



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 5.2  
IJAR 2017; 3(6): 170-173  
www.allresearchjournal.com  
Received: 24-04-2017  
Accepted: 25-05-2017

**Dr. Savita Gahlawat**  
G.V.M. College of Education  
for women, Sonipat, India

## Effect of Yogic practices on self-esteem and emotional stability of orthopedically challenged adolescents

**Dr. Savita Gahlawat**

### Abstract

The present study was undertaken to see whether yogic practices has positive effect on self-esteem and emotional stability of orthopedically challenged adolescents. The sample consisted of purposively selected 15 school going adolescents of grade VIII and IX aged 12-16. Self-esteem scale developed by M. S. Prasad and G. P. Thakur and Emotional stability scale for children developed by A.K. Gupta and A.K. Singh was administered on the subject before and after the yogic programme. The components of yogic intervention comprised of theoretical classes on *Ashtanga* yoga, *Asanas*, and *Pranayamas*, and practical classes on *Pranayama*. One group pretest-posttest experimental design was used to analyze the data. Result indicates that yogic practices have positive impact on the self-esteem and emotional stability of orthopedically challenged adolescents. Hence, it may be inferred that practice of yoga for one month may develop the better self-esteem and emotional stability among the practitioners.

**Keywords:** Yoga, Self-Esteem, Emotional Stability, Orthopedically Challenged Adolescents

### Introduction

Self-esteem in psychological term reflects a person's overall subjective, emotional evaluation or appraisal of his or her own worth. It is a judgment of oneself as well as an attitude of an individual toward the self. It encompasses beliefs of an individual about oneself in different stages of life, (for example, "Am I competent?", "Am I worthy?"), as well as his/her emotional states, such as triumph, despair, pride, and shame. Smith and Mackie (2007) [9] defined it by saying "The self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it." An individual's self-esteem and emotional development develops throughout his life. Possessing a healthy capacity for self-esteem, involves self-respect, self-acceptance, and an appreciation of self-worth that embraces both strengths and limitations. An individual with good enough self-esteem, is able to feel mentally and emotionally good even in the face of adversity. For example, when life events seem difficult, they still value themselves as good enough and struggle hard to overcome the situation. In contrast, someone with chronic low self-esteem in a similar situation may feel overwhelmed with negativity which creates lots of frustration, anxiety, depression and even develops suicidal tendencies among the individual.

An adolescent's experience from childhood to adolescence plays a major role in determining whether a child has a healthy self-esteem or a low one as most of the individual developmental changes and life challenges are associated with this period. It is the stage where every child is struggling hard to find his/her own identity with their own social interactions and moral issues and it become more difficult for a child who was born with certain limitations. The major aspiration of every child, whether normal or with disability, is to discover their own unique identity separate from family and set up themselves as a valuable asset of their centre of population.

The process of upbringing of a disabled child, especially during adolescence, is more complicated and hazardous. Patience, understanding, ingenuity and strength are required in large measures from the parents of these children. If a disabled child does not get due recognition, acceptance, support and help from his family, society and peer group, then he/she herself becomes the victim and suffers from the feeling of insecurity, frustration, anxiety, unhappiness, alienation and stress etc.

**Correspondence**  
**Dr. Savita Gahlawat**  
G.V.M. College of Education  
for women, Sonipat, India

which puts a negative influence on his/her self-esteem and emotional stability. Hence, acceptance or denial of a disability by the family, society and community puts a positive or negative impact on their physical, emotional, intellectual, and social development of a child. During adolescence period, parents should focus their attention to give healthy family environment along with certain intervening services such as Yogic practices, educational, vocational and personal guidance to motivate, foster the positive attitude and to develop skills and strength of a normal as well as of a disabled child.

In modern society, yogic practices is considered as one of the best intervening services to overcome psychological as well as physiological problems to some extent. It is an important medical technique for developing the physical and mental functioning of an individual, especially of disabled child. It is one of the most important, effective and valuable intervening service available for the students with disabilities to overcome their various physical and psychological problems and enlighten their inner self to recognize their strength and abilities. It includes cultivation of correct attitudes and reconditioning of the neuromuscular system to help the whole body to enable it to withstand greater stress and strain. It aims at an integrated and harmonious development of all the potentialities of an individual. Through the practice of yoga, one can become aware of the interconnectedness of his/her emotional, mental and physical level.

