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EFFECT OF YOGIC PRACTICES ON SELF-CONCEPT AND EMOTIONAL STABILITY OF HEARING CHALLENGED ADOLESCENTS



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ABSTRACT:

The study was designed to examine whether yoga has any positive effect on the self-concept and emotional stability of hearing challenged adolescents. The sample consisted of purposely selected 15 hearing challenged school going adolescents (aged 11-15) from Welfare centre for Hearing Impaired, Sonipat, Haryana. R.K. Saraswat's Self-Concept Inventory and A. Sen Gupta and A.K. Singh's Emotional stability test for Children was administered on the subject before and after the yoga programme. The obtained data were analyzed in terms of mean, SD and 't' test to find out the significant difference in the pre-test and post-test score. The results of the study indicated that, on the whole the level of self concept and emotional stability of hearing

challenged adolescents improves after the practice of yoga. Hence, it may be inferred on the basis of results that practice of yoga for one month may develop the better self-concept and emotional stability among the practitioners. The study has its implications for school administrators, policy makers, parents, teachers, community leaders, rehabilitation workers and media personnel's.

KEYWORDS

Yoga, Self-Concept, Emotional Stability, Hearing Challenged Adolescents.

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INTRODUCTION :

Students with disabilities are empowered with the ocean of the capacities and abilities by the Almighty. Having capacities and abilities are not assurance and seal for their success, but the self-realization of their capacities and abilities is the guarantee for success. Every individual gets the concept of his abilities in the society; his concept about his own capacities, abilities, tendencies and characteristics is known as self-concept. The self-concept plays a vital role and has a vital significance in the existence and life of an individual. If an individual understands and realizes himself in a right way, he develops positive self-concept and turns himself into a shining star. If he does not understand and realize himself in a right way, he develops negative self-concept and turns into a waste.

A hearing challenged adolescent who is ignored, abused, neglected and insulted by his teachers and peers develops negative self-concept and therefore remains academically backward. Whereas, the one who is reinforced positively by his teachers and peers becomes a high academic achiever. We know that, every student's memory, reasoning, problem solving ability, thinking, understanding, recall, recognition, perception, attention, memorization etc. all are influenced by his own self-concept. Therefore, self concept should be developed in a right way, so that, these abilities would achieve maximum heights in academic side as it has a major effect on the intelligence and knowledge of the students. It widens the horizon of intellect and knowledge of the student if developed in a right way.

Emotional stability is considered as one of the important aspects of human life. Pupil must be able to control his or her emotions adequately and also express them appropriately. It also affects the learning of the pupils. Emotional control may impair performance in situations which require flexibility and adaptability on the part of the person or pupil. If the pupils have no or very little emotional control, it may lead to anxiety, inferiority feelings and guilt. It has also been found that if the pupils want to be mentally healthy; these unhealthy feelings must be replaced by the feelings of self-respect, security and confidence which can be achieved only after a good sense of emotional stability emerges. Sahoo (1991) reported lower self-concept but better adjustment of deaf children than blind children because of better support of family members. Arora (2000) found in his study that visually challenged girls are emotionally less stable than boys. Gramer and Imaike (2002) proposed that females are less emotionally stable than males.

Kumthekar (2004) found significant difference in mental health of physical challenged and normal college students. Normal college going students have a more positive self-concept as compared to physically challenged college going students. Hussain (2007) concluded that, the level of self concept among the physically challenged adolescents was found significantly lower than their normal counterparts. Similarly the level of self concept among the girls was also found significantly lower than the boys in general, where as category wise significant difference was found only in case of blind subjects. Verma (2008) found that, visually impaired and normal students differ significantly on self-concept and study habits. The normal students have good study habits and the mean difference of self-concept favours normal students. Pandith (2011) found significant difference in self-concept, level of aspiration, mental health and academic achievement of handicapped teenagers and normal teenagers.

