

Influence of Salath Namaz and Suryanamaskar on Study Skills and Anxiety among Adolescent Boys

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Abstract

The purpose of the study was to find out the influence of salath namaz and suryanamaskar on study skills and anxiety among adolescent boys. For the purpose of this study forty five school boys were selected randomly. The subjects were from Husainy High School, Ramapuram, Chennai. They were in the age group of 13 to 15 years and they were divided into three groups namely experiment group I (Salath Namaz), experiment group II (Suryanamaskar) and control group. Each group consists of fifteen subjects. The collected data were analyzed by ANCOVA and followed by Scheffe's post hoc test. It was concluded that salath exercises significantly altered anxiety of the adolescent boys and suryanamsakar practices significantly altered study skills of the adolescent boys.

Key words: Salath namaz , Suryanamaskar, Study skills, Anxiety, Adolescent

Introduction

Modern living has taken all the exercise out of our lives and so in order to get fit and have to put it back again, regular exercise is necessary to develop and maintain an optional level of health, performance and appearance. It makes feel good, both physically and mentally. It gives psychological lift and strengthens a sense of accomplishment.

Salath is the prayer performed by Muslims daily five times a day. It includes bodily movements like bending, sitting and standing and it is performed with recitation of the Quran verses. The body movements in salath will resembles like some of the asanas like Tadasana, padahastasana, Vajrasana, Sasangasana etc. Islamic prayer is the physical dynamic exercise for the body and the recitation of the Quranic verses at each posture help the worshippers to attain concentration and purification of thoughts. Muslim prayer can be compared to Surya Namaskar. (Ashrad F.,1996)

The Sanskrit name 'Surya' here refers to the Sun and namaskar means 'Salutations'. Suryanamaskar has been handed down from the enlightened aged of the Vedic age. This dynamic group of asanas is not regarded as being a traditional part of hatha yoga practices as it was added to the original asanas group at a later time. It is an effective way to loosening up, stretching, massaging and toning all the joints, muscles and internal organs of the body. These asanas generate prana, the subtle energy which activates the psychic body. (Swami Satyananda Saraswathi, 1999)

Purpose of the Study

The purpose of the study was to find out the influence of salath namaz and suryanamaskar on study skills and anxiety among adolescent boys.

Hypothesis

It was hypothesized that there would be significant difference between the pre test and post test on study skills and anxiety among adolescent boys due to salath namaz and suryanamaskar practice.

Review of Related Literature

Parthiban.V, (2009) conducted a study on effect of varied packages of yogic practices on resting pulse rate, vital capacity, assertiveness and study skills. For the purpose of this study the subjects of 45 boys from 'Jain vidhyashram high school' were divided into three groups, first group was given asanas and meditation, group II was given surya namaskar, asanas, pranayama and meditation and the third group was control group. After the training period of 6 weeks, it was found that there was no significant difference between first and second group's experimental groups in all the variables, but the results in the resting pulse rate 36.00, vital capacity 15.77, assertiveness 23.76, and study skills 32.05 showed a significant difference when compared to control group.

Methodology

A total of forty five subjects were selected from Husainy High School, Ramapuram, Chennai to achieve the purpose of the study. They were in the age group of 13 to 15 years and the subjects were randomly divided into three groups and each groups consisting of Fifteen subjects. Experimental group I underwent salath practices, experimental group II underwent suryanamaskak practices and the control group was not exposed to any treatment. Pre test post test random group design was used for this study. The salath practices and suryanamaskar practices were selected as independent variables and, study skills and anxiety were selected as dependent variables. After the experimental treatment post test scores were collected and the obtained data were subjected to statistical treatment using ANCOVA. In all the cases the level of significance 0.05 level of confidence was fixed as appropriate.

Results and Discussion

Table-I
Computation of Analysis Of Covariance On Study Skills
(Scores in Points)

Test	Salath namaz group	Surya namaskar group	Control group	Source of variance	Sum of squares	Degrees of freedom	Means of squares	Obtained F Value
Pre Test	27.87	28.20	28.20	Between	1.11	2	0.56	0.01
				Within	1694.53	42	40.35	
Post Test	33.00	32.47	30.00	Between	76.84	2	38.42	1.45
				Within	1115.73	42	26.57	
Adjusted Mean	33.16	32.39	29.92	Between	85.66	2	42.83	6.35*
				Within	276.39	41	6.74	
Mean Gain	-5.13	-4.27	-1.80					

*significant at 0.05 level of confidence

Table F ratio at 0.05 level of confidence for df 2 and 42 = 3.22, 2 and 41 = 3.23.

