



Research article

EFFECT OF YOGIC PRACTICE ON SELECTED LIFE SKILLS OF CHILDREN WITH VISUAL IMPAIRMENT

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Abstract

Abstract

The purpose of the study was to find out the effect of yogic practice on selected life skills of children with visual impairment. For this study, 6 mild category of visual impairment were selected by applying purposive sampling technique from Ramakrishna Mission Vivekananda University Faculty of Disability Management and Special Education, Coimbatore. The subject's age were ranged from 6 to 14 years. The selected subjects were considered as single group when was given yoga training, five days a week for eight weeks. The following criterion variables were selected for the study such as life skills variables namely concentration, interest and behavior. The training period was for eight weeks except Saturday and Sunday of every week. All the subjects were tested prior to training and after completion of eight weeks of training on the selected variables. "t" test was used as statistical technique for this study and level of significant was fixed of 0.05. It was concluded that yogic practice has significantly improved the life skills namely flexibility, balance, concentration, interest and behavior of children with visual impairment.

Key words: *Yogic practice, life skills, concentration, interest, behavior, visual impairment.*

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INTRODUCTION

Yoga is described as the power of all creative endeavors and creation itself. Yoga act as stress reliever, and can improve the flexibility, strength, breathing quality and lung capacity. Yoga poses work by safety stretching your muscles and all other soft tissues in your body. Many researches stated that the yogic practice enhances the life skills and social skills also. Visual impairment, also known as vision impairment or vision loss, is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses. Visual impairment may cause people difficulties with normal daily activities such as driving, reading, socializing, and walking. The limitations of the visual impairment leads to the infirmity in physical fitness and life skills. Yoga is an ancient practice to improve the life skills including the persons with disabilities. The researcher wanted to find out the significance of the yoga for improving life skills and physical fitness among children with visual impairment.

METHODS AND MATERIALS

Selection of Subjects

For this study 6 visual impairment students were selected by applying purposive sampling technique from Ramakrishna Mission Vivekananda University, Faculty of Disability Management and Special Education, Coimbatore. The subjects' age was ranged from 6 to 14 years.

Selection of Variables

Independent Variable

Yogic practices

Dependent Variables

Life skills

- ❖ Concentration
- ❖ Interest
- ❖ Behavior

CRITERION MEASURES

S. No	Life Skills Variables	Test
1.	Concentration	Questionnaire
2.	Interest	
3.	Behavior	

EXPERIMENTAL DESIGN

For this study, 6 mild category of visual impairment, were selected by applying purposive sampling technique from Ramakrishna Mission Vivekananda University Faculty of Disability Management and Special Education, Coimbatore. The subject's age ranged from 6 to 14 years. The selected subjects were considered as single group and was given yoga training, five days a week for eight weeks. The following criterion variables were selected for the study such as life skills variables namely concentration, interest and behavior. The training period was for eight weeks except Saturday and Sunday of every week. All subjects were tested prior to training and after completion of eight weeks of training on the selected variables.

TRAINING PROTOCOL

- Training period – 8 weeks
- Days per week – 5 days
- Session - Evening
- Session duration – 45 minutes

Methods adaptation:**Tactile Method:**

The researcher has used tactile method to teach yogic practice. It means that the subjects were allowed to touch the yoga performer to understand the particular asana.

Audio Listening Method:

The yogic practice were orally explained by the researcher and audio devices were used to understand all the procedure of yogic practice.

Demonstration Method:

The researcher demonstrated each yogic practice by step – by – step. He has **Pranayama**

- ❖ Anuloma-viloma pranayama

RESULTS AND DISCUSSION**Results****TABLE-I****TABLE SHOWING THE MEAN DIFFERENCE STANDARD DEVIATION AND 't' VALUE OF EXPERIMENTAL GROUP ON CONCENTRATION**

Group	Mean	Md	Std.deviation	Std.error of the mean	't'	Table value
Experimental pre-test	7.33	5.67	0.81	0.33	17.00*	2.14
Experimental post test	13.00		1.41	0.57		

*Significant at 0.05 level of confidence

To find out the significant difference between pre test and post test on concentration 't' ratio was employed and the level of significance was set at 0.05. The experimental group on concentration pre test value was 7.33 and post test value was 13.00 respectively.

touched the subjects and made them correct position for the particular asanas.

LIST OF YOGIC PRACTICE**Asanas**

- ❖ Utkatasana
- ❖ Tadasana
- ❖ Savasana
- ❖ Halasana
- ❖ Pathahasthasana
- ❖ Padmasana
- ❖ Yogamudra
- ❖ Dhanurasana
- ❖ Paschimotanasana
- ❖ Bhujangasana
- ❖ Shalabasana
- ❖ Vajrasana
- ❖ Ardhakaticakrasana

STATISTICAL TECHNIQUES

The researcher used paired "t" test as statistical technique for this study. Level of significance was fixed at 0.05

The mean difference value was 5.67 and btained 't' ratio 17.00 was greater than the table value 2.14. So it was to be significant.