Participating in yoga activities helps in socialization, achieving skill, adequacy, and also making friends and healthy relationship with peer group (Rao *et al*, 2008) [8]. Rahimi & Bavaqar (2010) [7] suggested that yoga practices has significant benefits in creating balance in the physical, emotional, mental and spiritual capacities of the individuals. Hence, it can be used as alternative health practice to prevent depression and anxiety.

Gururaja *et al* (2011) [5] founded that yoga has immediate as well as long term positive effect on anxiety reduction. It also helps to improve the mental health of the practitioners. Bussing *et al* (2012) [1] concluded that yoga may have potential to be implemented as a beneficial supportive treatment that is relatively cost-effective, may be practiced at least in part as a self-care behavioral treatment, provides a life-long behavioral skill, enhances self-efficacy and self-confidence and is often associated with additional positive side effects.

Gawali & Dhule (2013) [3] founded that regular practice of yoga reduces anxiety levels and improves subjective feeling of well-being.

Several studies have been conducted on different population from different angles to know their needs, adjustments and personality traits and sense of deprivation. However, the studies on the effect of yoga on self-esteem and emotional stability of orthopedically challenged adolescents particularly in Indian context are very few. Therefore, the present study was carried out with an objective to see whether yogic practices have any positive effect on self-concept and emotional stability of orthopedically challenged adolescents.

### Objectives

The study was planned with the following objectives:

1. To assess the effect of yogic practices on self-esteem of orthopedically challenged adolescents.

2. To assess the effect of yogic practices on emotional stability of orthopedically challenged adolescents.

### Hypotheses

In order to carry out the investigation, the following hypotheses were formulated:

1. The yogic practices will significantly have a positive effect on self-esteem of orthopedically challenged adolescents.
2. The yogic practices will significantly have a positive effect on self-esteem of orthopedically challenged adolescents.

### Sample

The sample comprised of 15 orthopedically challenged adolescents drawn from different government schools on the basis of extent of their disability (mild orthopedically challenged students) and willingness given by their families to participate in one month yogic intervention programme. The age group of 15 purposively selected participants was 12-16 years. Only those students were considered who had no previous training or practice in yoga but had some experience of physical exercises.

### Tools

*Self-esteem inventory* developed and standardized by Prasad and Thakur was used for the assessment of self-esteem of orthopedically challenged students. The inventory has two parts. Part one measures personally perceived self and part two measures socially perceived self. In the present study the first part of the inventory i.e., personally perceived self was used, which has thirty items. Of the thirty items, 17 are socially desirable and 13 are socially undesirable. There are 7 possible response to each item/statement i.e. totally correct, correct to a large extent, partially correct, uncertain, partially wrong, wrong to a large extent and totally wrong. The maximum score of this inventory is 210 and minimum score is 30. Here low score indicates poor self-esteem while high score indicates high self-esteem.

*Emotional stability test for children* developed and standardized by Gupta and Singh was used to assess the emotional stability of orthopedically challenged students. This scale measures the anxiety, inferiority feelings and guilt of an individual. The high score on the test indicates low emotional stability or control whereas low score on the test indicates high emotional stability or control.

The tools were administered before and after the yogic intervention programme and data were collected accordingly.

### Methodology

One group pre-test/posttest experimental design was used to conduct the study. The sample was pre-tested by employing the tools specified above to obtain the baseline data for self-esteem and emotional stability of disabled students. Thereafter, yoga intervention programme was designed and executed for 1 month with the help of an expert, one hour per day in the morning. The components of yogic intervention comprised of theoretical classes on *Ashtanga* yoga, *Asanas*, and *Pranayamas*, and practical classes on *Pranayama*. The theoretical session was presented for only first three days and practical session continued for the next 27 days. The component of pranayama involved training of Kapalbhathi, Anulom-vilom and Omkar recitation with Shavasan as a relaxation technique in the end. The sample

was again tested using the same tools after a gap of fifteen days of yoga training programme.

