



Peer Reviewed/  
Refereed Journal

ISSN - PRINT-2231-3613 ONLINE-2455-8729  
International Educational Journal

**CHETANA**  
Impact Factor SJIF=4.157



Received on 23<sup>rd</sup> Oct. 2018, Revised on 28<sup>th</sup> Oct. 2018; Accepted 29<sup>th</sup> Oct. 2018

RESEARCH PAPER

## Effect of Yoga Exercise on Self Confidence of Secondary School Students

<sup>1</sup>**Arpitaben Tulsibhai Patel**, Research Scholar, P.G.Department of Education,  
Sardar Patel University, V.V.Nagar. Dist- Anand. Gujarat,  
Email: [patel.arpt@gmail.com](mailto:patel.arpt@gmail.com)

<sup>2</sup>**Dr. Maheshkumar R. Solanki**, Associate Professor,  
Anand Education College, Near Electric grid,  
Sardar Patel University, V. V. Nagar. Dist- Anand. Gujarat  
Email: [drmaheshsolanki@rediffmail.com](mailto:drmaheshsolanki@rediffmail.com), (M) 9824637878

**Key words:** *Yoga, Self Confidence etc.*

### *Abstract*

One important key to success is self confidence. In the words of Basavanna (1975) “Self confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go all right”. Improvement in Self Confidence has been reported in several yogic studies. The main objective of the study was to assess the effect of yoga on Self Confidence. The study started with 50 adolescent students randomly. Two groups were formed on the basis of equivalent of IQ. Randomly one group was select as an Experimental group and the other was taken as a control group. Experimental group and control group were given pre-test to assess their Self Confidence. A yoga treatment consisting of Yoga Asanas, Pranayama, Meditation, Surya Namaskar and a value orientation programme was administered on experimental group for 21 days. The experimental and control groups were post-tested for their performance on Self Confidence Inventory. The results show that the students, who practiced yoga, exhibited better Self Confidence.

### **Introduction**

Self-confidence is a positive attitude of oneself towards one’s self concept. Individuals with high self-confidence have enhanced motivation which contributes to many aspects of life, such as, work, sport and academic goals (Bénabou & Tirole, 2002). Self Confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities.

Yoga, which is a way of life, is characterized by balance, health, harmony and bliss. Yoga is becoming popular in different parts of the world. For the restless mind, it gives solace. For the sick, it is a boon. Some use it for developing Self Confidence,

intelligence and creativity. With its multiple advantages, it is becoming a part of education. The practice of yoga creates harmony in the physical, mental, psychological and spiritual aspects of the human personality. The science of yoga is a powerful stream of knowledge, which enables the practitioners to achieve radiant physical health, serene mind, and continuous spiritual uplift and creates the ability for harmonious social living. Yoga breathing through a particular nostril increased Self Confidence. V. Nityanathan and Dr. B. Kalpana (2014) found that yoga has positive effect on self confidence and stress of middle aged men. Ramesh R. (2013) found that students who experienced yoga treatment exhibited better self confidence than the ones who were not given yoga treatment and also have less level of stress of teacher educators at secondary level. Study by Singh, T., and Kaur, P. (2008) has reported positive effect of Effect of meditation on self confidence of student teacher in relation to gender and religion. The present study examines whether there is an effect of yoga on self confidence of adolescent students in relation to Intelligence or not.

### **OBJECTIVES OF THE STUDY**

The objectives of this study were as under:

1. To study the effect of Yoga on the self-confidence of secondary school students.
2. To study the effect of Yoga on the self-confidence of secondary school students in relation to Intelligence.

### **HYPOTHESIS OF THE STUDY**

The following Major hypotheses were formulated for the present study.

1. There will no significant difference between mean score of pre test and post test self confidence of experimental group students.
2. There will no significant difference between mean score of pre test and post test self confidence of control group students.
3. There will no significant difference between mean score of post test of self confidence inventory of boys and girls of experimental group students.
4. There will no significant difference between mean score of post test of self confidence inventory of girls of controlled group and experimental group.
5. There will no significant difference between mean score of post test of self confidence inventory of boys of controlled group and experimental group.

## **DELIMITATIONS OF THE STUDY**

The delimitations of the current study were as follows.

1. The study was delimited to Gujarati medium School students only.
2. The study was delimited to Anand District's Secondary School students.
3. The study was delimited to the 9<sup>th</sup> standard students studying during 2017-18 academic year only.
4. The study was delimited to independent variable yoga (pranayama, meditation, surya namaskar), dependent variable self confidence and moderate variable intelligence.

## **POPULATION AND SAMPLE SELECTION**

The Students who were studying in Secondary School of Anand District (Gujarat) in the year of 2017-18 were the population of present study. The researcher makes a sampling frame for Secondary schools students. Then researcher used random sampling technique for selection of students and selected 50 students of 9<sup>th</sup> standard.

## **METHOD OF THE STUDY**

To observe the effect of Yoga exercises on self confidence of the students, this entire study was depended on Experimental Method. Among this Experimental Method, a "complete experimental simple equivalent group pre test-post test experiment design" was applied for data assortments.

