

EFFECT OF YOGA AND LEZIM EXERCISES ON SELECTED PERSONALITY VARIABLES OF SCHOOL GIRLS OF VARANASI: A COMPARATIVE STUDY

Dr. Rahul Trivedi

Assistant Professor, Department of B.P.Ed & M.P.Ed, VSSD College, Nawabganj, Kanpur.

Dr. Mukesh Kumar Upadhyay

Assistant Professor, Department of Physical Education & Sports, Regional Campus Manipur of
Indira Gandhi National Tribal University (Amarkantak).

Dr. Anil Kumar Dwivedi

Associate Professor, Department of B.P.Ed & M.P.Ed, VSSD College, Nawabganj, Kanpur.

Dr. Prabhakar

Associate Professor, Department of Physical Education, CSJM University, Kanpur.

Dr. Devesh Shukla

Assistant Professor, Department of B.P.Ed & M.P.Ed, VSSD College, Nawabganj, Kanpur.

Received: 10th July, 2025

Revised & Accepted: 15th November, 2025

Published: 25th December, 2025

DOI: <https://doie.org/10.65985/AS.2026879669>

ABSTRACT:

Research aimed to investigate the comparative effect of yoga and Lezim exercises on selected personality variables of school girls. To achieve the purpose, ninety (90) girls were selected from S.S.High School, NaiSarak, Varanasi, as subjects & they were divided into three groups, i.e. control group & experimental group, group A assigned Yoga exercises, and group B assigned Lezim practices for 12-week criterion variable was personality measure by IPAT's H. S .P. Q. Test (personality test measuring of 14 factors). Analysis of covariance assists in finding out the difference in the post-test mean among the treatment groups. Yoga group showed significant superiority the Lezim exercise group in improving personality scores (CD=0.45, $p<0.05$) including improvement in emotional stability (CD=0.46, $p<0.06$), calmness (CD=0.31, $p<0.05$), enthusiasm (CD=0.46, $p<0.05$), self-discipline (CD=0.39, $p<0.05$), relaxation (CD=0.56, $p<0.01$), tranquility (CD=0.53, $p<0.05$), confidence (CD=0.35, $p<0.05$) and reduction in aggressiveness (CD=0.48, $p<0.05$), frustration (CD=0.34, $p<0.05$), depression (CD=0.51, $p<0.05$). Other factors remained unchanged (CD=0.07 to 15, $p>0.05$).

KEYWORDS: Yoga, Lezim, Personality.

INTRODUCTION:

Traditional text and mythological references reveal the Indian Yoga system and rhythmic exercises (Activities) have a tremendous influence on the development of human potentialities. However, introducing new Western fashion and techno-sports in the country diverted the young Indian generation to participate in modern sports. Our Indian traditional practices, sports,

exercises and rhythmic activities (e.g., Yoga and Lezim) are neglected. At the beginning of the 20th century A.D., Swami Kuvalayananda drew the attention of the people of worldwide nations towards the benefit of Yoga for humanity and revived Yoga. The importance of Lezim exercises is still in the dark. Without a doubt, some Indian researchers have tried to do specific experiments to prove the favorable benefit of Lezim exercises, but the controlled experiment in this direction is meager. As Yoga has been accepted by human society for its innate values towards the improvement of human health, a simultaneous experiment to compare both Yoga and Lezim for personality benefit was strategically planned in this study, entitled, "Comparative Effect of Yoga and Lezim Exercises on selected personality Variables of School Girls". Although the investigation on Yoga conducted so far is sufficient to record its efficacy in improving personality aspects. Limited information about Lezim is available. However, information about the role of Yoga and Lezim in personality, especially for Indian schoolgirls aged 13 to 15 years, is absent in the literature. Moreover, to date, the comparative effect of Yoga and Lezim on personality level is unknown. Further, Yoga initially works through one's muscles and joints, ultimately refreshing the mind and helping to restore energy for better work output. Simultaneously, Lezim is a type of dance that also works at the physical level and gives enjoyment and mental satisfaction. This reveals that although the aims of Yoga and Lezim are different, both are Indian indigenous activities, and their goals for mental relaxation are mostly similar. It was thought plausible to compare Yoga with Lezim to evaluate their impact on certain personality variables.

MATERIALS AND METHOD:

The investigator used a parallel group method of proper experimental design that consisted of one control group and two experimental groups. Subject- The investigation was conducted at S.S.High School, NaiSarak, Varanasi. Ninety girls (n=90), aged 15 to 17 years, as selected from the population of two hundred students of the said school, were randomly assigned to three groups viz., Exp. group A (Yoga), Exp. group B (Lezim) and Control group. Each group consists of 30 students. As per the school health record, all the students were clinically normal. After the pre-test with the IPAT's H.S.P.Q. Test (personality test measuring 14 factors) the Exp. group A underwent a training programme on selected yoga practices; Exp. group B received a training programme for selected Lezim exercises, whereas the control group did not participate in the above training programme.

Since the subjects had no previous exposure to Yoga or Lezim activities, initially, 15 days were allotted to learn selected Yoga and Lezim exercises. This initial period is known as the experimental intervention's preparatory phase (learning).Yoga training programme for the subjects of the Exp. group A has been imparted daily for 60 minutes in the morning, and Lezim training to Exp. group B for 60 minutes in the evening on the same day. These entire training programmes were imparted six days a week except Sundays and holidays for 12 weeks (three months). The subjects of the control group neither participated in Yoga nor Lezim activities; however, they were called every day and, like experimental groups, were kept busy for 60 minutes with some recreational activities, book reading etc. After the experimental period, all group subjects were post-tested with the IPAT's H.S.P.Q. Test (personality test measuring 14 factors) Variables.

