

THE EFFECT OF ASHTANGA YOGA SUTRA WISDOM SERIES TRAINING ON ASSERTIVENESS SKILL AND SELF-ESTEEM

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ABSTRACT

The present study was designed to find out the effectiveness of the Ashtanga Yoga Sutra Wisdom Series. (AYSWS) interactive session among adolescents. The conceptual framework of the study was based on Patanjali Yoga sutra The study variables were assertiveness skills, self-esteem, and. Patanjali Yoga Sutra Wisdom series and will create a disease-free body, rhythmic breath, stress-free mind, inhibition-free intellect, memory-free, trauma-free memory, the ego which unites us all together and self which is free from sorrow. The sample consists of 70 (35 in each group) students from two divisions of XI (Eleventh class) of the same school in Palakkad, Kerala. The quasi-experimental design was selected for the study. A purposive sampling technique was used to experiment. The instruments used in the study were the Adolescent assertive test developed by Fischer, Joel, Corcoran, and Kwing. J (2007), Adapted the tool of Rosenberg self-esteem scale to measure self-esteem. The data collection tools were validated and the reliability was established through split half method. PYSWS program includes activities like knowledge sessions based on the commentary of Sri Sri Ravishankar the sutra commentary explained by the researcher and home assignments related to practical sessions, swot analysis self, rubric preparation and assessment, Journal writing, worksheets, video shows, games and innovative methods with lecture cum discussion using a PowerPoint presentation. Then collected data were tabulated and analyzed using descriptive (frequency, percentage, mean, standard deviation) and inferential statistics (t-test). The result showed that AYSWS has a significant on assertiveness skills and self-esteem of higher secondary school students.

KEYWORDS: Patanjali Yoga Sutra, Assertiveness Skill Self-Esteem, Ashtanga Yoga.

INTRODUCTION

According to the media reports, it showed that the behavior of the younger generation today is unpredictable Data collected from the National Comorbidity Survey-Adolescent Supplement (NCS-A), a nationally representative survey of 10,123 adolescents aged 13 to 18 years that assesses DSM-IV disorders using the Composite International Diagnostic Interview (CIDI) Version 3.0. ((Shelli Avenevoli Ph.D. a, 2015,)The effects of these psychological disorders are reflected in poor academic performance,[Error! Bookmark not defined.] lack of communication with friends and family members,[6,7,8] substance abuse, the feeling of inferiority because of low self-esteem and suicidal tendency,[7,8,9,10,11] sadness, the feeling of social isolation,[12] anticipated frustration, and feeling of failure.[13]((Varun Kumar, 2014) -There was growing evidence that emotionally weak adolescents are not able to regulate their emotions, have feelings of lower self-esteem and mood disorders, and are the victims of various psychological disorders. Studies have reported that the

incidence of mood disorders increases sharply in adolescence,[16] The research work on the association of self-esteem and psychological problems among adolescents has shown that low self-esteem and low level of assertiveness skills are found to predict depression among adolescents. Three to nine percent of teenagers meet the criteria for depression at any one time, and at the end of adolescence, as many as 20% of teenagers report a lifetime prevalence of depression. Usual care by primary care physicians fails to recognize 30-50% of depressed patients. ((Vivek Bansal, 2009)