Pre test and post test results of experimental group on concentration are shown in figure-1.

FIGURE-1
BAR DIAGRAM SHOWING THE PRE AND POST TEST MEAN VALUE
OF EXPERIMENTAL GROUP ON CONCENTRATION

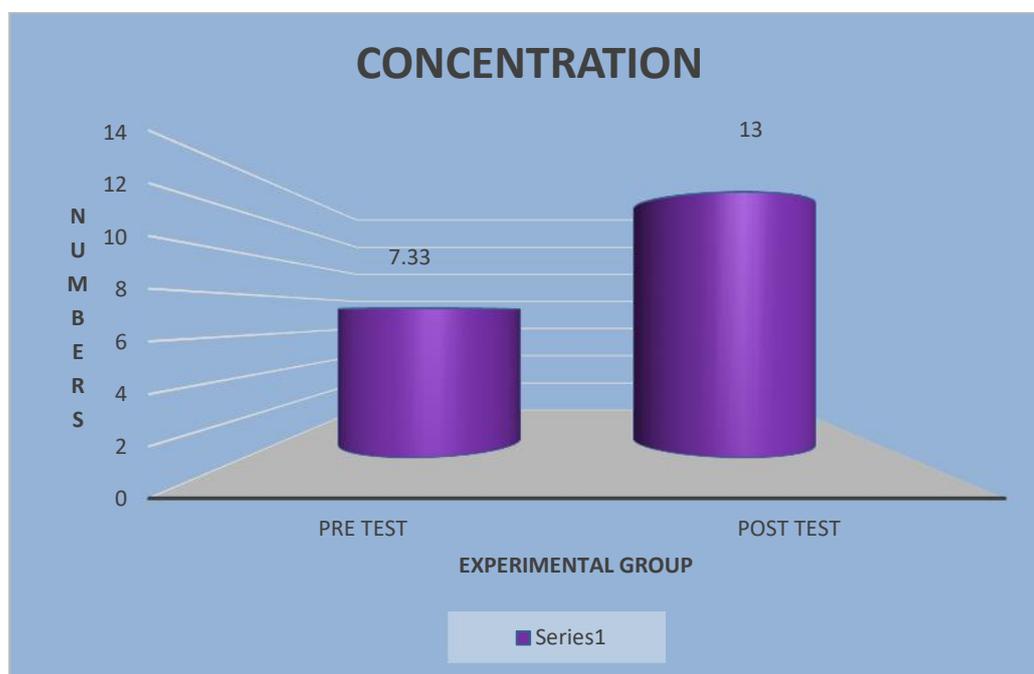


TABLE-II
TABLE SHOWING THE MEAN DIFFERENCE STANDARD DEVIATION
AND 't' VALUE OF EXPERIMENTAL GROUP ON INTEREST

Group	Mean	Md	Std.deviation	Std.error of the mean	't'	Table value
Experimental pre-test	5.83	6.16	0.75	0.30	15.36*	2.14
Experimental post test	12.00		1.54	0.63		

*Significant at 0.05 level of confidence

To find out the significant difference between pre test and post test on interest 't' ratio was employed and the level of significance was set at 0.05. The experimental group on interest pre test value was 5.83 and post test value was 12.00 respectively. The mean difference

value was 6.16 and obtained 't' ratio 15.36 was greater than the table value 2.14. So it was to be significant.

Pre test and post test results of experimental group on interest are shown in figure-2.