**Findings**

**Table 1:** Effect of Yogic Intervention on Self-Esteem variable of Orthopedically Challenged Adolescents (N=15)

**Table1:** Significance of difference between mean pre-test and post-test scores for self-esteem variable of orthopedically challenged adolescents (N=15)

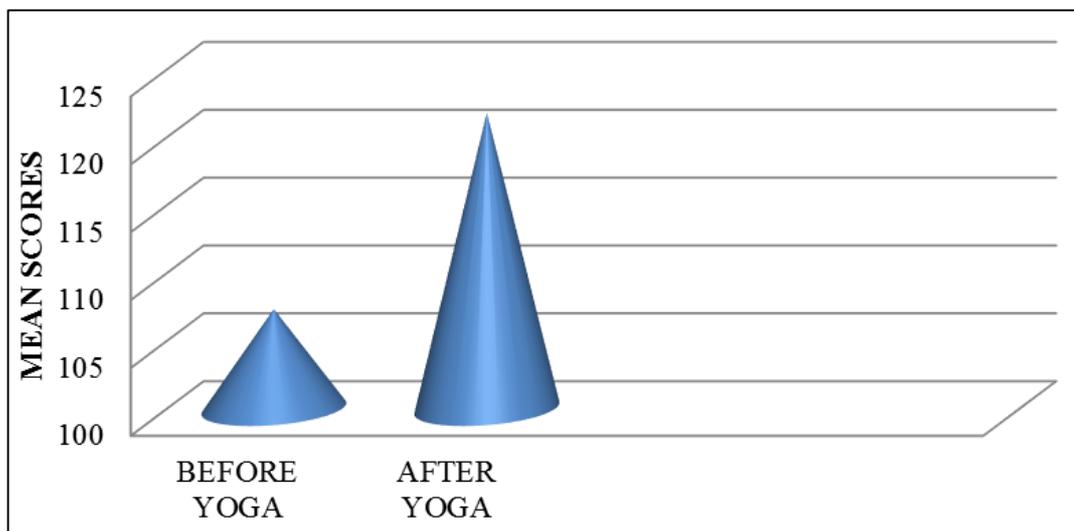
Sr. No.	Variable	N	Mean		SD's		't' value
			Pre-test	Post-test	Pre-test	Post-test	
1.	Self-Esteem(Personally perceived self)	15	107.33	121.8	9.39	10.99	4.01*

\*Significant at 0.01 & 0.05 level

Table-1 reveals that there was significant difference in the pre-test and post-test scores of self-esteem variable of orthopedically challenged adolescents as the calculated value of "t" (4.01) is higher than its tabulated value. Hence, it may be inferred on the basis of result that yogic practice for one month may help the students to develop better

The scores of mean, standard deviation and t-value of orthopedically challenged adolescents for self-esteem variable in relation to yogic intervention programme are given in the Table-1.

positive self about their capabilities and talents. Hence, hypothesis 1 of the study i.e. "The yogic practices will significantly have a positive effect on self-esteem of orthopedically challenged adolescents" was accepted. Figure 1 depicts the mean scores of self-esteem variable before and after the yogic intervention programme.



**Fig 1:** Mean Scores of Orthopedically Challenged Adolescents for Self-Esteem variable before and after Yogic intervention programme  
Mean Scores before and after the Yogic intervention programme

**Table 2:** Effect of Yogic Intervention on Emotional stability variable of Orthopedically Challenged Adolescents (N=15)  
The scores of mean, standard deviation and t-value of

orthopedically challenged adolescents for emotional stability variable in relation to yogic intervention programme are given in the Table-2.

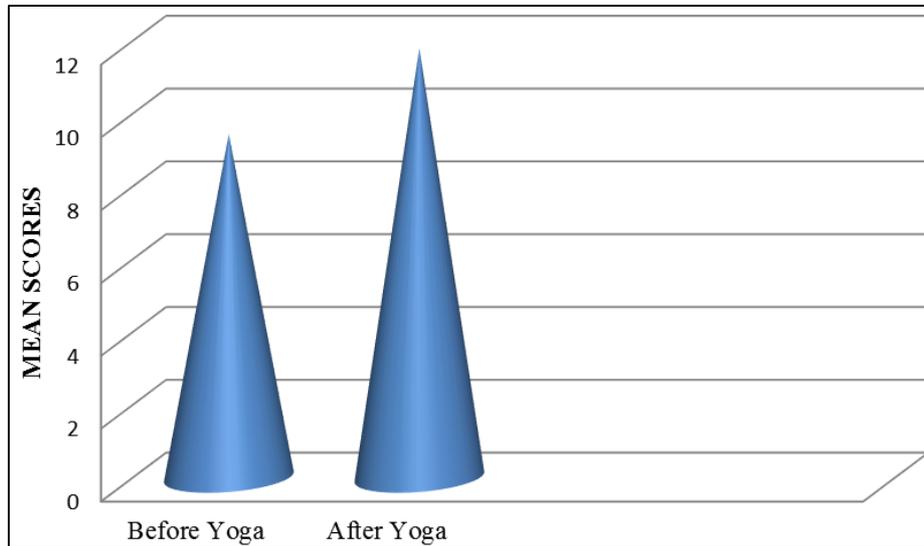
**Table 2:** Significance of difference between mean pre-test and post-test scores for emotional stability variable of orthopedically challenged adolescents (N=15)

