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Effect of yoga on selected psychological health indicators of hearing challenged students: An intervention study

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Abstract

The present study was conducted to see the positive and healing effect of yogic practices on psychological health indicators of hearing challenged students. Psychological health indicators viz., self-concept, feeling of well-being and mental health were selected for the present study. The yogic practices undertaken were Bhastrika, Kapalbhathi, Anulom-vilom, Brhamari, Ujjai, Omkar recitation/Udgeet pranayam and Shavasan as relaxation technique. The study was conducted on 30 hearing challenged students (aged 12-16), selected by purposive sampling technique. The Yogic class was organized by a specialized yoga instructor on the behalf of the researcher for an hour daily for the period of three months, keeping in view the nature and extent of the disability of these students. One group pretest-posttest experimental design was used to analyze the data. The finding indicates that self-concept, feeling of well-being and mental health improves after the practice of yoga. Hence, Yogic practices strengthen the psychological health state of a hearing challenged student.

Keywords: Yoga, Self-concept, Feeling of Well-being, Mental health, Hearing challenged students

Introduction

Psychological health is a state of mental, emotional, social, and spiritual well-being in which every child realizes his or her own potentials and capabilities, can struggle hard to overcome the normal stresses and anxieties of life, can work with more productively and fruitfully, and is able to make a contribution to her/his community, society, family and lastly to his nation. Every child whether normal or with disability wants to show his potential in a productive manner and achieve the appreciation of family as well as of society. Any limitation that hinders their road to success creates a negative effect on the psychological health of a child. If untreated, these conditions severely influence children's physical development, educational attainments and their potential to live fulfilling and productive lives.

Children with disabilities have to face more challenges in their life with more stigma, isolation and discrimination as compared to normal ones. Due to continuous ignorance they become frustrate and some time hostile to the society. They have to live very hard life with more struggles in almost every field. They have to prove their potential, abilities and talents on every step of their life. Failure to prove themselves as useful and productive member of family as well as of society creates frustration, anxiety, depression, maladjustment and stress in their minds that further puts an adverse effect of their self-concept, well-being and mental health.

In today's modern and fast moving life, there is a need to create positive attitude and confidence in them to overcome their problems successfully. Yoga plays an important role in creating self-confidence in them. It is a way of living that aims towards a healthy mind in a healthy body. Yoga helps in controlling an individual's mind, body and soul. It brings together physical and mental disciplines to achieve a peaceful body and mind; it helps manage stress and anxiety. Yogic exercises recharge the body with cosmic energy and facilitates the attainment of perfect equilibrium and harmony, promotes self-healing, removes negative blocks from the mind and toxins from the body, enhances personal power, increases self-awareness, helps in attention, focus and concentration, especially important for children and reduces stress and tension in the physical body by activating the parasympathetic nervous system.

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Malathi *et al.*, (2000) ^[11] concluded that 4 months regular practice of Yoga improves the subjective feeling of well-being and quality of life. Gururaja *et al.*, (2011) ^[5] founded that yoga helps in reducing state and trait anxiety and helps to improve the mental health. Bussing *et al.*, (2012) ^[1] concluded that yoga helps in reducing pain-associated disability and improves the mental health of the practitioners. Kundu and Pramanik (2014) ^[10] founded that 12 weeks yoga programme helps in improving self-concept of school-going children. Chiranjib (2016) ^[2] suggests that yoga practice is beneficial in enhancement of self-esteem in prison population.

Several studies have been conducted on different population from different angles to know the effect of yoga on their needs, adjustment and personality make-up and sense of deprivation. However, the studies on the effect of yoga on self-concept, feeling of well-being and mental health of hearing challenged students particularly in Indian context are very few. Therefore, the present study was carried out with an objective to see whether yoga has any positive effect on selected psychological health indicators i.e. self-concept, feeling of well-being and mental health of hearing challenged students.

Objectives

1. To assess the effect of yoga on self-concept of hearing challenged students.
2. To assess the effect of yoga on feeling of well-being of hearing challenged students.
3. To assess the effect of yoga on mental health of hearing challenged students.

Hypotheses:

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

1. The yoga will significantly improve self-concept of hearing challenged students.
2. The yoga will significantly improve feeling of well-being of hearing challenged students.
3. The yoga will significantly improve mental health of hearing challenged students.

Sample

The sample comprised 30 hearing challenged students drawn from a Welfare Centre for Hearing challenged situated in Sonipat, Haryana. The age group of 30 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 Concept Inventory developed by Mohsin (1979) ^[12] was used for the assessment of self concept of hearing challenged students. The scale consists of 48 statements

concerning with the cognitive, affective, and conative areas of self concept. The positively and negatively phrased statements are equally balanced in number; all positively phrased statements affirm a positive quality and all negatively phrased statements deny a negative quality. The acceptance of a statement as characterizing oneself signifies, in either case, positive evaluation of the self. The entire inventory is, thus, intended to measure variation in self. The reliability of the inventory was .73 for the total self concept measure.

