



Effect of Yogic Practices and its Combination with Physical Exercises on Achievement Motivation

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Abstract

The aim of this study is to find out the effect of yogic practices and combined yogic practices and physical exercises on selected psychological variables, anxiety, aggression and achievement motivation. The investigator selected 60 school boys from Kanchipuram and divided them into three groups namely yogic practices group, combined physical exercises and yogic practices group and control group. The results presented proved that yogic practices group, combined physical exercises and yogic practices group significantly improved achievement motivation of the school boys. It was concluded that yogic practices can be implemented among school boys along with their regular physical exercises.

Keywords: Yogic Practices, Combined Physical Exercises, Yogic Practices, Achievement Motivation.

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Introduction

Health, Physical fitness and emotional stability are the objectives which bring yoga and physical education on a common platform for the benefit of human individual. Yoga is isometric and internal. It is content between our inherent inertia and the power of the will. Parts of the body are pitted against one another and a unique harmony of body, mind and breath is developed. This internal struggle when handled successfully deepens the consciousness of not only the working of the body but also of mind and emotion. Yoga reduces anxiety, aggression, egic tension, ego weakness, guilty feelings, frustration (Oaketal, 1981). It brings complete changes in body and mind so that the practitioner feels fresh remarkably, relaxed and full of vitality (Saraswati, 1994). Yoga specially prayanama causes expansion of consciousness. This helps to attain mental clarity, awareness and creativity (Bera, 1994). As a result it improves concentration, attention, memory etc.

Trejo, et al. (2008) reported knowledge about the effects of physical exercise on brain is accumulating although the mechanisms through which exercise exerts these actions remain largely unknown. Sjiigren et.al. (2006) examined the effects of a workplace physical exercise intervention on subjective physical well-being, psychosocial functioning and general well-being and found physical exercise intervention had no effect on somatic symptoms, anxiety, self-confidence, mood, mental stress at work, working atmosphere, life satisfaction or meaning of life. Larun et.al. (2006)

assessed the effects of exercise interventions in reducing or preventing anxiety or depression in children and young people up to 20 years of age. He found that the effect of exercise for children in treatment for anxiety and depression is unknown as the evidence base is scarce. Guskowska M (2004) made a meta-analyses of correlational and experimental studies reveal positive effects of exercise, in healthy people and in clinical populations (also in patients with emotional disorders) regardless of gender and age and found confirm the acute effect of exercise i.e. the reductions in anxiety and depression after single sessions of exercise.

Thus, the theoretical foundations laid through the previous researches clearly showed that while yogic practices stabilizes psychological parameters, evidences that physical exercises contribute for the psychological fitness are still contradictory from one to another. Further, researches among school boys on the effect of yogic practices combined with physical exercises are scarce and hence, the investigator was interested to find out the influence of yogic practices combined with physical exercises on selected psychological variable achievement motivation of school boys.

Methodology

Subjects and Variables

The subjects (n=60) were randomly assigned to three equal groups of twenty school boys each. Pre tests were conducted for all the subjects on achievement motivation using Sports Achievement Motivation Questionnaire (SAMQ).

Training Programme

The experimental groups participated in their respective yogic practices and combined physical

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exercises and yogic practices five days in a week for a period of twelve weeks. The yogic practices group was given the yogasanas such as surya namaskar, halasana, bhujangasana, salabasana, dhanurasana, paschimotanasana, nadi sodhana pranayama, kapalvali pranayama and savasana for the duration of two to three minutes each. The combined physical exercises and yogic practices group was given the yogasanas as mentioned above and physical exercises such as on the spot running, leg cycling, push up, squat jump, vertical jump and turn, pull ups, leg thrust and sit ups for the duration of 40 second each.

Statistical Procedure

The difference between the means of pre and

post test scores was considered as the effect of yogic practices and combined physical exercise and yogic practices. To test the significance of the difference, Analysis of Covariance (ANCOVA) was used. Scheffe’s post hoc analysis was made to test the pairs of means. In all cases 0.05 level was fixed to test the hypothesis of the study.

Results

The obtained data were subjected to statistical treatment using ANCOVA and the results on psychological variable achievement motivation is presented in Table-I.

Table I. Analysis of Covariance on Achievement Motivation of Experimental and Control Groups (Total Scores in Number)

	Yogic Practices	Combined Yogic & Physical	Control	Source of Variance	Sum of Squares	Df	Mean Squares	Obtained F
Pre Test Mean	16.40	16.55	14.65	Between	6.3	2	3.15	0.95
				Within	189.0	57	3.31	
Post Test Mean	20.15	21.05	16.40	Between	456.6	2	228.32	386.17*
				Within	33.7	57	0.59	
Adjusted Post Test Mean	20.14	21.04	14.82	Between	437.9	2	218.93	367.01*
				Within	33.4	56	0.60	
Mean Diff	3.75	4.50	1.75					

Table F-ratio at 0.05 level of confidence for 2 and 57 (df) =3.16, 2 and 56 (df) =3.16

The results presented in table-II proved that achievement motivation of the school boys were improved significantly due to yogic practices and combined physical exercise and yogic practices as the

obtained F values of 386.17 and 367.01 on post test and adjusted means were greater than the required F value of 3.16.

Table II. Scheffe’s Confidence Interval Test Scores on Achievement of Experimental and Control Groups

MEANS				Required C I
Combined (Yogic and Physical Exercises)	Yogic Practices	Control	Mean Difference	
21.04	20.14		0.89*	0.61
21.04		14.82	6.22*	0.61
	20.14	14.82	5.33*	0.61

* Significant

The Scheffe’s post hoc analysis proved that there combined physical exercise and yogic practices was significantly better than yogic practices in improving achievement motivation.

Discussion

All people long for achievement because it is connected with success, prestige and admiration from other people. Positive acceptance from other people is also reflected in individual’s self-concept and self-confidence. The need for positive acceptance from

others, mainly from their peers, is important especially in adolescents. Adolescents start to think about their possibilities and prospects for the future and realize that with respect to their age potential failures and dissatisfaction with their current performance can be compensated in the future. Psychological parameter achievement motivation plays vital role in the success or failure of adolescents. Hence, the investigator in this study attempted to find out the effect of yogic practices and combined physical exercises and yogic practices on achievement motivation among school boys.

Harinath et. al.(2004) , Schell, Allolio and Schonake (1994) and Berger and David (1988) found yoga improved personality inventory, markedly higher scores in life satisfaction and lower scores in excitability, aggressiveness, openness, emotionality and somatic complaints. Significant differences could also be observed concerning coping with stress and mood at the end of the experiment. The yoga group had significant higher scores in high spirits and extravertedness.

Thus, the results proved that yogic practices and physical exercises contributed improved achievement motivation of the school boys significantly. The findings of this study are in agreement with the findings of Harinath et. al.(2004), Schell, Allolio and Schonake (1994) and Berger and David (1988) found yoga improved personality inventory, markedly higher scores in life satisfaction and lower scores in excitability, aggressiveness, openness, emotionality and somatic complaints. Significant differences could also be observed concerning coping with stress and mood at the end of the experiment. These experiences gained by the school children through yogic practices and physical exercises improved achievement motivation.

Conclusions

Yogic practices can be well introduced among school boys along with regular physical exercises, which would beneficially alter psychological status of the school boys.

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