FIGURE-2
BAR DIAGRAM SHOWING THE PRE AND POST TEST MEAN VALUE
OF EXPERIMENTAL GROUP ON INTEREST

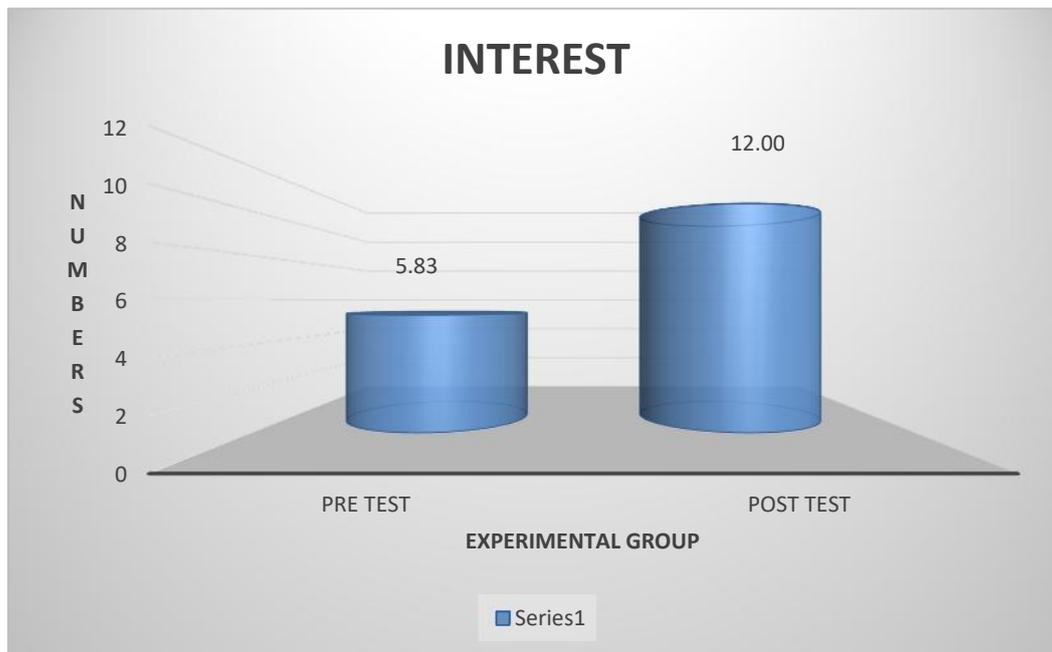


TABLE-3
TABLE SHOWING THE MEAN DIFFERENCE STANDARD DEVIATION
AND ‘t’ VALUE OF EXPERIMENTAL GROUP ON BEHAVIOR

Group	Mean	Md	Std.deviation	Std.error of the mean	‘t’	Table value
Experimental pre-test	5.33	5.00	0.81	0.33	19.36*	2.14
Experimental post test	10.33		0.82	0.34		

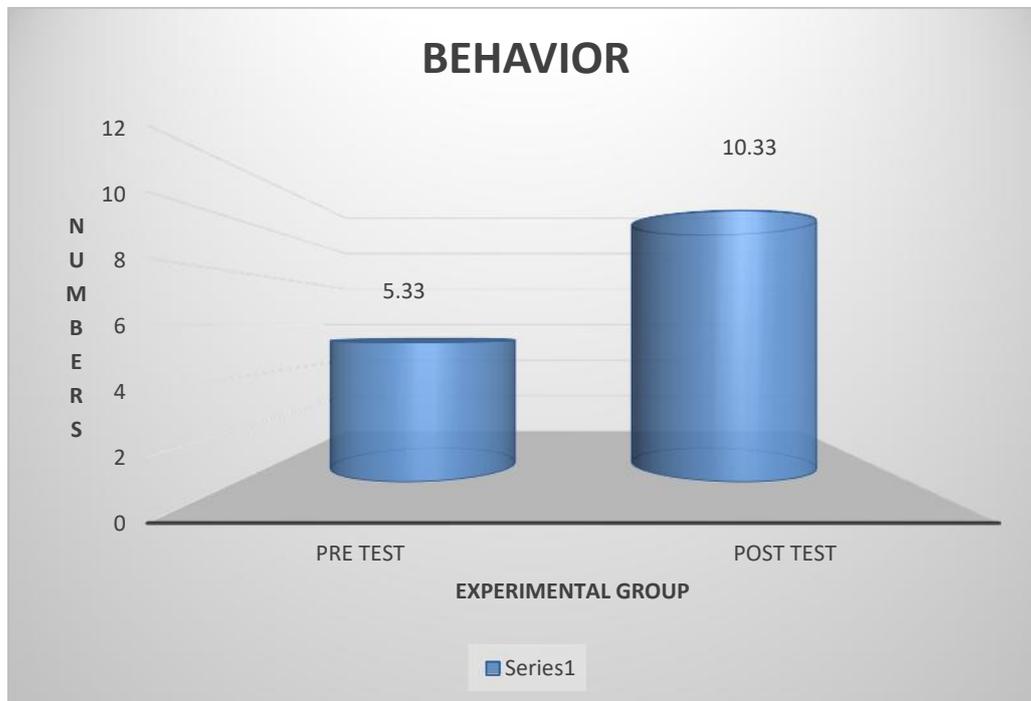
*Significance at 0.05 level of confidence

To find out the significant difference between pre test and post test on behavior ‘t’ ratio was employed and the level of significance was set at 0.05. The experimental group on behavior pre test value was 5.33 and post test value was 10.33 respectively. The mean difference

value was 5.00 and obtained ‘t’ ratio 19.36 was greater than the table value 2.14. So it was to be significant.

Pre test and post test results of experimental group on behavior are shown in figure-3.

FIGURE-3
BAR DIAGRAM SHOWING THE PRE AND POST TEST MEAN VALUE OF
EXPERIMENTAL GROUP ON BEHAVIOR



DISCUSSION ON FINDINGS

The result of the study showed that the yogic practice group had significant improvement on selected life skills namely concentration, interest and behavior. This may be due to the effect of yogic practice. The results are in conformity with other studies of Lisa & Kaley-Isley et al. (2014), Gislin

Dagnelie et al. (2012), and Bellevue, Washington et al. (2013).

CONCLUSION

➤ It was concluded that yogic practice has significantly improved the life skills namely concentration, interest and behavior of children with visual impairment.

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