PGI General Well-Being Measure by Verma & Verma consisted of 20 items. The reliability, by K.R. 20 formula, was found to be .98, while test-retest reliability was .91 for the English version and .86 for the Hindi version.

Mental health battery standardized and developed by Singh & Gupta was used for the assessment of mental health of hearing challenged students. The scale consists of 130 statements. The higher the score on the scale better is the degree of the mental health and vice-versa.

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

Methodology

One group pre-test and post test field experimental design was selected for the present study. The design involved three operational stages. The first stage involved pre-testing of subjects about their self concept, level of well-being and mental health. The second stage involved exposure of subjects to yoga training programme. The investigator took the help of specialized yoga instructor for administering the yoga classes for 3 months for one hour in the morning. The participants were exposed to the theoretical as well as practical aspects of yoga. The students were given theory classes on the importance of yogic exercises, Ashtanga Yoga, Asanas, Pranayamas, natural diet, concentration and meditation followed by practical sessions on pranayama and one asanas. The component of Pranayama and asanas involved training on, Bhastrika, Kapalbhathi, Anulom-vilom, Brhamari, Ujjai, Omkar recitation/Udgeet pranayam and Shavasan as relaxation technique. It was thought that, a regular practice of the Pranayama and asanas would bring total relaxation to the body which is essential for the development of better self-concept, positive well-being and mental health of the hearing challenged child. The third stage included post-testing of the same group using the same tool after a gap of fifteen days of yoga training programme.

Results

Table 1: Effect of Yogic practices on self-concept variable of hearing challenged students (N=30)

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

Table 1: Significance of difference between mean pre-test and post-test scores for self-concept variable of hearing challenged students (N=30)

Sr. No.	Variable	N	Mean		SD's		't' value
			Pre-test	Post-test	Pre-test	Post-test	
1.	Self-concept variable	30	26.13	36.5	1.72	2.16	20.57*

*Significant at 0.05 level

Table-1 reveals that there was significant difference in the pre-test and post-test scores of self-concept variable of

hearing challenged students as the calculated value of "t" (20.57) is higher than its tabulated value. Hence, it may be

inferred on the basis of result that yogic practice for three month may help the students to develop better positive attitude about their self, capabilities and talents. Hence, a hypothesis 1 of the study i.e. “The yoga will significantly improve self-concept of hearing challenged students” was accepted. The result of the present study is in line with

Gupta (2007) [4] who reported that the practice of yoga had a significant impact on different areas of adjustment as well as in building a positive image about oneself. Jadhav (2008) [8] and Dubey (2011) [3] also concluded that yoga helps in developing positive self-concept in the practitioners.

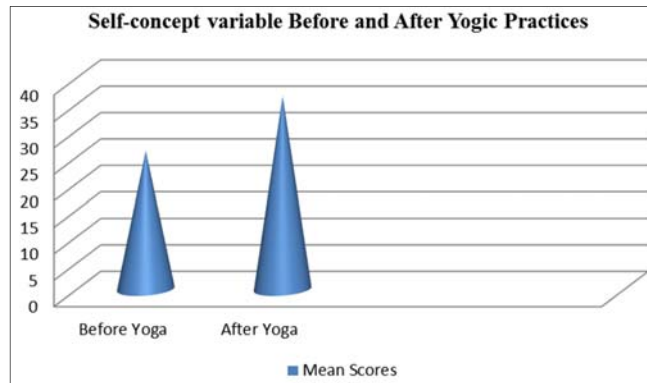


Fig 1: depicts the mean scores of self-concept variable before and after the yogic intervention programme.

Mean scores of Hearing challenged students for Self-concept variable

Table 2: Effect of Yogic practices on feeling of well-being variable of hearing challenged students (N=30)

The scores of mean, standard deviation and t-value of hearing challenged students for feeling of well-being 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 feeling of well-being variable of hearing challenged students (N=30)

Sr. No.	Variable	N	Mean		SD's		't' value
			Pre-test	Post-test	Pre-test	Post-test	
1.	Feeling of well-being variable	30	9.2	12.6	1.42	1.38	9.39*

*Significant at 0.05 level

Table-2 reveals that there was significant difference in the pre-test and post-test scores of feeling of well-being variable of hearing challenged students as the calculated value of “t” (9.39) is higher than its tabulated value. Hence, it may be inferred on the basis of result that yogic practice for three month may help the students to develop better and positive feeling of well-being. Hence, hypothesis 2 of the study i.e. “The yoga will significantly improve feeling of well-being of hearing challenged students” was accepted.

