

Efficacy of Yoga: Cognitive and Human Relationship Training for Correcting Maladjustment Behaviour in Deviant School Boys

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One hundred and twenty adolescent deviant boys were randomly assigned into two experimental groups and one control group. The two experimental groups underwent yoga-cognitive training (YCT) and human relationship training (HRT) respectively. The control group did not get any training for the entire period. The trainings were administered to adolescent school boys for a period of one year, weekly twice. The parents of the adolescent boys of the experimental groups were given parent management training (PMT). The study adopted before- after design. The data collected were analyzed by using critical ratio (CR). The results show that both experimental groups had significant changes in their maladjustment and antisocial behaviors. When the respective effect of the trainings was compared, yoga- cognitive training had better effect than the human relationship training. The follow-up of these groups showed that the behavior change in the adolescent boys was sustained.

Keywords: Yoga-Cognitive Training, Human Relationship Training, Deviant Boys

Child rearing practice plays a primary and crucial role for the growth and development of children. Cavan & Ferdinand (1975) report many children to be poorly educated, maladjusted and emotionally habituated to misbehavior due to failure in acquiring appropriate ways to cope with life task, faulty training and other environmental deficiencies. The children may engage in one or more behaviors of maladjusted or antisocial behavior. These behaviors do not appear suddenly but they develop from early childhood (Bandura & Walter 1963). The troublesome behaviors are relatively frequent in normal development at different points (Jessor & Jessor 1977; Crowther, Bond, & Rolf 1987) and they serve as the early sign of maladjustment behavior (Windle 1990). Folkman & Moskowitz (2000a & 2000b) point out that attempts are made to reduce the

negative emotional response elicited by the threat and to increase positive affect for dealing with the threat itself and for gaining control of the situation. The person can feel less anxious and less angry to increase positive feelings, though the threat is still there.

The present study attempts to examine the long-term effect of psychological training for the change of maladaptive behavior in adolescent deviant boys.

Objectives:

- i) to assess the effect of the two experimental groups –YCT and HRT-, and
- ii) to compare the effect of these experimental groups with the control group in the scores of maladjustment behavior and antisocial behavior of the deviant boys.

Method

Design:

Before and after design was used to collect data from the experimental and control groups. One hundred and twenty adolescent deviant boys, who were identified by Deviant behavior checklist, were randomly classified into two experimental (each n=40) and one-control (n=40) groups. The trainings were given to the groups for one year, weekly twice, and each session comprised 50 minutes. Data were collected before, after, and follow-up by using the maladjustment inventory and antisocial behavior scale.

Sample:

One hundred and twenty adolescent deviant boys were randomly assigned into two experimental groups and one control group. Each group had 40 boys who were studying in the 10th standard. The two experimental groups underwent Yoga-Cognitive Training and Human Relationship Training groups with Parent Management Training and one control group, which did not get any training for the entire period. The training was given for the improvement of maladjustment behavior and antisocial behavior of the boys.

Tools:

The behavioral deviance checklist was developed by the investigators to measure and identify mild to severe forms of behavioral deviance. These behaviors were social rule breaking- norms and mores, which are condemned by the institution of authority. It consisted 36 items and the subjects stated these items on a four-point scale.

Maladjustment Inventory: Bhattacharya, Shah, & Parish (1967), constructed and standardized maladjustment inventory for adolescence. This inventory consists of 50 items describing physical, emotional, educational and sexual adjustment. The subjects were asked to read each item

carefully and indicate their response on a three-point scale. The ratings were done on three-point scale like agree, unable to decide, and disagree.

Antisocial Behavior Scale: Bhaduri (1989) constructed and standardized antisocial behavior scale, which comprised 43 items. These items included a broad range of activities, such as aggressive acts, theft, lying, truancy and running away from home. Mostly they reflected social violations and behaviors that act against others. They had to mention the items how frequently they participated in the activities by encircling the number against each item as never (1), one to two (2), three to five times (3), six to seven times(4), & eight and above(5).