## **RESEARCH TOOLS**

The study was based on two tools:

Dr. K. G. Desai's verbal-non and verbal group intelligence test: It was readymade and standardized by Dr.K.G.Desai for the students belongs to the 11<sup>th</sup> and 12<sup>th</sup> standard Arts, Commerce and Science stream. There are 88 statements in the test. The reliability of the test is 0.88 by split-half method and validity is 0.78 by correlation.

Agnihotri's Self Confidence Inventory (ASCI): This is developed by Rekha Gupta (1987). Item- analysis, the preliminary form of inventory consists of 56 true-false type items. Scoring the inventory can be scored by hand. A score is one which is awarded for a response indicative of lack of self-confidence except item numbers

2,7,23,31,40,41,43,44,45,53,54 and 55. Hence, lower the score, higher would be the level of self-confidence and vice versa.

## DATA COLLECTION AND EXPERIMENT PROCEDURE

### Formation of Equal Group:

The study was conducted in Vaghasi high school Anand (Gujarat). Dr.K. G. Desai verbal- nonverbal group intelligence test was administered on 50 students of 9<sup>th</sup> standard with ages ranging from 13 to 14 years. Researcher formulate null hypothesis for form an equivalent groups.

**TABLE 1**  
**Table of Hypothesis testing**

<b>H<sub>0</sub></b>	<b>Hypothesis</b>	<b>t-value</b>	<b>df</b>	<b>H<sub>0</sub> is Rejected or Accepted</b>
<b>H<sub>0</sub></b>	There will be no significant difference between mean score of IQ of group-I students and group-II students.	0.063	48	<b>Accepted</b>

On the basis of their intelligence scores arranged in ascending order, students above IQ-110 were identified as high intelligent and students below IQ-90 were identified as low intelligent students. Out of these students, 50% of them were kept in experimental group and another 50% in control group.

### Collection of Pre-test-values:

After equal group distribution, the researcher applied pre-test for self confidence and collected the initial level score of pre-test.

### Implementation of yoga:

Researcher has applied yoga on Experimental group. A yoga treatment [yogasana like padmasan, gaumukhasan, parvatasan, Paschimottanasana, mandukasan, kurmasan, savasan, matsyasan, uttanpadasan, pavanmuktasan, vajrasan, sasakasan, makarasan, dhanurasan, shalabhasan, vakrasan, ustrasan, tadasan, dhruvasantrikonasan), pranayama, meditation, surya namaskar] was shared daily for an hour in the morning with the experimental group for 21 days through the

guidance and suggestions of Yoga experts. Self confidence test was administered on both the groups as a post-test.

## TESTING OF HYPOTHESIS

**TABLE 1**  
**Table of Hypothesis testing**

<b>H<sub>0</sub></b>	<b>Hypothesis</b>	<b>t-value</b>	<b>df</b>	<b>H<sub>0</sub> is Rejected or Accepted</b>
<b>H<sub>01</sub></b>	There will no significant difference between mean score of pre test and post test self confidence of experimental group students.	3.39	24	<b>Rejected</b>
<b>H<sub>02</sub></b>	There will no significant difference between mean score of pre test and post test self confidence of control group students.	0.83	24	<b>Accepted</b>
<b>H<sub>03</sub></b>	There will no significant difference between mean score of post test of self confidence inventory of boys and girls of experimental group students.	0.48	23	<b>Accepted</b>
<b>H<sub>04</sub></b>	There will no significant difference between mean score of post test of self confidence inventory of girls of controlled group and experimental group.	1.04	18	<b>Accepted</b>
<b>H<sub>05</sub></b>	There will no significant difference between mean score of post test of self confidence inventory of boys of controlled group and experimental group.	1.59	28	<b>Accepted</b>

## STATISTICAL ANALYSIS

T-test was employed on the scores of self confidence, where in intelligence is a classificatory variable and studied at two levels, i.e. students with high intelligence quotient and students with low intelligence quotient. Yoga has been taken as a treatment variable, was given to the experimental group.

## RESULTS

1. There was a significance difference ( $t=3.39$ ) between mean score of pre test self confidence of experimental group students ( $M=26.52$ ) and post test self confidence of experimental group students ( $M=25.00$ ) which is significant. So there is definitely effect of yoga exercise on self confidence of experimental group students as null hypothesis is rejected.
2. There was a significance difference ( $t=0.83$ ) between mean score of pre test self confidence of experimental group students ( $M=31.32$ ) and post test self confidence of experimental group students ( $M=31.44$ ) which is almost equal. So there is definitely no effect on self confidence in controlled group students as null hypothesis is accepted.
3. There was a significance difference ( $t=0.48$ ) between mean score of self confidence of boys of experimental group students ( $M=25.93$ ) and control group students ( $M=23.60$ ) which is almost equal. So there is definitely no effect on self confidence related to gender in experimental group students as null hypothesis is accepted.
4. There was a significance difference ( $t=1.04$ ) between mean score of post test of self confidence of girls of experimental group ( $M=28.20$ ) and post test of self confidence of girls of control group ( $M=23.60$ ). So there is definitely no effect on self confidence related to gender in experimental group and controlled group girls as null hypothesis is accepted.
5. There was a significance difference ( $t=1.59$ ) between mean score of post test of self confidence of boys of experimental group ( $M=33.60$ ) and post test of self confidence of boys of control group ( $M=25.93$ ). So there is definitely no effect on self confidence related to gender in experimental group and controlled group boys as null hypothesis is accepted.

