



A Comparative Study of Yogasanas and Gymnastic Activities on Attitude of School Boys

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ABSTRACT

Purpose: Purpose of the present study is to find out the effects of yogasanas and gymnastic activities on attitude among school boys. The Investigator have also made an attempt to assess the superiority among the groups. **Methodology:** One hundred and fifty (N=150) school boys of District Howrah, West Bengal State were randomly selected as subjects for the present study. The age limit of the subjects was 10-12 years. All the subjects were divided into three equal groups such as Gr. Y (n=50), Gr. G (n=50) and Gr. C (n=50). Gr. Y and Gr. G were experimental groups and Gr. C was control group. Initially Rao's attitude inventory scale was employed to all the subjects of each group and thereafter specific yogic treatment and gymnastic activities were given to Gr. Y and Gr. G respectively for four days in a week and continued the period of one year and finally the subjects were retested on criterion measures. The data were analyzed by t-test to find out the effects of the treatment. The investigator has also made an attempt to assess the superiority among experimental groups. **Result:** The results of the present study showed that Yogasanas and gymnastic activities were improved in attitude significantly at .05 level of confidence after one year treatment. Yogasanas was superior to gymnastic activities in attitude of school boys

KEYWORDS: Yogasanas, Gymnastics, Attitude

INTRODUCTION:

Man is psycho-physical organism. His every activities are influenced by body and mind. Gymnastics activities and yogic practices play great role to improvement of body as well as mind. Attitudes are complex component of mind. It is a realistic summary of experience. Its build-up belief, feeling and disposition of behavior. Considering the role of attitude on human activities the Investigators intended to find out the change of the attitude of yogasanas practitioners and gymnasts. Ramiz Arobaci(2009) assessed the attitude toward physical education and class performance of 1240 Turkish secondary and high school students. The participants were 302 male students from secondary school age 12-14 years and 290 female and 316 male students from high school aged 15-17 years. Attitudes toward physical education scale were employed to all the subjects and result revealed that attitudes toward physical education and class performance significantly changed accordingly to gender and age. Tokmakidis(2006) investigated that attitudes towards exercise and physical activities behaviours in Greek schoolchildren after a year long health education intervention. 49 pupils from the 1st primary school constituted the control group and 29 children in the 6th grade of the 2nd primary school of Agios Stefanos were employed intervention programme to assessed the activeness of the intervention, attitudes and behavioural variables. All the variables were measured before and after the intervention to find out the effectiveness of the intervention.

PURPOSE:

Purpose of the present study is to find out the effects of yogasanas and gymnastic activities on attitude among the school boys. The investigators have also made an attempt to assess the superiority among experimental groups.

METHODOLOGY:

One hundred fifty (N=150) male school children of District Howrah, West Bengal State were randomly selected as subjects for the present study. The age limit of the subjects was 10-12 years. All the subjects were divided into three equal groups such as Gr. Y (n=50), Gr. G (n=50) and Gr. C (n=50). Gr. Y and Gr. G were experimental groups and Gr. C was control group.

Initially School Attitudes Inventory scale was employed to all the subjects of each group and thereafter specific yogic treatment and gymnastic activities were given to Gr. Y and Gr. G respectively for four days in a week and continued one year and finally the subjects were retested on criterion measures. The data were analyzed by t-ratio to find out the effects of the treatment.

TREATMENT CONSISTS OF FOLLOWING ASANAS:

Padmasana, Vajrasana, Ardhasalavasana, Bhujangasana, Sup-ta Vajrasana, Gomukhasana, Purnasalavasana, Viparitarakarani Mudrasana, Sarvangasana, Halasana, Dhanurasana, Matsyasana,

Padahasthasana, Brikshasana, Ardha Chandrasana, Baddha Padmasana, Paschimottanasana, Janusirasana, Ekpada Uttanasana, Uttanapadasana, Pavan Muktasana and Makara sana were considered as element of the treatment. The subjects of Gr. Y were practiced savasana before and after practiced each asana during treatment season. Duration and repetition of asanas were increased gradually at four phases during the treatment season.

TREATMENT CONSISTS OF FOLLOWING GYMNASTIC ACTIVITIES:

Rolling- forward and backward, cart wheel, front turn and back turn, split sitting, handstand, handspring, round-off, back flip, front and back salt. Prior to gymnastic activities all the subjects of Gr. G performed warm up exercise for 15 minutes. Gymnastic activities were assigned according to degree of difficulty in four phases. Subjects performed ten repetitions every activity.

RESULT AND DISCUSSION:

Attitude scores were analyzed by t-test and level of significance was set up at .05 level of confidence.