DEPENDENT VARIABLE

Personality Variable:

Personality development is significant for each student studying in school. The aim of yoga education is confined to the development of personality. Similarly, Lezim has a strong base in Indian culture and is assumed to develop one's personality. Hence, this variable was included as one of the primary dependent variables and was measured by administering the H. S. P. Q. Test (Personality test measuring 14 Factors).

INDEPENDENT VARIABLES

A set of selected Yoga exercises for Experimental Group A and Lezim exercises for Experimental Group B were considered the independent variables for this study.

Data analysis

The data collected were analyzed primarily by descriptive statistics. Further, looking towards the nature of the present study's design, ANCOVA, followed by Scheffe's post hoc test, applied for data analysis.

RESULTS:

Results on Personality Variable

Yoga group showed significant increase in personality scores (CD=0.65, $p < 0.01$) including improvement in emotional stability (CD=0.66, $p < 0.01$), calmness (CD=0.70, $p < 0.01$), enthusiasm (CD=0.69, $p < 0.01$), self-discipline (CD=0.72, $p < 0.01$), relaxation (CD=0.62, $p < 0.01$), tranquility (CD=0.70, $p < 0.01$), confidence (CD=0.65, $p < 0.01$) and reduction in aggressiveness (CD=0.55, $p < 0.05$), frustration (CD=0.47, $p < 0.05$), depression (CD=0.62, $p < 0.01$). In contrast, other factors remained unchanged (CD=0.07 to 15, $p > 0.05$).

Lezim exercise group also showed improvement in personality scores (CD=0.63, $p < 0.01$) including improvement in enthusiasm (CD=0.45, $p < 0.05$), self-discipline (CD=0.37, $p < 0.05$), confidence (CD=0.35, $p < 0.05$) and reduction in aggressiveness (CD=0.44, $p < 0.05$), frustration (CD=0.47, $p < 0.05$), depression (CD=0.48, $p < 0.05$). In contrast, other factors remained unchanged (CD=0.09 to 0.19, $p > 0.05$). Controlled subjects did not show any change in personality scores (CD=0.13, $p > 0.05$) and associated factors.

Yoga group showed significant superiority over the Lezim exercise group in improving personality scores (CD=0.45, $p < 0.05$) including improvement in emotional stability (CD=0.46, $p < 0.06$), calmness (CD=0.31, $p < 0.05$), enthusiasm (CD=0.46, $p < 0.05$), self-discipline (CD=0.39, $p < 0.05$), relaxation (CD=0.56, $p < 0.01$), tranquility (CD=0.53, $p < 0.05$), confidence (CD=0.35, $p < 0.05$) and reduction in aggressiveness (CD=0.48, $p < 0.05$), frustration (CD=0.34, $p < 0.05$), depression (CD=0.51, $p < 0.05$), whereas other factors remained unchanged (CD=0.07 to 15, $p > 0.05$).

FINDINGS:

Analysis of personality variables revealed that –

The yoga group showed significant superiority over the Lezim exercise group in improving personality scores ($CD=0.45$, $p<0.05$), including improvement in emotional stability, calmness, enthusiasm, self-discipline, relaxation tranquility, confidence and reduction in aggressiveness, frustration, and depression, whereas other factors remained unchanged.

CONCLUSION:

Yoga contributes to improving the personality of school girls better than Lezim exercises.

CONTRIBUTION TO THE KNOWLEDGE:

Both Yoga and Lezim activities are of Indian origin, and they contribute to adding a quantum of knowledge towards enriching personality to get a place in the Indian school curriculum of physical education; they are found complimentary to each other, especially for the personality development of school-going girls.

REFERENCES:

- Adrian, M.J. (1981). Flexibility in the ageing adult. In E.L. Smith and R.C. Serfass, (Eds.), Exercise and ageing: The scientific basis. N.J.: Ensolow Hillside.
- Elward, K., & Larson, E. B. (1992). Benefits of Exercise for Older Adults: A Review of Existing Evidence and Current Recommendations for the General Population. *Clinics in Geriatric Medicine*, 8(1), 35-50.
- Alexander, J.K. and Peterson, K.L. (1972). Cardiovascular effects of weight reduction. *Circulation*, 45, 310.
- American Academy of Paediatrics Committees on Sports Medicine and School Health. (1987). Physical fitness and the schools. *Paediatrics*, 80, 449-450.
- American Alliance for Health, Physical Education, Recreation and Dance. (1984). Technical Manual: Health-related physical fitness. Reston, V.A.: AAHPERD. American Alliance for Health, Physical Education, Recreation and Dance. (1989). Physical fitness test manual. Reston, V.A.: AAHPERD.
- American College of Sports Medicine. (1988). Physical fitness in children and youth. *Medicine and Science in Sports and Exercise*, 20, 422-423.
- Anand, B.K. (1993). Yoga and medical sciences. *Ind. J. Physiol. Pharmacology.*, 35-84.
- Askew, N. (1966). Reliability of 600-yard run-walk test at the secondary school level. *Research Quarterly*, 37, 451–454.
- Baumgartner, & Jackson, Andrew & Mahar, Matthew & Rowe, David. (2007). Measurement for Evaluation in Physical Education and Exercise Science.