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Influence of yoga intervention on assertiveness among under graduate students

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Abstract

The purpose of the study was to find out the influence of yoga intervention on assertiveness among under graduate students. For this purpose, 20 college going girls were randomly selected from Private Institution, Chennai. Their age was ranged between 19 and 21 years. The study was conducted after college hours so that the class routine was not disturbed. Further, the selected twenty subjects were randomly assigned into experimental group (Group I (n=10)) and control group (Group II (n = 10)). The experimental group underwent 8 weeks of practices which include Prayer, loosening exercises, Asana, pranayama and OM chanting for six days (i.e. Monday to Saturday) in a week. Each yoga session consisted of 5 minutes of loosening exercises, 5 minutes of Surya Namaskar, 20 minutes of asana, 10 minutes of pranayama and 5 minutes of OM meditation. Control group didn't undergo any such practices. Finally, when the training period of eight weeks was over, all the subjects of experimental and control groups were assessed for assertiveness. Standardized assertiveness questionnaire Rathus assertiveness Schedule (30 items) were used for Pre-test and post-test of both control group and experimental group before and after the training period. The eight weeks yogic practices significantly increase the assertiveness among under graduate students.

Keywords: Yogic practices, assertiveness, under graduate students

Introduction

Assertiveness is a significant skill which helps to promote personal well-being. Assertiveness was considered as a mean of self-development and achievement of maximum personal fulfillment and assertive skills in various communication fields in conjunction with the increased demands on social competence of the individual (Ivelina & Mavrodiev, 2013) [14]. Assertiveness involves a response in hard things to contrast with passive or aggressive reactions (Rakos. 1991) [15]. Assertive behavior result in positive self-concept and bigger chance of meeting personal desires (Doty. 1987) [8]. Wilson and Galloss (1993) [23] indicate that assertiveness is usually related to lower ratings of friendliness and appropriateness. Assertiveness elements are self-esteem disorders, self-assertion being a customer, insecurity, saying no, expressing feelings, personal involvement in relationships. Assertiveness is the ability to express One's feelings, beliefs, opinions, and needs directly, openly and honestly, while now not violating the non-public rights of others (Ellis & Hartley, 2005) [9]. Assertiveness is normally formed of open, direct and sincere speaking inside an appropriate frame (Michael & Robert, 2008) [16]. Assertiveness was considered as a mean of self-development and achievement of maximum private fulfillment and assertive abilities in various communication fields in conjunction with the accelerated demands on social competence of the individual. Yoga is an ancient Indian discipline which has group of physical, mental, and spiritual practices. Yoga is considered as one of the six orthodox schools of Hindu philosophical traditions (Feuerstein & Georg, 2012) [6]. Yoga taps into the unconscious mind which brings long lasting permanent constructive changes. Finally assertiveness is just a product of being calm and having a transparent mind. In today's life once children are more susceptible to stress, having a powerful grounding in personality is important for healthy living. Yoga will facilitate build the satvic nature in a child. The satvic nature bears strong similarities to the qualities of being assertive. Assertiveness is also outlined because the ability to express one's beliefs, wants, or feelings in a self-assured and direct manner.

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Purpose of the study

The purpose of this study was to find out the influence of yoga intervention on assertiveness among Under Graduate college students.

Hypothesis

It was hypothesized that eight weeks of yogic practices would have significant influence on assertiveness among Under Graduate college students.

Methodology

The purpose of the study was to find out the influence of yoga intervention on assertiveness among Under Graduate college students. For the investigation, 40 college going girl were selected from Private institution in Kelambakkam, Chennai. Their age ranged between from 19 to 21 years studying in Under Graduate Students who belong to the same economic structure of the society. The study was conducted after class hours so that the class routine was not disturbed. Further, the selected twenty students were randomly assigned into experimental group (group I (n=20)) and control group (group II (n = 20)). The research design of the study was random group design. The experimental group underwent 8 weeks of practices for six days (i.e. Monday to Saturday) in a week. Each yoga session consisted of 5 minutes of loosening exercises, 5 minutes of Surya Namaskar, 20 minutes of asana, 10 minutes of Pranayama and 5 minutes of Om chanting. Control group did not undergo any such practices.