Trainings /Techniques:

A. Yoga-Cognitive Training (YCT): One experimental group under went yoga-cognitive training, which had seven steps of the training. The steps were 1. Yama or abstinence which included a. Ahimsa- nonviolence b. Satya- truth, c. Asteya- nonstealing d. Bramachariya- knowledge and e. Aparigraha- satisfied with one's needs. 2. Niyama or self-discipline which covered a. Saucham- cleanliness of inner and external body, b. Santhosam- contentment, happiness, c. Tapas- purification, d. Swadhyayam- self study and, e. Iswara pranidhana- complete surrender to god. 3. Asanas or postures had various postures- like standing, lying, kneeling, and sitting, - which were practiced for physical fitness. 4. Pranayama referred to the control of inhaling and exhaling of the breath and created sense of well being. 5. In Prayahara by withdrawal of senses of the group, they found alternate way of behavior. 6. In Dharana, the group had fixed attention of the mind and concentrated on some object (external or internal). 7. In Dhyana, the group had meditation, flow of thoughts towards the object to concentration and enlarged the field

of consciousness (Slater, 1968; Funder burk, 1977). This group focused on the cognition of three areas: i. 'Desire to cling life' covered thoughts and images that occurred in the steam of consciousness. ii. Misapprehension included transforming and misinterpreting incoming stimuli and iii. Final focus was on unreasonable dislike and excess attachment. These helped the group to change its long-standing beliefs, attitudes and prior experience

B. Human Relationship Training (HRT): The other experimental group got human relationship training, which had the following steps. 1. The session began with developing good rapport, which included imitation, constructing story and cooperation. 2. The group, using card, wrote the strengths of each individual. 3. The group established good friendship in which ways of greeting and compliments and effective leave taking were acquired. 4. The group learned about effective communication. 5. The group intervention (feedback) took place for subjective behavior. 6. It covered own behavior such as sharing, helping and anticipated act and 7. It emphasized the subjective interpretation of events and people, which were appropriate to various situations (Gambrill, 1977).

Parent Management Training (PMT): The session began with the self-introduction by them and described the child on whom they focused. They participated for 21 weeks and discussed the key concepts in the training program. Repetition of the key concepts enhanced parent learning, incorporation and generalization of the important principles, methods used were "didactic" presentation, group discussion, practical session, feedback and lectures for the child's adaptive behavior (Vincent, & Joel, 1981; William, 1986; Murugadoss, 1989). The PMT incorporated various behavior modification techniques.

a) **Behavioral counseling:** It was a process of helping parents to learn how to solve certain interpersonal, emotional, and decision making problems. Parents could become independent problem solvers. They could take control of their lives and became more sufficient in solving their own future problems.

b) **Problem solving:** Parents identified and listed problems that were causing distress. Then they considered what practical course of action might solve and reduce each problem. Later on they tried out the course of action that appeared to succeed and, finally they reviewed the results of the attempt and then chose another problem for solution.

c) **Reinforcement:** Positive and negative reinforcements were used to maintain, strengthen the likelihood of a behavior to be emitted for the desired target (Gambrill, 1977).

d) **Study Skills Training:** This included the areas 1. Organizing the study time, 2. Preparing the time table, 3. Getting started and concentration on study, 4. Steps in learning, 5. Better and faster reading, 6. Preparation for examination, and 7. Writing the examination.

Rational Emotive Training: The following steps used - 1. An identification of deviant problems was done. 2. A thought about the situation and related discomfort was examined 3. These thoughts were revalued in terms of rationality and implication and encouraged to examine the rationality, 4. Evaluating and thinking of a more realistic and positive statement was done, and 5. Discomforts were noted resulting decrease in deviant problem and re-involvement in the interaction of the task was done (Ellis, 1984).

Results and Discussion

Table 1 showed that these three groups did not differ significantly in the before assessment. The yoga-cognitive training

(YCT) was compared between the before and the after assessments and it had a significant difference ($t=12.9$, $P<0.01$) and had no significant difference found between the after and the follow- up assessments.

Table 1: Mean, SD, and CR of the scores in maladjustment inventory of the experimental and the control groups (n=40).

Groups	Assessments	Mean	SD	CR
YCT	Before	51.4	4.8	
	After	34.2	6.2	12.9*
	Follow up	33.8	6.4	0.27
HRT	Before	51.2	5.1	
	After	38.5	6.7	8.94*
	Follow up	39.2	7.2	0.42
Con	Before	50.8	4.7	
	After	51.2	6.4	0.31
	Follow up	49.7	6.53	0.96

YCT-Yoga-Cognitive Training group;
HRT- Human Relationship Training group

* $P < 0.01$.