Adolescent drug abuse is one of the largest problems in the society today. The two major reasons why teenagers use drugs are undoubtedly peer pressure and curiosity. Other reasons such as emotional stress and strain also lead to the consumption of drugs and alcohol. ((Vivek Bansal, 2009)The usage of smartphones and internet usage addiction has been proven to influence adolescents in both positive and negative ways. The second factor of lack of self-esteem in adolescents is working parents.(Smith and Sharp,1994). (Vijayan, 2020-2021) . A study was conducted to investigate the effect of yoga on the emotional regulations, self-esteem, and feelings of adolescents of 110 students aged 13 to 18 years in senior secondary school students. The result was significantly different from the nonpracticing yoga group on emotional regulation self-esteem and feeling components and suggested policymakers take action to start yoga as a part of the curriculum ((Yasmin Janjhua, 2020)As a consequence adolescents often became alone and victims of undesirable behavior. Schools of Higher secondary school students who are in late adolescence period, now under tremendous pressure and worried about how their children perform in school. Schools society and parents push them to achieve high scores in exams. The quality time and enthusiasm spent on measurable educational values are greatly diminished only because of the heavy burden of syllabus and expectation of academic achievement. The needs of human beings are not addressed in educational institutions, especially among adolescents' needs,. Although NCERT Suggested the need to take responsibility and inculcate values and the need for spiritual development, and social development the focus on academic achievement reduces the attempt for such training.

To fill the research gap about integrating the Indian Knowledge system into the school system. Here Researcher felt a gap in introducing Patanjali Yoga Sutra an ancient philosophy and wisdom series in the school without breaking the scholastic routine work and co-scholastic work, through daily assembly and co-scholastic areas of work such as physical education, social and moral development club formation and activities practice and then integrate through all subject classes inculcate some values in all behavioral pattern and develop self-esteem and assertiveness by checking themselves to aware about the improvement. Ashtanga Yoga (AY) Wisdom Series was selected mainly for this intervention program. In Sanskrit AY means eight-limbed path which was taken from Patanjali Yoga Sutra Samadhi padam to achieve the ultimate goal of life by following 10 principles from Yama and Niyama. AYWS leads to removing the darkness of life shining like the sun and spreading light surroundings through the practice of wisdom in daily life. Ashta n means eight and anga means limbs. Continuous practice of Patanjali yoga sutra principles and reflection on this and feedback and some personal workouts under guidance can help the students to live learn and live a legendary life. For this wants to know about oneself which means developing intrapersonal skills, which include self-awareness and assertiveness. It will automatically develop self-esteem. The research question was what kind of activities want to provide students with to create meaningful situations? What will be the effect of learning PYS principles to promote assertiveness and self-esteem skills? What kind of practice integrates the physical, mental, emotional, and spiritual levels of human beings, and how it nurtures them through the school level itself for their overall development? The general purpose of the research study was to assess the “effect of the instructional module related to the Ashtanga Yoga wisdom series with some practical sessions of AY principles and practice on self-esteem and assertiveness.

Yoga and its scientific intervention is a way that can help to develop an ideal personality along with developing a healthy, happy, and prosperous society resulting in promoting peace and harmony and making the world a Better place to live. ((Singh1, c 2021)

OBJECTIVES OF THE STUDY

The objectives of the study were

- To find out the effectiveness of the PYS Wisdom series Principle-based, Module on self-esteem and assertiveness among adolescent students.
- To compare the gain scores on experimental and control groups on assertiveness skills among adolescent students
- To compare the gain scores of experimental and control groups on self-esteem among adolescents
- To compare the adjusted Mean scores in soft skills between the experimental and control groups by considering the pre-test scores as covariate

Hypotheses formulated for the study were

To compare the mean scores of the pre-test and post-test of the experimental group on soft skill

- There exists no significant difference in mean pre-test scores on soft skills between the control group and the experimental group.
- There exists no significant difference between the gain scores of the control group and the experimental group on soft skills.
- There exists no significant difference between adjusted post-test scores in soft skills between the control group and experimental group by considering pre-test score as a covariate.

METHODOLOGY

It was a one-hour session for two weeks. AYSWS session was administered only to the experimental group. Pre-tests were conducted for both groups before starting the session. On the 15th day, assertiveness skills and self-esteem scores were assessed for both the control and experimental groups by using the ad-adapted tools.