Yoga is an ancient Indian science and way of life, which influences the functioning of the brain and the rest of the body. It is considered as an important medical technique for developing the physical and mental functioning of an individual, especially of students with disabilities. It is one of the most important, effective and valuable tools available for the students with disabilities to overcome their

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various physical and psychological problems such as anxiety, emotional instability, frustration and poor mental health etc. Yoga refers to the system of practices that help to control the mind, body and soul. It is a holistic path that leads to a sense of peace and well-being. Through different poses (asanas), breathing technique (pranayama) and meditation (dhyana), yoga makes the practitioner aware of his inner self. It includes cultivation of correct attitudes and reconditioning of the neuromuscular systems. Yoga helps the whole body to enable it to withstand greater stress and strain. Yoga proposes healthy diet and encourages the natural process of elimination, whenever it is necessary. Yoga aims at an integrated and harmonious development of all the potentialities of human beings. Through the practice of yoga, one becomes aware of the interconnectedness between his/her emotional, mental and physical levels.

Setterlind (1983) found that, **regular practice of meditation and yoga brings a positive change in the well-being of the subjects**. Swami (1994) and Rao (1995) established that, the yogic practices are good and useful as they help not only to strengthen each organ and develop every muscle of the body but also to regulate the circulation of the blood, purify the lungs, inspire the mind to be more alert and gives a feeling of well-being and harmonious development of human personality.

Vicente Pedro (1987) and Bhushan (1998) found significant reduction in the anxiety of the subjects due to regular practice of yoga. Yoga reduces depression and anxiety and increases self-confidence (Barota et al, 2001; Ventis, 2002). Generally, the people who do yoga are having high intelligence, less fatigue, order and motivation, self-confidence and more output (Perez-De-Albeniz, 2000). Participating in yoga activities helps in socialization, achieving skill, adequacy, and also making friends and health relationship with peers (Rao et al, 2008). The various researches showed that yoga increases creativity, independence, stress release and more close relationship with the people (Paluska et al, 2000; Lindwall et al, 2005). Also, yoga increases popularity and social adaptability of the people (Alfermann et al, 2000).

Several studies have been conducted on hearing challenged adolescents from different angles to know their needs, adjustment and personality make-up and sense of deprivation. However, the studies on the effect of yoga on self-concept, level of aspiration and academic achievement of hearing challenged adolescents 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 self-concept and emotional stability of hearing challenged adolescents**.

OBJECTIVES

The study was planned with the following objectives:

- 1.To assess the effect of yoga on self-concept of hearing challenged adolescents.
- 2.To assess the effect of yoga on emotional stability of hearing challenged adolescents.

Hypotheses

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

- 1.The yoga will significantly have a positive effect on self-concept of hearing challenged adolescents.

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2.The yoga will significantly have a positive effect on emotional stability of hearing challenged adolescents.

Sample

The sample comprised **15 hearing challenged students drawn from a Welfare Centre for Hearing Impaired situated in Sonipat, Haryana**. The age group of **15 purposively selected participants** was 11-15 years.

Tools

A '**Self Concept Inventory**' developed by **R.K. Saraswat** was used for the assessment of self concept of visually challenged students. The scale consists of 48 statements which are concerned with the academic, social, temperamental, educational, moral and intellectual dimensions of self-concept. The reliability of the 'Inventory' was .91 for the total self-concept measure. Reliability coefficients of its various dimensions vary from .67 to .88. The high scores were indicating high level of self concept and low score indicating low level of self-concept.

Emotional stability scale standardized and developed by A. Sen Gupta and A.K. Singh was used for the assessment of emotional stability of hearing challenged student. The scale consists of 15 statements for testing emotional stability of children. The maximum possible score of this test is 15. Test- retest reliability was .70 which was significant beyond .01 level and split-half reliability was 0.55. The higher the score on the scale indicates low emotional stability or control and where as low score on the test indicates high emotional stability or control.