The findings showed that the YCT group had maintenance of improvement of maladjustment behavior. The human relationship training (HRT) groups was also compared between the before and the after assessments and it had a significant difference ($t = 8.94$, $P < 0.01$) and had no significant difference found between the after and the follow- up assessments. The findings showed that the HRT group had maintenance of improvement of maladjustment behavior. These findings imply that therapist could use YCT and HRT for making changes in the maladjustment behavior. Moreover, the control group had no change in before and after as well as follow- up assessments in the maladjustment behavior.

Table 2 shows that both the experimental groups and the control group did not differ significantly in the scores of antisocial behavior in the before assessment.

Table 2: Mean, SD, and CR of the scores in antisocial behavior scale of the experimental and control groups (n=40).

Groups	Assessments	Mean	SD	CR
YCT	Before	94.4	5.48	
	After	58.2	6.32	25.67*
	Follow up	57.9	6.20	0.20
HRT	Before	94.8	5.72	
	After	62.4	6.90	20.38*
	Follow up	61.8	6.15	0.38
Con	Before	94.0	5.64	
	After	94.9	5.87	0.66
	Follow up	94.7	5.7	0.65

YCT-Yoga-Cognitive Training;
HRT- Human Relationship Training

* $P < 0.01$

The yoga-cognitive training (YCT) was compared between the before and the after assessments and it had a significant difference ($t =25.67$, $P < 0.01$) and had no significant difference found between the after and the follow- up assessments. The findings showed that the YCT group had maintenance of improvement of antisocial behavior. The human relationship training (HRT) groups was also compared between the before and the after assessments and it had a significant difference ($t =20.38$, $P < 0.01$) and had no significant difference found between the after and the follow- up assessments. The findings showed that the HRT group had maintenance of improvement of antisocial behavior. These findings imply that therapist could use YCT and HRT for making changes in the antisocial behavior. Moreover, the control group had no change in before and after as well as follow- up assessments in the maladjustment behavior. Both the yoga-cognitive training and the human relationship training groups had significant reduction on the scores of antisocial behavior in the before and after assessments. There was no significant difference found between after and follow- up assessments and the control group had

no change in before and after as well as follow-up assessments in the antisocial behavior.

Table 3: Mean, SD, and CR of the scores in maladjustment inventory of the experimental groups (n=40).

Groups	Assessments	Mean	SD	CR
YCT	After	34.2	6.2	
	Follow up	33.8	6.4	2.79*
HRT	After	38.5	6.7	
	Follow up	39.2	7.2	3.31*

YCT-Yoga-Cognitive Training; HRT-Human Relationship Training

* P < 0.01

Table 3 showed that the yoga-cognitive training and the human relationship training groups had significant difference in the scores of maladjustment behavior in the after and the after assessments (CR=2.79, P < 0.01,) respectively. Besides, the two groups had significant difference between the follow-up assessments (CR= 3.31, P < 0.01) in the maladjustment behavior.

Table 4: Mean, SD, and CR of the scores in antisocial behavior scale of the experimental groups (n=40).

Groups	Assessments	Mean	SD	CR
YCT	After	58.2	6.32	
	Follow up	57.9	6.20	2.66*
HRT	After	62.4	6.90	
	Follow up	61.8	6.15	2.65*

YCT-Yoga-Cognitive Training; HRT- Human Relationship Training

* P < 0.01

Table 4 showed that the yoga-cognitive training and the human relationship training groups had significant difference in the scores of antisocial behavior in the after and the after assessments (CR= 2.66, P< 0.01). Moreover, the two groups had significant difference between the follow-up assessments (CR= 2.65, P < 0.01) in the antisocial behavior. This indicated that both

the yoga-cognitive training and the human relationship training had almost equal effect. The significant reduction by yoga training supported the previous findings of Meichenbaum (1977), Richard, & Dodge (1982) Funder burk, (1977). The human relationship training supported the previous findings of Purce (1978), Durlark (1980) and Kannappan (1992). These experimental groups also had significant reduction in the scores of antisocial behavior. This supported the findings of Hollin,& Courtney (1983), Synder, & While (1979), Richard, & Dodge (1982), Kannappan (1991), Kannappan, & Kaliappan (1988).

Conclusion

These training had significant reduction in the scores of maladjustment behavior as well as antisocial behavior after a year of the training. This indicates that long-term training would be useful in handling juvenile problems of maladjustment behavior and antisocial behavior. These training are useful in helping the juvenile to adjust to his environment. Besides their parental efforts, these types of approach may be suggested in dealing with youngsters in trouble. These findings imply that psychologist could use YCT and HRT for making changes in the maladjustment and antisocial behaviors of adolescent school boys.

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