The conceptual framework of the study was based on selected Patanjali Yoga Sutras. The study variables were assertiveness skills, self-esteem, and the ASWS Module. Hypotheses were formulated with the level of significance selected p (0.05). An exclusive review of literature and guidance by guides and experts formed for the development of study materials and instruments. The present study is an effort to study the effect of the AYSWS Module on assertiveness skills self-esteem, and feelings of adolescents. The study hypothesized that adolescents who are practicing Patanjali Yoga sutra principles would be assertive more effectively and there shall be significant differences between the experimental and control group. The adolescents practicing PYSW Series principles shall be higher on self-esteem than non-yoga sutra practitioners and there shall be significant differences between the practicing and nonpracticing groups on self-esteem, likewise, there shall be significant differences between the yoga and non-yoga groups on assertiveness skill. The quasi-experimental research was selected to assess the effectiveness of the study. The study was conducted in higher secondary school students of palakkad district, Kerala.

The Tools used in the study were -, Adolescents' Assertive Test-ASA (Assertiveness Scale for Adolescents) includes 33 questions ((J, 2007) Self-esteem is measured through the adapted *Rosenberg Self Esteem Scale* ((Rosenberg, (1965) ((Ciarrochi, (2007) a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self-*assessment*. The responses were scored based on a five-point Likert scale where 1 = strongly disagree, 2 = Disagree, 3 = can't say, 4 = Agree, and 5 = strongly agree.

The subjects of the present study are 70 students with ages ranging from (16–18 years) studying in higher secondary schools of Palakkad district, Kerala (India) The sample consisted of 35 adolescents practicing and following the yoga sutra and 35 adolescents who have never practiced yoga sutra principles yoga. The study investigated the differences between the yoga group and non-yoga group on self-esteem and self-assertiveness skills.

This is a quasi-experimental design that uses an intact group which was assigned to the experimental study and control group in which was assigned to the experimental and control group which were given pretest and posttest. This group constitutes naturally assembled collectiveness as similar as availability permits the same age same basic qualification and from the same area. An intervention program was implemented only for the experimental group no such program was provided for the control group. Both groups attended the same pre-test and post-test test. Each subject was given the same tool before the program and after the two weeks, 5 hours in each week Intervention program. The results obtained served as dependent measures of the study. For assessing the improvement following the implementation of the module the researcher used the scores and measured the improvement.

The Procedures Adopted for Data Collecting Necessary Data were as Follows

- Administration of pre-test - Before the treatment, the pre-test was administered to the experimental group and control group.
- Treatment – After the selection of the topics for treatment instructional material and tools were prepared experimental group was taught through the AYWS module, no such special intervention program for the control group
- Administration of post-test - Post-test was given to two groups immediately after the treatment

The entire processing was done by Jamovi, a software package used for logical batched and non-batched statistical analysis. The statistical techniques used for the analysis of data were,

- Preliminary Analysis
- Test of significance of differences between means
- ANCONA

Student t-tests were set as .05 and were conducted to examine the gain scores of the control and experimental groups.

FINDINGS AND RESULTS

It can be seen in Table 1 that the students practicing selected yoga sutras have obtained a very high mean value on assertiveness skills and self-esteem. However, lesser mean value for the statements, for the non-yoga sutra practicing

group, the mean values were below average for the majority of statements which shows lesser agreement with statements but a higher mean for the experimental group.. It was also noted that the effect of yoga on the mean difference about all statements of the assertiveness scale is highly significant. It can be said that yoga sutra practice attributes assertiveness skills and self-esteem.

Comparison of Mean Gain Scores of Assertiveness Skill in Control Group and Experimental Group

Mean gain scores mean the measured difference of scores of the pretest and post-test scores. The mean of the control group's pretest was 59.3 and the post-test was 60.3The mean of the experimental group's pretest score was 57 and the test was 64.5

Independent sample of t-test of Mean Gain Scores

To compare the gain scores on experimental and control groups of assertiveness skill

Objective 1

To compare the gain scores on experimental and control groups of self-esteem

Independent Samples t-Test of Mean Gain Scores of Self-esteem

Table 1

Independent Samples T-Test				
		Statistic	df	P
Self-esteem Gain score	Student's t	8.66	68.0	< .001
^a Levene's test is significant (p < .05), suggesting a violation of the assumption of equal variances				

There is a significant difference in the mean gain scores of the control group and experimental group The obtained value is .8.66 and the table value is greater than the table value. So the null hypothesis is rejected.