The table I shows that the pre test mean scores of Study Skills for Salath Namaz group, Surya namaskar group and Control group were 27.87, 28.20 and 28.20 respectively and the obtained 'F' value on pre test scores 0.01 was less than the required F value of 3.22 to be significant at 0.05 level. This proved that there was no significant difference among the groups at initial stage and the randomized assignment of the subjects into three groups were successful.

The post test mean scores of Salath Namaz group, Surya namaskar group and control group were recorded as 33.00, 32.47 and 30.00 respectively, showed improvement over the pre test scores. The obtained 'F' value on post test scores 1.45 was Less than the required 'F' value 3.22. This proved that there was no significant difference among the post test means of the subjects. The obtained 'F' value of adjusted post test means 6.35 was greater than the required table 'F' value of 3.23. This proved that there was significant difference among the means due to six weeks training of Salath group, Surya namaskar Practice on Study Skills.

Since significant improvements were recorded, the results were subjected to post hoc analysis using Scheffe's confidence interval test. The results were presented in table II

Table-II
Scheffe's Post Hoc Test for Study Skills
(Scores in Points)

Salath group	Surya namaskar group	Control group	Mean difference	C.I
33.16	32.39	-	0.77	2.41
33.16	-	29.92	3.23*	2.41
	32.39	29.92	2.47*	2.41

*significant at 0.05 level of confidence

Table-III
Computation of Analysis of Covariance on Anxiety
(Scores in Points)

Test	Salath group	Surya namaskar group	Control group	Source of variance	Sum of squares	Degrees of freedom	Means of squares	Obtained F Value
Pre test	27.27	25.60	25.33	Between	32.93	2.00	16.47	0.63
				Within	1095.87	42.00	26.09	
Post test	20.07	21.13	24.80	Between	184.93	2.00	92.47	5.67*
				Within	685.07	42.00	16.31	
Adjusted mean	19.52	21.35	25.13	Between	241.13	2.00	120.56	10.81*
				Within	457.36	41.00	11.16	
Mean gain	7.20	4.47	0.53					

Table F ratio at 0.05 level of confidence for df 2 and 42 = 3.22, 2 and 41= 3.23.

*significant at 0.05 level of confidence

The table III shows that the pre test mean scores anxiety for salath namaz group, surya namaskar group and control group were 27.27, 25.60 and 25.33 respectively and the obtained 'F' value on pre test scores 0.63 was less than the required F value of 3.22 to be significant at 0.05 level. This proved that there was no significant difference among the groups at initial stage and the randomized assignment of the subjects into three groups were successful.

The post test mean scores of salath group, surya namaskar group and control group were recorded as 20.07, 21.13 and 24.80 respectively, showed improvement over the pre test scores. The obtained 'F' value on post test scores 5.67 was greater than the required 'F' value 3.23. This proved that there was significant difference among the post test means of the subjects.

The obtained 'F' value of 10.81 of the adjusted post test means was greater than the required table 'F' value of 3.23. This proved that there was significant difference among the means due to six weeks training of salath, surya namaskar practice on the anxiety level of the adolescent boys.

Since significant improvements were recorded, the results were subjected to post hoc analysis using Scheffe's confidence interval test. The results were presented in table IV.

Table-IV
Scheffe's Post Hoc Test for Anxiety
(Scores in Points)

Salath group	Surya namaskar group	Control group	Mean difference	C.I
19.52	21.35	-	1.83	3.10
19.52	-	25.13	5.61*	3.10
	21.35	25.13	3.79*	3.10

*significant at 0.05 level of confidence

Discussions on the Findings

In salath Namas there are different body postures with full control over body and mind. In each and every posture certain Quranic verses (mantras) have to be chanted. Like most form of exercise, surya namaskar provides mental benefits to regular practitioners. One will feel wonderful after performing the sun salutation. It is relaxing and rejuvenating and tension, stress and anxiety melt away as one perform surya namaskar. Though both the practice seem to have similar postures there was only limited reviews on salath practice. Thus the Prime aim of the study was to find out the Influence of salath namaz and suryanamaskar on study skills and anxiety among adolescent boys. The multiple mean comparisons shown in Table II&IV proved that there existed significant difference between the adjusted means of experimental group and control group. And there was no significant difference between salath namas group and surya namaskar group on study skills and anxiety. The results of this study are in line with the findings of V.Parthiban(2009)

Conclusion

Within the limitations and delimitations of the study, the following conclusions were drawn. It was concluded that salath practices and suryanamsakar practices significantly improved the study skills and anxiety of the adolescent schoolboys.

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