Sr. No.	Variable	N	Mean		SD's		't' value
			Pre-test	Post-test	Pre-test	Post-test	
1.	Emotional stability	15	9.42	11.78	1.16	1.12	7.46*

\*Significant at 0.01 & 0.05 level

Table-2 reveals that there was significant difference in the pre-test and post-test scores of emotional stability variable of orthopedically challenged adolescents as the calculated value of "t" (7.46) is higher than its tabulated value. Hence, it may be inferred on the basis of result that yogic practice for one month may help the students to gain better

emotional development. Hence, hypothesis 2 of the study i.e. "The yogic practices will significantly have a positive effect on emotional stability of orthopedically challenged adolescents" was accepted. Figure 2 depicts the mean scores of emotional stability variable before and after the yogic intervention programme.



**Fig 2:** Mean Scores of Orthopedically Challenged Adolescents for Emotional Stability variable before and after Yogic intervention programme

Mean Scores before and after the Yogic intervention programme

### Conclusion

Results revealed that there was a positive effect of yogic practices on the self-esteem and emotional stability of orthopedically challenged adolescents. Hence, it may be concluded that yoga may help them from coming out of being restless, hostile and aggressive. It also instills in them the ability to live independent life and being active in social activities. It helps in improving irritability, stubbornness, feeling of inferiority, immorality among the group. It proves to be a motivational tool in the development of better self-esteem and positive emotional development among these adolescents who were suffering from the problems of inferiority complexes, anxiety, depression and maladjustment in their life. Narasimhan *et al.*, (2011) support the result by saying that integrated yoga practices can reduce the negative emotions and increase the positive one within one week. Dehghanfar, Alicheshmealae and Noorbakhsh (2014) <sup>[2]</sup> concluded significant reduction in stress and significant increase in self-esteem and emotional intelligence of the practitioners.

Therefore, a concerted efforts in the form of suitably designed yogic intervention programmes, appointment of skilled yoga teachers by concerned authorities, developing and adopting appropriate educational policies concerning the introduction of yoga education as a compulsory subject in school by government, ensuring strict compliance of person with disability act, 2005 together with implementation of Right to Education Act at different levels etc. are required for changing the mind sets of these adolescents about their own worth, capabilities and potentials which ultimately affects their self-esteem and emotional stability in and out of the school world.

### References

1. Bussing *et al.* Effects of Yoga on Mental and Physical Health: A Short Summary of Reviews, Evidence-Based Complementary and Alternative Medicine. 2012. Article ID 165410, 7. doi:10.1155/2012/165410
2. Dehghanfar H, Alicheshmealae M, Noorbakhsh M. The Effect of Yoga Training on Stress and Self-Esteem and Its Relation to Emotional Intelligence. Journal of Research in Applied sciences. 2014; 1(5):109-112.
3. Gawali SR, Dhule SS. Effect of yoga on Anxiety level in working women. International Journal of Science and Research. 2013; 2(12):143-145.
4. Gupta AS, Singh AK. Emotional stability test for Children. National Psychological Corporation, Agra, 1971.
5. Gururaja *et al.* Effect of yoga on mental health: Comparative study between young and senior subjects in Japan. Int. J Yoga. 2011; 4(1):07-12.
6. Prasad MS, Thakur GP. Manual and Directions for Self- Esteem Inventory. Agra Psychological Research Cell, Agra. 1977.
7. Rahimi E, Bavaqar S. Effect of yoga on anxiety and depression in women. British Journal of Sports Medicines. 2010; 44(1):68-69.
8. Rao *et al.* Influence of yoga on mood states, distress, quality of life and immune outcomes in early stage breast cancer patients undergoing surgery. International Journal of Yoga. 2008; 1(1):11-20.
9. Smith ER, Mackie DM. Social Psychology (Third Ed.). Hove: Psychology Press, 2007. ISBN 978-1-84169-408-5.