Table 2

Group Descriptive						
	Group	N	Mean	Median	SD	SE
Self-esteem Gain score	Experimental	35	11.0	10.0	7.00	1.18
	control	35	0.457	1.00	1.69	0.285

The mean gain scores of the control group and experimental group are graphically represented in Fig 1

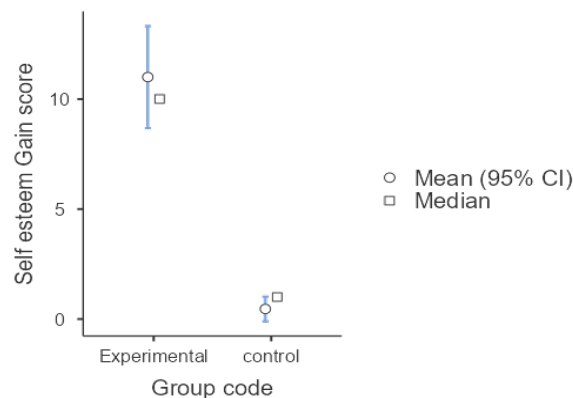


Figure 1

Discussion: After the comparison of the mean gain scores of the control group and experimental group, got the results of .457 and 11 respectively and it shows there is a significant difference in the mean gain scores of the control and experimental group, the difference is 10.6

Objective 2

To compare the gain scores on experimental and control groups of assertiveness skills

Independent Samples t-Test of Mean Gain Scores of Assertiveness skill

Table 3

Independent Samples T-Test		Statistic	df	p
Assertiveness Gain score	Student's t	8.40	68.0	< .001

There is a significant difference in the mean gain scores of the control group and experimental group The obtained value is .8.40 and the table value is 2.58 which is greater than the table value. so the null hypothesis is not accepted.

Table 4

Group Descriptive						
	Group	N	Mean	Median	SD	SE
Assertiveness Gain score	Experimental	35	7.49	8.00	3.29	0.557
	control	35	1.29	2.00	2.87	0.484

The mean gain scores of the control group and experimental group are graphically represented in Fig 2

Discussion: After the comparison of the mean gain scores of the control group and experimental group, got the result of .457 and 11 respectively and it shows there is a significant difference in the mean gain scores of the control and experimental group, the difference is 10.

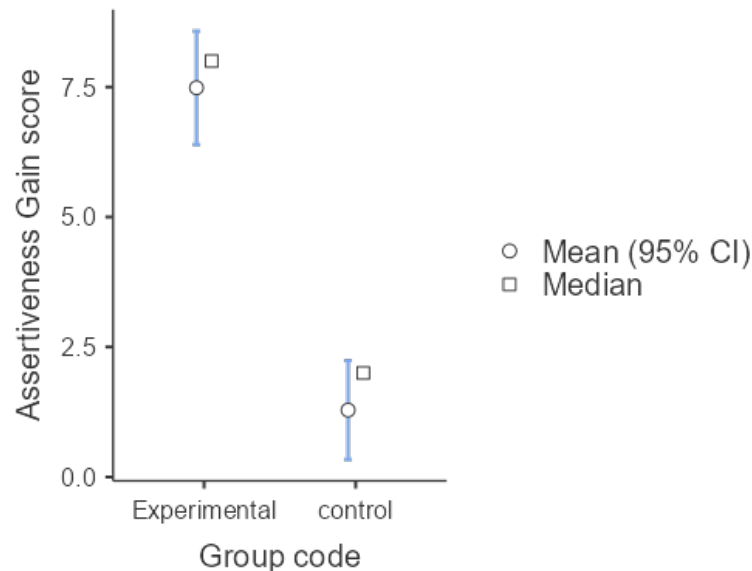


Figure 2

Objective 3

Comparison of Adjusted Mean Post-test Scores of Assertiveness Skills in PYSWS of the Control Group and Experimental Group by Considering Pretest Scores as a Covariate