TABLE-I Group means increase in attitude among Gr. Y, G and C

GROUP	TYPE OF TEST	ATTITUDE		
		MEAN	S.D	t
YOGASANAS	PRE-TEST	115.26	10.28	10.67*
	POST-TEST	130.72	7.81	
GYMNASTICS	PRE-TEST	115.72	10.19	12.39*
	POST-TEST	126.4	9.26	
CONTROL	PRE-TEST	117.64	8.91	0.38
	POST-TEST	121.32	9.46	

*Significant at .05 level of confidence

*Hypothesized value of attitude=3.54

Table-I represents the mean values of pre and post test for attitude of all the groups, i.e. Gr. Y and Gr. G and Gr. C. The t-values of attitude of Gr. Y and Gr. G and Gr. C were 10.67, 12.39 and 0.38 respectively. To be significant at .05 level of confidence the t-value should be greater than 2.01. The t-values of Gr. Y and Gr. G were significant at .05 level of confidence. But the t-value of Gr. C in attitude was insignificant.

Before coming to the main discussion part, a point of discussion about the result showed in the point of study should be discussed. A significant result in the post test data has been found in attitude in each group in the pilot study. The pilot study has been made about four hundred and fifty school children. The in-

investigators revealed that this has been focused due to the factors underlying such as peer group, school curriculum and teaching learning process, socio-economic status, cognitive and effective domain, family environment and others factors behind the aspect of attitude which were beyond the control of the investigators. After due to consultation with the field of experts in psychology and statistics, the mean values of the post test data of attitude variables has been considered as 'Hypothesized values'.

ATTITUDE

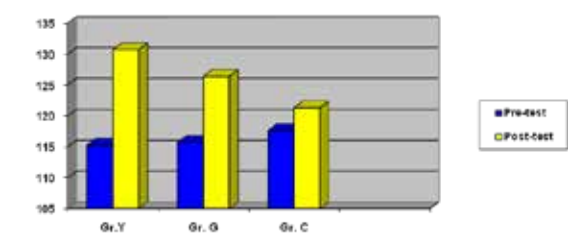


Fig. - 1, Comparison between the means of pre and post test on attitude among Gr. Y, G and C.

School going boys were involved in school curriculum and within the teaching-learning situation. The Attitude of Gr. Y and Gr. G were improved significantly but Gr. C was not improved in the present study because attitude is a realistic summary of experience. It builds-up by belief, feelings and disposition of behavior. Attitudes are learned by a process of interpretation, response and confirmation. So it is improved slowly. Yogasanas and gymnastics play great role to improvement in attitude.

TABLE-II

Comparison of mean gains in attitude of Gr. Y, G and C of one year treatment:

GROUP	ATTITUDE		
	MEAN	S.D	t
Gr. C	3.68	4.28	9.27*
Gr. Y	15.46	7.90	
Gr. C	3.68	4.28	8.38*
Gr. G	10.68	4.07	
Gr. Y	15.46	7.90	3.80
Gr. G	10.68	4.07	

*Significant at .05 level of confidence

Table-II, represents the comparison of mean gains in attitude among Gr. Y, Gr. G and Gr. C after one year treatment. The t-values

between Gr. C & Gr. Y, Gr. C & Gr. G and Gr. Y & Gr. G in attitude were 9.27, 8.38 and 3.80 respectively. All the t-values were significant at .05 level of confidence.

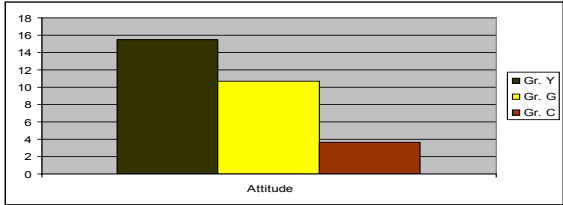


Fig.-2, Mean difference of attitude among Gr. Y, G and C.

From the findings of the present study it can be stated that Gr. Y was superior to Gr. G and Gr. C for improving attitude among school going boys. The finding also showed that Gr. G was superior to Gr. C for improving attitude among school going boys.

Yogic asanas play great role for the improvement of attitude which has been reported by Arabaci (2009), Liu Wenhao(2008), Tokmakidis (2006), Hagger(1997) and Ben-Shlomo(1983). In this study Yogic asana group was superior to Gymnastics group and Control group. Yogic asanas have a greater impact on the mind and the senses than other exercises with the result that yogic exercises help to develop one's physical and mental powers to make the mind clam and control the emotion. Yoga involves and includes eight paths (i.e. astanga yoga – yama, niyama, asana, pranayama, pratyahara, dharana, dhyana and Samadhi.). The astanga yoga based on idealistic approach, a real road to attain god consciousness, self-consciousness and self-concept. The mean gains show the superiority of Gr. G over Gr. C in attitude scores. Gymnastics activities not only develop the physical fitness, but also make a sense of fair play and develop individual esthetic values and mental alertness. It also helps to develop mental state. Figure-II showed that the attitudes were also improved among control group. The investigators did not gave neither yoga asanas nor gymnastics as a treatment to control group but the investigators could not control other variables such as teaching-learning process, school curriculum, family environment, peer group, socio-economic status and cognitive and effective domain etc.

With in the limitation of the present study the following conclusions may be drawn-

- (i) Yogic asanas improved the attitude of school going boys.
- (ii) Gymnastic activities improved the attitude of school going boys.
- (iii) Yogic asanas group was superior to gymnastics group and control group in attitude.
- (iv) Gymnastics group was superior to control group in attitude.

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