



Impact of Hatha Yoga Sadhana on Selected Socio Environmental Factors among Dyslexic Primary Children

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Abstract

The present study was designed to find out the Impact of Hatha yoga Sadhana on selected socio environmental factors among dyslexic primary children. It was hypothesized that there would be significant differences in socio environmental factors among dyslexic primary children due to the influences of Hatha yoga Sadhana . To achieve the purpose of the study, 30 dyslexic primary children from various schools chennai, their aged between 8 to 10 years were selected subjects were divided into experimental group and control group with 15 subjects each in a group. Experimental group – Hatha yoga Sadhana and for the period of 6 weeks of an hour in the morning. The control group was not exposed to any specific training but they participated in the regular activities. The pre-test and post-test were conduct before and after the training for two groups. The socio environmental factors in behaviour was measured by Lalitha Raja R. (2009) Questionnaire. The data pertaining to the variables collected from the two groups before and after the training period were statistically analyzed by using Analysis of Covariance (ANCOVA) to determine the significant difference and tested at 0.05 level of significance. The results of the study showed that behaviour decreased significantly as a result of Hatha yoga Sadhana.

Keywords: Hatha Yoga Sadhana, Behaviour, Socio-Environmental Factors.

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Introduction

Ever since the industrial revolution in science and its applications have helped to progress materially, human mind has worked wonders and has achieved a remarkable progress for the welfare of mankind. The last six decades in particular have witnessed a tremendous progress in science and technology. Researches in Electronics and recently in Bio-chemistry have solved many problems for which mankind found no solutions. Learning may occur as a result of habituation or classical conditioning, seen in many animal species, or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development. The World Federation of Neurology defined dyslexia as follows: dyslexia is "a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence and sociocultural opportunity." Dyslexia is a learning

disability that manifests itself as a difficulty with reading decoding, reading comprehension and/or reading fluency. It is separate and distinct from reading difficulties resulting from other causes, such as a non-neurological deficiency with vision or hearing, or from poor or inadequate reading instruction. It is estimated that dyslexia affects between 5% and 17% of the U.S. population.

Dyslexia is an impairment in your brain's ability to translate written images received from your eyes into meaningful language. Also called specific reading disability, dyslexia is the most common learning disability in children. Dyslexia usually occurs in children with normal vision and normal intelligence. Children with dyslexia usually have normal speech, but may have difficulty interpreting spoken language and writing. Yoga means the experience of oneness or unity with inner being. This unity comes after dissolving the duality of mind and matter into supreme reality. It is a science by which the individual approaches truth. The aim of all yoga practice is to achieve truth where the individual soul identifies itself with the supreme soul or God. Yoga has the surest remedies for man's physical as well as psychological ailments. It makes the organs of the body active in their functioning and has good effect on internal functioning of the human body. Yoga is a re-education of one's mental process, along with the physical.

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Methodology

To achieve the purpose of study, 30 dyslexic primary children from various schools near Chennai, Tamilnadu their aged between 8 to 10 years were selected randomly into experimental and control groups of 15 subjects each. The selected subjects were divided into experimental group and a control group (CG) with 15 subjects each in a experimental group underwent hatha yoga sadhana and for the period of 6 weeks, five days per week for the maximum of one hour in the morning. The control group (CG) was not exposed to any specific training but they participated in the regular activities.

Training Schedule

Experimental Group - Hatha yoga sadhana. (Loosening exercises, suryanamaskar, asanas, pranayama and relaxation)

Results

The analysis of Covariance on the data obtained for Behaviour of Pre and Post-test of Experimental group and control group have been presented in Table I.

