

EFFECT OF SELECTED YOGIC PRACTICES ON SPAN OF ATTENTION OF SECONDARY SCHOOL CHILDREN

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Abstract:

The purpose of the present study was to investigate the effect of selected yogic practices on span of attention of secondary school children. Thirty secondary school children between the age group of fifteen to nineteen years were selected through systematic random sampling technique from Kapurthala district. Subjects were divided into two groups i.e. Experimental and Control group. Training of Yoga was imparted for eight weeks on Experimental group and data of pre test and post test was collected. Training program was not given to Control group. Tachistoscop was used to measure the Span of attention. The results of the investigation shown significant improvement on span of attention, which were tested on 0.05 level of confidence.

KEY WORDS:

Yogic practices, Tachistoscop, Span of attention.

INTRODUCTION

The biggest misconception people have about yoga is that it is purely stretching but although stretching is involved, yoga is about the balance in the body which is gained through postures and poses which each develop strength and many other physical benefits. As an individual starts doing yoga their experience is referred to as 'their practice' which is meant to describe how your relationship with the discipline develops, evolves and changes. Yoga isn't a competitive practice and there are classes and different types to suit different people.

The whole system of Yoga is built on three main structures: exercise, breathing, and meditation. The exercises of Yoga are designed to put pressure on the glandular systems of the body, thereby increasing its efficiency and total health. The body is looked upon as the primary instrument that enables us to work and evolve in the world, and so a Yoga student treats it with great care and respect. Breathing techniques are based on the concept that breath is the source of life in the body.

Attention span is the amount of time that a person can concentrate on a task without becoming distracted. Most educators and psychologists agree that the ability to focus one's attention on a task is crucial for the achievement of one's goals.

"Attention span" refers to the amount of time a person can concentrate focused attention on something. Depending on the task, the individual, and other factors, attention spans can range from a few seconds to several minutes. The average is from 5 to 20 minutes, although it is possible to extend this time with various mental techniques. There are indications that a person's attention span may be affected by early and prolonged exposure to television or the Internet, although this has not been conclusively proved. Developmental disorders such as attention deficit hyperactivity disorder (ADHD) can also affect attention spans.

Complex mental activities such as reading, mathematics, and the creation of artwork require

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focused attention. This is not limited to mental activity, however; many physical activities, such as athletics or juggling, also require intense focus. Very young children generally have difficulty achieving this focus. This is why books and educational materials for this age group often feature bright colors and short narratives designed to capture their attention. As they mature, most people are able to extend their attention spans when necessary.

Some factors that affect attention span in adult are attention deficit hyperactivity disorder (ADHD), fatigue, technology, and the side effect of certain medications. Millions of people live with ADHD, a disorder that can severely affect attention span in adults and children. Fatigue is another common factor and its symptoms are sometimes mistaken for ADHD or other chronic disorders and mental health problems. In addition, many studies show that spending a lot of time watching television on a frequent basis can shorten attention span. A shortened attention span is also a side effect of some prescription drugs and stimulants.

Length of span: Estimates for the length of human attention span are highly variable and depend on the precise definition of attention being used.

Attention span, as measured by sustained attention, or the time spent continuously on task, varies with age. Older children are capable of longer periods of attention than younger children. After losing attention from a topic, a person may restore it by taking a rest, doing a different kind of activity, changing mental focus, or deliberately choosing to re-focus on the first topic.

METHODOLOGY

Sixty subjects were selected from the secondary schools of Kapurthala district of Punjab and divided into two equal groups i.e. thirty students in experimental group and thirty in the control group. Study comprises of the secondary school students between the age group of fifteen to nineteen years from Kapurthala district. Sample was selected through systematic random sampling technique. Mean score was calculated from the pre-test and the post-test using Tachistoscope and then t-test was used to find out the difference between the pre-test and post-test mean values span of attention .