This result is in agreement with the finding of Shivjeet (2005) [16] who also revealed that yoga helps in maintaining a better feeling of well-being and mental alertness in the practitioners. Harinath *et al.*, (2004) [7] and Kamakhya (2004) [9] also reported that yoga *nidra* positively increased the general well-being of the college going students.

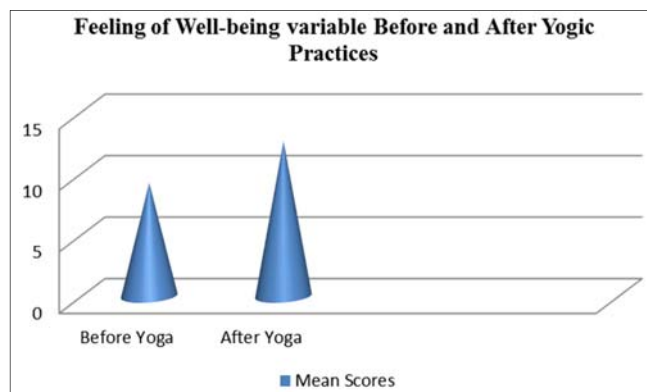


Fig 2: depicts the mean scores of feeling of well-being variable before and after the yogic intervention programme.

Mean scores of Hearing challenged students for Feeling of Well-being variable

Table 3: Effect of Yogic practices on mental health variable of hearing challenged students (N=30)

The scores of mean, standard deviation and t-value of hearing challenged students for mental health variable in relation to yogic intervention programme are given in the Table-3.

Table 3: Significance of difference between mean pre-test and post-test scores for mental health variable of hearing challenged students (N=30)

Sr. No.	Variable	N	Mean		SD's		't' value
			Pre-test	Post-test	Pre-test	Post-test	
1.	Mental health variable	30	84.53	98.43	4.53	4.20	12.31*

*Significant at 0.05 level

Table-3 reveals that there was significant difference in the pre-test and post-test scores of mental health variable of hearing challenged students as the calculated value of "t" (12.31) is higher than its tabulated value. Hence, it may be inferred on the basis of result that yogic practice for three month may help the students to develop better and positive mental health. Hence, hypothesis 3 of the study i.e. "The yoga will significantly improve mental health of hearing challenged students" was accepted.

The result is also supported by Singh (2006) [14] who found that yogic practices improve the self-confidence, over all adjustment, emotional stability, intelligence and mental health of deaf and dumb children. Hadi (2007) [6] and Sharma, Gupta and Bijlani (2008) [15] also found that yoga improved physical and mental health, and promotes well-being.

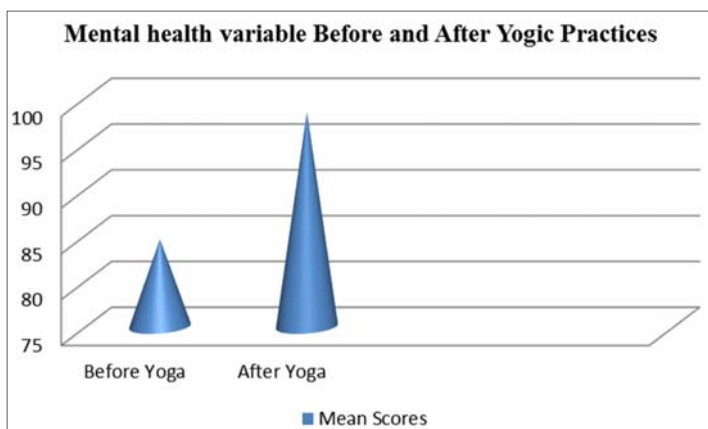


Fig 3: depicts the mean scores of mental health variable before and after the yogic intervention programme.

Mean scores of Hearing challenged students for Mental Health variable

Conclusion

Result revealed that there was a positive effect of yogic practices in improving the self-concept, feeling of well-being and mental health of hearing challenged students. Hence, it may be concluded that yoga may help them from coming out of being restless, hostile and aggressive and instills in them the positive attitude for developing better self-concept, mental health and positive well-being to live independent, productive and fruitful life and being active in social activities to achieve a social status in society. It helps in improving the anxiety, frustration and depression of the students. It proves to be a therapeutic tool in the development of better mind, body and soul which further enables them to conquer the hardship of life.

The results of present study give an insight to policy makers, teachers and educationists to include yoga as a subject in schools to develop human resources to the fullest extent. The study has certain limitations such as it would be better to take a large sample to replicate the study to obtain more fruitful results and some other psychological variables may be included in the study to get the therapeutic effect of the yoga.

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