Table 1: Yogic practices programme

S. No	Programme	Duration
1.	Loosening exercise	5 Minutes
2.	Surya namaskar	5 minutes
3.	Asanas	
	a. Sedu bandasan	20 minutes
	b. Bhujangasan	
	c. Ustrasana	
	d. Sarvangasan	
	e. Halasana	
	f. Matsyasana	
	g. Dhanurasana	
h. Savasana		
4.	Pranayama	
	a. Anulom Viloma	10 minutes
	b. Kapalabathy	
	c. Ujjayi	
d. Bastrika		
5.	Meditation - Omkar	5 Minutes

The yogic practices were given for six days a week and the practice was given during evening hours between 4.00 pm and 4.30 pm for a period of 30 minutes. Rathus assertiveness Schedule (30 items) was used to assess the assertive behaviour. There are fourteen items for assertive behaviour and sixteen items for non-assertive behaviour. Grading of assertive behaviour is given as 05 for very much like me, 04 for rather like me, 03 for somewhat like me, 02 for somewhat not like me, 01 for rather not like me and nil for very unlike not like. Reverse evaluation is finished for the unassertive behaviour. The total score of assertive behaviour ranged from 0-150 for thirty items. Levels of assertiveness were classified as very highly assertive (121- 150), highly assertive (91-120), moderately assertive (61-90), less assertive (31-60), very less assertive (0-30). The collected data were analyzed through Analysis of Covariance statistical technique. The level of significance was fixed at 0.05.

Results and Discussions

Table 2: Showing the results of Analysis of Covariance on Assertiveness

Test	EXP. Gr	CG	SV	SS	df	MS	F
Pre test	85.00	82.00	Between	45.00	1	45.000	0.14
			Within	5692.00	18	316.22	
Post test	99.00	83.50	Between	1201.25	1	1201.25	3.59
			Within	6026.50	18	334.81	
Adjusted	97.53	84.97	Between	781.34	1	781.34	25.40
			Within	522.914	17	30.76	

*Significant @ 0.05 level Table value 3.01 with df 1, 18

The obtained F value of adjusted posttest means 79.07 was greater than the required F value 3.01 at 0.05 levels. The statistical analysis using ANCOVA revealed that there was a significant difference between control group and experimental group on assertiveness. The results of the present study revealed that 8 weeks of Yoga Intervention significantly increases assertiveness among Under Graduate girls. The findings of this study are supported by previous researchers (Parray *et al.* 2018) [21, 22] (Tekin *et al.* 2009) [18] who reported that there is significant difference in assertiveness. Based on the above findings it is clearly indicated that there is significant improvement of assertiveness among adolescent girls.

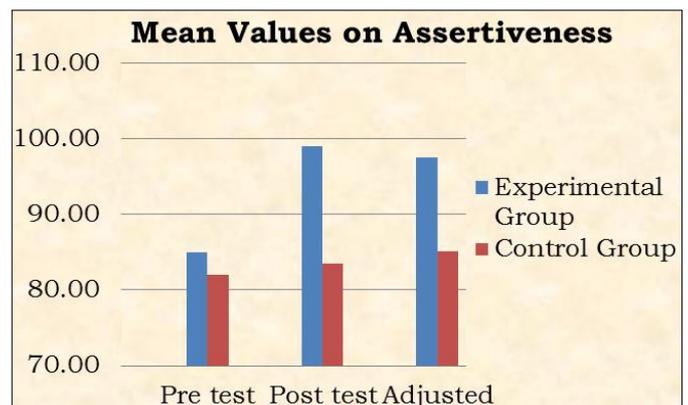


Fig 1: Showing the pretest, posttest of experimental and control group

Conclusion

Yogic practice had significantly increasing assertiveness in Under Graduate students. So, it clearly indicates that there is a greater need yoga intervention for college going girls to express their feelings, opinions in the right way because assertiveness is much important for the students to achieve more in their education as well as in personality development.

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