Pre test–post test design was used for the collection and analysis of data. After finalization of the samples for the research study, familiarization camp of one week was organized. Training was given six days in a week from 7.00 am to 9.00 am in the morning. Sunday was remaining as the rest day. After the completion of eight weeks, post-test data was recorded and analyzed. Apart from training, subjects/samples were attended their daily routine classes as scheduled. Whole research work was done under the supervision of investigator.

Eight weeks of yogic practices programme which was followed by the children includes the following exercises:

Table - 1
Training programme

Sr. No.	Monday to Saturday	Repetitions	Sets
1.	Padama sana	1	1
2.	Om Dhayana	10	3
3.	Bhara mari	9	1
4.	Ujjai	5	1
5.	Anulom Vilom	150	2
6.	Suryanamskara (12 Count)	4	4
7.	Trikona sana	2	2
8.	Kuktasana	2	2
9.	Natrajasana	2	2
10	Tadasana	2	2
11	Ustrasana	2	2
12	Natrajasana	2	2

RESULT AND DISCUSSION

The data collected by adopting above procedure were statistically analysed. The results were

presented in the following tables.

Table - 1

Comparison of pre-test and post-test mean scores of experimental and Control group on Span of Attention					
		Mean	SD	SEDM	t-value
Experimental Group	Pre-test	39.37	5.3	0.97	2.12 *
	Post-test	42.1	4.64	0.87	
Control Group	Pre-test	42	4.79	0.88	0.42
	Post-test	41.47	5.06	0.92	

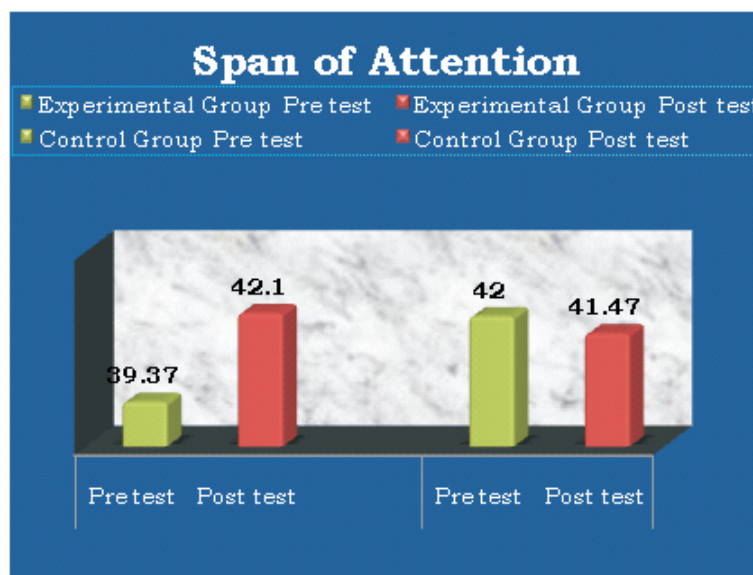
* Significant value at 0.05 level=2.05

Table-2 show the comparison of pre and post test score of experimental and control group respectively. Where the mean score of pre and post test of experimental group is 39.37 and 42.1 and standard deviation is 5.3 and 4.64. The t-value 2.12 is found to be significant at 0.05 level of confidence which shows that the span of attention of experimental group after the training of 8 weeks of Yogic Practices is not higher than the post test of the same group.

Table further shows the comparison of pre and post test score of control group. Where the mean score of pre and post test of control group is 42 and 41.47 and standard deviation is 4.79 and 5.06. The t-value 0.42 is found to be insignificant at 0.05 level.

Pre and post test of experimental group was found significant at 0.05 level the result may be significant as training period may be good and secondly psychological variable i.e. span of attention are not difficult to train with yogic practices.

Figure-1



Above Figure-1 reflects the comparison of mean on Span of attention between experimental and control group. So it is clearly showing the training effect though the t-value is found significant.

CONCLUSION

On the basis of the findings of the study, it was concluded that eight weeks of yogic practices are useful program to improve the span of attention. Significant difference was observed between experimental and control groups on the span of attention. Experimental group performed better in comparison to control group.

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