Table I. Computation of analysis of covariance on behaviours (Scores in Numbers)

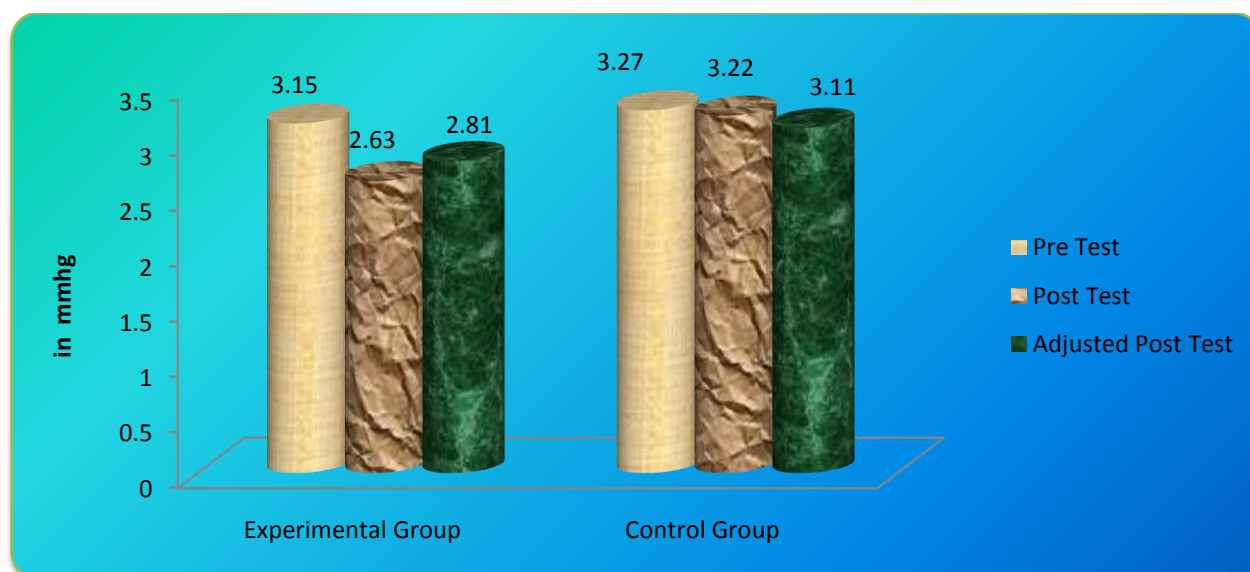
	EXPERIMENTAL GROUP	CONTROL	SOURCE OF VARIANCE	SUM OF SQUARES	DF	MEAN SQUARES	OBTAINED F
Pre Test Mean	3.15	3.27	Between	0.0	1	0.02	0.04
			Within	26.8	28	0.46	
Post Test Mean	2.63	3.22	Between	3.8	1	3.75	8.53*
			Within	25.5	28	0.44	
Adjusted Post Test Mean	2.81	3.11	Between	3.4	1	3.41	15.26*
			Within	12.7	27	0.22	
Mean Diff	0.52	0.19					

Table F-ratio at 0.05 level of confidence for 1 and 58 (df) =4.01, 1 and 57(df) =4.01 . * Significant

The pre test mean on experimental group was 3.15, and control group was 3.27 and the obtained F value was 0.04, which was less than the required F value of 4.01 to be significant. Hence, it was not significant and the groups were equal at initial stage. The comparison of post test means, experimental group 2.63 and control group 3.22 proved to be significant at 0.05

level as the obtained F value 8.53 was greater than the required table F value of 4.01 to be significant at 0.05 level. The obtained F-ratio values were higher than the table value; it indicates that there was significant difference among the post test and adjusted post-test means of the Experimental Group (Hatha yoga sadhana)) and the Control group (No Practices) on Behaviour.

Figure I. The adjusted post test mean value on behaviour of exp-GI, exp-GII and control groups



The results of the study showed that stress reduced significantly as a result of hatha yoga sadhana. Hence, the hypothesis was accepted at 0.05 level of confidence.

Conclusion

Hatha Yoga sadhana help to reduce the behavior among the dyslexic primary children to compare the control group. And comparing the Experimental group (hatha yoga sadhana) effective than the Control group (No training).

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