre-test and post-test random group design. Researcher selected 45 college age volleyball male players in Nashik (mean age=19.8 ± 0.561) who are beginners. They were assigned into three equal groups (n=15 in each group), Group A, group B and group C. Underarm passing and serving skills were taught and practiced by traditional training method to group A, for training group B along with traditional training ICT programme was used while and for training group B along with traditional training & ICT programme *Yoga Nidra* programme was used. All the three groups received respective training for four weeks 6 days per week.

Tools for Data collection

AAHPER (1969) passing and serving tests were used for data collection.

Training methods:

In traditional training method comprised of traditional way of training which includes warming up, conditioning, demonstration of skill, practicing, drills. ICT programme includes audio-visual aids, videos of passing and serving skills, drills were shown to players for 10 min. daily. *Yoga Nidra* intervention developed by Swami Satyananda Saraswati, School of Yoga, Munger, Bihar, India was used for the present study. The final protocol consisted *Omkara*, pre-yogasana movements, *Yoga Nidra* (20 min per day), *Savasana*, deep breathing and *Bhramari Pranayama*.

Results:

Data collected skill tests was analyzed and described by mean and standard deviation. The comparison between groups was done by one way ANOVA while superiority of groups is checked with the help of Scheffé's post-hoc test.

Table no. 1 Descriptive statistics of volleyball skill test

Variables	Groups	Tests	N	Mean	Std. deviation
Passing test	A	Pre	15	0.67	0.488
		Post	15	2.87	0.834
	B	Pre	15	0.60	0.507
		Post	15	1.67	0.816
	C	Pre	15	1.07	0.594
		Post	15	4.67	0.976
Serving test	A	Pre	15	0.40	0.507
		Post	15	2.40	0.737
	B	Pre	15	0.53	0.516
		Post	15	1.67	0.488
	C	Pre	15	0.93	0.594
		Post	15	4.93	0.961

Table no. 1 represents descriptive statistics of pre and post-tests scores of volleyball passing and serving tests of three groups, viz., traditional training method (Group A), *traditional training method* + ICT programme (Group B), *traditional training method* + ICT programme + *Yoga Nidra* (Group C).

Table 2 ANOVA for Change in underarm passing and serving score of volleyball players

Variables		Sum of Squares	df	Mean Square	F	Sig.
Passing test	Between Groups	48.311	2	24.156	30.806	0.000*
	Within Groups	32.933	42	0.784		
	Total	81.244	44			
Serving test	Between Groups	64.844	2	32.422	57.376	0.000*
	Within Groups	23.733	42	0.565		
	Total	88.578	44			

* Statistically significant at 0.05 level of significance

ANOVA test is applied for comparing the means of change in post and pre test score of passing and serving test of three experimental groups. From table no. 2, it can be seen that there is significance differences found between and within groups at 0.05 significance level ($p = 0.000$) for both passing and serving test.

Table 3 Scheffe's post hoc test for Change in underarm passing and serving score of volleyball players

Variables	Group (I)	Group (J)	Mean Difference (I-J)	Std. Error	Sig.
Pass	SNG	YNG	-1.133*	.323	0.005*
		CG	-2.533*	.323	0.000*
	YNG	SNG	1.133*	.323	0.005*
		CG	-1.400*	.323	0.000*
	CG	SNG	2.533*	.323	0.000*
		YNG	1.400*	.323	0.000*
Serve	SNG	YNG	-.867*	.274	0.011
		CG	-2.867*	.274	0.000*
	YNG	SNG	.867*	.274	0.011
		CG	-2.000*	.274	0.000*
	CG	SNG	2.867*	.274	0.000*
		YNG	2.000*	.274	0.000*

* Statistically significant at 0.05 level of significance

The superiority of the group was identified by Scheffe's post hoc Test and presented in Table no. 3. Following findings are drawn from the table;

- There were significant differences found between mean scores of change in passing test score of group A and group B; group A and group C as well between group B and group C after experimentation at 0.05 significant level.
- There were significant differences found between mean scores of change in serving test score of group A and group C as well between group B and group C after experimentation at 0.05 significant level.
- There was no significant difference found between mean scores of change in serving test score of group A and group B after experimentation at 0.05 significant level.

It can be seen from above table that, all the three training methods are effective to improve volleyball passing and serving skill. In case of passing skill & serving skill the training method including ICT and *Yoga Nidra* programme is more effective over rest of the two training methods. It is also found that, both traditional training method and traditional training + ICT programme shows similar, significant and positive effect on volleyball serving skill of beginner players

Hence, **alternative hypotheses H₁, H₂, are H₃ are accepted by researcher.**

Conclusions:

It is concluded from the results of the study that;

- Traditional training methods, combination of traditional training & ICT programme and traditional training, ICT programme & *Yoga Nidra* programme helps to improve passing and serving skill of volleyball in 4 weeks.
- The improvement in passing and serving skill is more when *Yoga Nidra* programme is included in training.
- For improving passing skill traditional training method and ICT programme both are equally effective.

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