Methodology:

The study employed **one group pre-test and post test field experimental design**. The design involved three operational stages. The first stage involved pre-testing of subjects about their self-concept and emotional stability. 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 **30 days daily for 30 minutes 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 involved training on, Kapalbhathi, Anulom-Vilom, and Omkar recitation whereas one kind of yogic asanas consists of Surya Namaskara. 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 and balanced emotional development 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.

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Findings:

The obtained data were analyzed in terms of mean, SD and 't' and is presented in the tables as follows:

Table-1: Significant difference between Pre-test and Post-test scores of Self-concept variable for Hearing Challenged adolescents (N=15)

Sr. No.	Variable	Pre-test		Post-test		't' - value
		Mean	SD	Mean	SD	
1.	Self-concept (Total Score)	156.47	7.07	198.67	10.40	12.48*/**

*p<.01,

Table-1 reveals that, there was significant difference in the pre-test and post-test scores of self concept variable of hearing challenged adolescents as the calculated value of "t" (12.48) is higher than its tabulated value (2.98 at 0.01level). Hence, on the basis of the results, the hypothesis 1 of the study i.e. "There would have been significant difference between the pre-test and post-test levels of self concept of hearing challenged adolescents" was accepted. Thus, it may be inferred that, the practice of yoga for one month may help the hearing challenged adolescents to develop better self-concept.

Table-2: Significant difference between Pre-test and Post-test scores of Emotional Stability variable for Hearing Challenged adolescents (N=15).

Sr. No.	Variable	Pre-test		Post-test		't' - value
		Mean	SD	Mean	SD	
1.	Emotional Stability (Total Score)	9.53	1.26	11.86	1.12	7.58*/**

*p<.01,

Table-2 reveals that, there was significant difference in the pre-test and post-test scores of emotional stability variable of hearing challenged students as the calculated value of "t" i.e. 7.58 is higher than its tabulated value i.e. 2.98 at 0.01 level. Hence, on the basis of the results, the hypothesis 2 of the study i.e. "There would have been significant difference between the pre-test and post-test levels of emotional stability of hearing challenged adolescents" was accepted. Thus, it may be inferred that the practice of yoga for one month may help the hearing challenged adolescents to gain better emotional development.

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DISCUSSION AND CONCLUSION

Results 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” (12.48) is higher than its tabulated value (2.98 at 0.01level). Results on emotional stability have the same explanation as it too found increased due to yoga training. Therefore, practice of yoga by hearing challenged children may help them from coming out of being restless, hostile and aggressive. Yoga may also instill in them ability to live independent life and being active in social activities. Narasimhan et al, (2011) support the result by saying that integrated yoga practices can reduce the negative emotions and increase the positive emotions within one week.

Thus, it may be inferred that,the practice of yoga for one month may help the hearing challenged adolescents to develop better self-concept and emotional stability. Yoga helps in improving irritability, stubbornness, feeling of inferiority, restlessness, and immorality among the group. Hence, yoga proves to be a motivational tool in the development of better self-concept and positive emotional stability among these adolescents who were suffering from the problem of inferiority complexes, anxiety, depression and maladjustment in their life. Therefore, concerted efforts in the form of suitably designed yogic intervention programmes, portrayal of hearing disabled by media in a dignified way, appointment of skilled Yoga teachers by concerned authorities, developing and adopting appropriate educational policies concerning the introduction of yoga education in schools by government, ensuring strict compliance of Persons with Disability Act, 2005 together with implementation of Right to Education Act at different levels etc. are required for changing the mind sets of the hearing challenged adolescents about their own abilities and potentialities which ultimately affects their self-concept and emotional level in and out of the school world.

The present study has certain limitations. Firstly, the limited size of the sample precludes the generalization of the findings of the study. If the researchers want to replicate the study, they may select a large sample. Secondly, the present study undertook a pre-experimental design which is not holding a high degree of acceptance among the researcher as it fails to provide the equivalence to the group and random selection of the sample, therefore, a true experimental design be implemented to address this issue.

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