ANCOVA was used to make a comparison between the adjusted mean post-test scores of assertiveness skills and self-esteem of the control group and experimental group by considering pretest scores as covariates.

ANCOVA

Table 5

ANCOVA - Self-Esteem Post-Test					
	Sum of Squares	df	Mean Square	F	p
Group code	1841.2	1	1841.2	84.08	<.001
Self-esteem pre-test	46.7	1	46.7	2.13	0.149
Residuals	1467.1	67	21.9		

Table 6

Estimated Marginal Means - Group Code				
Group code	Mean	SE	95% Confidence Interval	
			Lower	Upper
Experimental	35.1	0.791	33.5	36.7
control	24.9	0.791	23.3	26.4

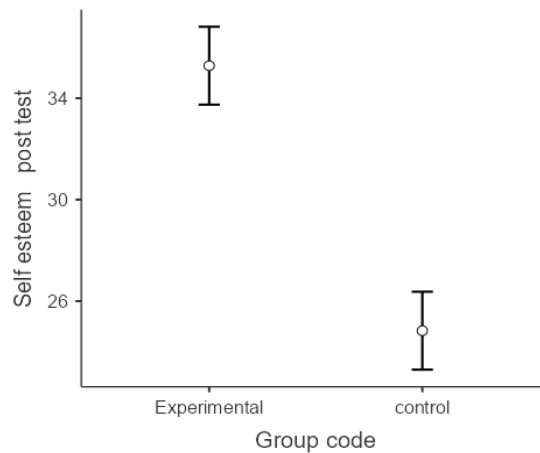


Figure 3

By comparing the adjusted mean scores of the control group and the experimental group concluded that there exists a significant difference between the adjusted mean scores of both groups

ANCOVA

Table 7

ANCOVA - Assertiveness post test					
	Sum of Squares	df	Mean Square	F	P
Assertiveness pre-test	8837	1	8836.51	924.0	<.001
Group code	652	1	652.35	68.2	<.001
Residuals	641	67	9.56		

Estimated Marginal Means

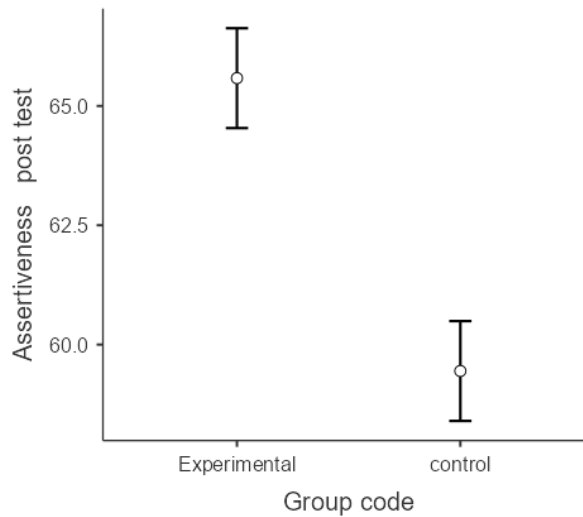


Figure 4

Table 8

Estimated Marginal Means - Group code (2)				
			95% Confidence Interval	
Group code (2)	Mean	SE	Lower	Upper
Experimental	65.6	0.524	64.5	66.6
control	59.4	0.524	58.4	60.5

By comparing the adjusted mean scores of the control group and the experimental group concluded that there exists a significant difference between the adjusted mean scores of both groups

MAJOR FINDINGS OF THE STUDY AND DISCUSSIONS

The implication of the study showed that the AYWS S sessions interactive programs do influence students in their assertive skills and self-awareness so that the purpose is to inculcate values and soft skills such as assertiveness skills and self-esteem and make them equipped to select best from surroundings and become assertive and develop self-esteem

The following are the major findings of the study.