## FINDINGS

Those students, who were exposed to yoga treatment exhibited better self confidence than those who were not exposed to yoga treatment. Students with high intelligence performed better than the students with low intelligence. So the

intelligence has more effect on relation between yoga and memory. Results indicate that students of experimental group and control group differ on the scores of self confidence so there is interaction between yoga treatment and Intelligence on the scores of self confidence.

## **DISCUSSION**

It is evident from the results that the students who were exposed to yoga exhibited enhanced self confidence. The results were in tune with the earlier findings as V. Nityanathan and Dr. B. Kalpana (2014) found that yoga has positive effect on self confidence and stress of middle aged men. Ramesh R. (2013) found that students who experienced yoga treatment exhibited better self confidence than the ones who were not given yoga treatment and also have less level of stress of teacher educators at secondary level. Study by Singh, T., and Kaur, P. (2008) has reported positive effect of Effect of meditation on self confidence of student teacher in relation to gender and religion. Other researchers also found that yoga and meditation improved self confidence. The findings of the present study also revealed that yoga has positive effect on self confidence of students. It may be concluded from the findings of the study that after yoga treatment, the self confidence improves which may positively affect performance of the students. It is also observed that self confidence inventory scores tend to be more in case of high intelligent students as compared to low intelligent students, which may lead to the conclusion that there is interaction between yoga treatment and Intelligence on the scores of self confidence. It is suggested that yoga module should become a regular feature of the school curriculum.

## **CONCLUSION**

It is evident from the results that the students who were exposed to yoga exhibited enhanced self confidence. Students with high intelligence performed better than the students with low intelligence so there is interaction between yoga treatment and intelligence on the scores of self confidence. There is no significant effect of yoga on self confidence in relation to gender. The spiritual people has self-confidence which acquired by spiritual energy but all other has to acquired it and in this situation only yoga and meditation is main way to improve self confidence. Students will definitely improve self confidence by yoga and meditation.

## REFERENCES

1. Best John and Kahn James (2006). *Research in Education* (10<sup>th</sup> Edition). New Jersey: Peason education, Inc.
2. Cohen Louis and Others (2013). *Research methods in education* (7<sup>th</sup> Edition). New York: Routledge Publication.
3. Ellen, R.E. (1990). *The Concise Oxford dictionary*. Delhi: Oxford University Press.
4. Garrett Henry (2005). *Statistics in psychology and education*. Delhi: Cosmo Publication.
5. Nityanathan, V. and Kalpana, B. (2014). Impact of yoga stress and self confidence of among the middle aged men. *Management in Health* , XVII/4/2014. pp: 36-39.
6. Parekh, B.U and trivedi, M.D. (2010). *Statistics in education*. Ahmedabad: University granth nirman board.
7. Pathan, S.B and Patel, K.G (2011). *Manovigyanni mudbbhut prakriao*. Ahmedabad: Parshva publication.
8. Ramesh, R., (2013). Effect of selected yogasana practices on self confidence and level of stress of teacher educants at secondary level. *Quest International Multidisciplinary Research Journal* , 2(1): 15-17.
9. Ranjit Kumar (2014). *Research methodology*. Australia: Sage Publication.
10. Shah, D.B. (2009). *Educational research*. Ahmedabad: Pramukh prakashan.
11. Singh, T. and Kaur, P. (2008). Effect of meditation on self confidence of student teachers in relation to gender and religion. *Journal of Exercise Science and Physiotherapy*, 4(1): 35-43.
12. Swami Niranjanananda Saraswati (2013). *Yoga Education for Children (Volume One)*. Munger Bihar: Yoga Publication Trust.
13. Swami Niranjanananda Saraswati (2013). *Yoga Education for Children (Volume two)*. Munger Bihar: Yoga Publication Trust.
14. Uchat, D.A. (2009). *Research methodology in education and social sciences*. Rajkot: Saurashtra University.

### **\* Corresponding Author:**

<sup>1</sup>**Arpitaben Tulsibhai Patel**, Research Scholar, P.G.Department of Education,  
Sardar Patel University, V.V.Nagar. Dist- Anand. Gujarat,  
Email: [patel.arpt@gmail.com](mailto:patel.arpt@gmail.com)

<sup>2</sup>**Dr. Maheshkumar R. Solanki**, Associate Professor,  
Anand Education College, Near Electric grid,  
Sardar Patel University, V. V. Nagar. Dist- Anand. Gujarat  
Email: [drmaheshsolanki@rediffmail.com](mailto:drmaheshsolanki@rediffmail.com), (M) 9824637878