- The assertiveness skill of students who were taught through the based Instructional method was significantly higher than that of the control group. The findings show that the AY Instructional Module is effective in improving assertiveness skills among adolescents. The self-esteem among adolescents who were taught through the AYWS Module was significantly higher than that of the control group. The results showed that there is no significant difference in the mean pre-test score on self-esteem and assertiveness skills between the control group and the experimental group. There is a significant difference between the mean score of pre-test and post-test of the control group on assertiveness and self-esteem. The mean post-test scores of the control group showed no significant difference while comparing with pre-test score.

- There is a significant difference between the mean score of pre-test and post-test of the experimental group on assertiveness skill and self-esteem according to the statistics. The mean post-test scores of the experimental group on assertiveness Skills and self-esteem were higher than that of the pre-test score.
- There is a significant difference between the gain scores of the control group and the experimental group on assertiveness skills. There is a significant difference between the gain scores of the control group and the experimental group on self-esteem.
- There is a significant difference between the adjusted post-test scores in assertiveness skills and self-esteem between the experimental group and the control group by considering the pre-test score as a covariate.
- The adjusted means for Post-test scores were tested for significance. The t-value obtained is 21.52. The Table value is 1.96 at the .05 level and 2.58 at the .01 level. So the obtained value is significant at the 01 level. The result shows that the two groups differ significantly. Therefore it can be concluded that the AYWS Module is effective in enhancing the assertiveness skills and self-esteem of adolescents when the total sample is considered.

The implication of the study showed that these AYWS sessions interactive programs do influence students in their assertive skills and self-awareness so the purpose is to inculcate universal values and soft skills such as assertiveness skills and self-esteem. and make them equipped to select best from their surroundings become assertive and develop self-esteem

LIMITATIONS

The time provided for the study was some day's morning and some day's afternoon. If it had enough time morning session itself it would be more dynamic.

This study was conducted only for the commerce group to find out the effectiveness of the module and the effect on assertiveness skills and self-esteem. Because of the time constraint not able to include more variables. To assess the effectiveness.

CONCLUSION

In this study, the effectiveness of the AYWS applied different strategies to keep the interest of the students. Yoga, pranayam, and meditation to know self in a deeper way were used in this study. Before starting the session a pretest for both groups. Quasi-experimental pretest post-test was used for this study. 70 students aged sixteen to seventeen years old were involved in this study the students were selected from two classes of the same age and same locale as two equal groups. It was hypothesized that to improve assertiveness skills and self-esteem the Patanjali yoga sutra principles have a significant role and would assist the students to practice in real-life situations and help them to think and act properly and achieve their goals without strain. The experimental group improved significantly after implementing the instructional program. The implication of the study showed that this training program does influence students in their assertive skills and self-awareness. Therefore specific instructional strategies should be used in interactive sessions of teaching to promote all kinds of skills .so that the purpose was to inculcate universal values and make them select best from their surroundings become assertive and develop self-esteem.

In the statistical analysis, attempts between the experimental group and control group revealed that there is no significant difference between the pre-test scores in assertiveness skill difference in scores of self-esteem. It indicates that both groups are homogeneous. However, there is a significant difference in the post-test. From this, it can be concluded that the Patanjali Yoga Sutra Wisdom Series practical Module is very effective for secondary school students in improving their assertiveness skills and self-esteem,

However, after the administration of the AYWS training program which includes their daily practice of self-study, and micro-moment of happiness practice, most of them became more assertive and the majority of them had high self-esteem in the experimental group.

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