

# Repercussions of Ritual Dances to Personal Adjustment - A Perspicacious Study among School Children

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**Abstract**—Reflecting the concepts of the development of the whole child, it is claimed that, purposeful engagement in Physical activities or exercise involved ritual dances has the potential to engender in young people. The purpose of the present study was to analyze school children and their personal adjustment based on Ritual dance participation. For the purpose, two thousand and three hundred school children of Kerala were analyzed. AISS manual of A.K.P Sinha and R.P Singh was used to collect the data for adjustments. The adjustment qualities classifies as Excellent, Good, Average, Unsatisfactory and Very unsatisfactory. The total performance denotes the state of adjustment based on the classifications. Findings of the study were subjected to percentages and 't' ratio. The study enlightened that, the emotional, social and overall adjustments are better than non-athletes. But the study elucidated that, there is no difference in educational adjustment of school athletes and non athletes among school children.

**Keywords**—Ritual dances, Emotional adjustment, Poorakkali, Kolkali, Margamkali.

## I. INTRODUCTION

SOME of the psychological aspects are found to be placed on the top of the socio-moral development where sports and exercise has historically been held in high regard for the character-building potential. Research evidences prove that, adjustment level was found better to middle childhood when participate in sports and likewise activities. Adjustment leads and helps us to keep balance between our needs and the capacity to meet these needs. It implies changes in our thinking and the way of life to the demands of the situation. More over it gives us the ability and strength to bring desirable changes in the state of our environment. A good adjustment is one which is both realistic and satisfying [1]. "Kokkali, one of the ritual art form of Kerala gives wide varieties of timing and adjustments". At least in the long run, it reduces to a minimum the frustrations, tensions, and anxieties which a person must endure.

School age is a period during which every individual undergoes intensive changes in all aspects of life; biological, physiological, sociological, psychological, cognitive etc. Therefore they should develop and acquaint with life and environmental skills for better assimilation of social, emotional and cognitive skills [2]. "The deepest influence of mapila folk dances creates a simple flat form for developing interpersonal adjustments".

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Many innate qualities, self awareness, coping with emotions, managing stress, decision making, problem solving, creative evaluation and inter personal relationships are considered as basic life skills for better performance in all aspects of life [3]. "The verses involvements also support much to the continuous performance of the cultural dances".

Reference [4] shows the dissolving of rituals and how these dances influenced the cultural modality of Kerala state.

Through this study, an attempt was made to identify further but strong association of Ritual dance participation with some selected adjustment qualities of school children.

## II. SAMPLE

Two thousand and three hundred school children comprising boys (One thousand and two hundred) and girls (One thousand and one hundred) between the age group of 14-16 from sixty randomly selected schools of Kerala comprising government, aided and unaided categories from different geographical areas were selected for this study.

## III. NARRATION

Normal class periods were used to conduct the tests. Subjects were explained about the test and separate booklets and response sheets were supplied to each subject for collecting the data.

## IV. TOOL

AISS manual primed by A.K.P Sinha and R.P Singh was used to collect the adjustment level of school children. The inventory has three categories as Emotional adjustment, social adjustment and educational adjustment and five classifications based on the responses to the statements as Excellent, Good, Average, Unsatisfactory and Very unsatisfactory. The total performance denotes the state of adjustment based on the classifications.

## V. ANALYSIS OF DATA AND RESULTS OF THE STUDY

The data pertaining to the selected variables have been statistically subjected to percentile analysis and 't' ratio. The level of significance chosen was 0.05 levels.

TABLE I  
STATUS OF SCHOOL CHILDREN ON ADJUSTMENT LEVEL

Category	Classification	Ritual dance participants		Non-Participants	
		Boys in %	Girls in %	Boys in %	Girls in %
Adjustment level	Excellent	3.80	7.26	0	2.56
	Good	46.74	55.11	11.28	28.71
	Average	40.76	26.08	50.38	46.50
	Unsatisfactory	8.15	10.21	33.83	20.21
	Very unsatisfactory	.54	1.34	4.51	2.02
<b>Total</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Table I indicates the status of school children on adjustment level. Majority of the ritual dance participating students; both boys and girls are belonging to either 'good' or 'average'

classifications, where as most of the non-participants; both boys and girls are belonging to 'average' or 'unsatisfactory' classifications.

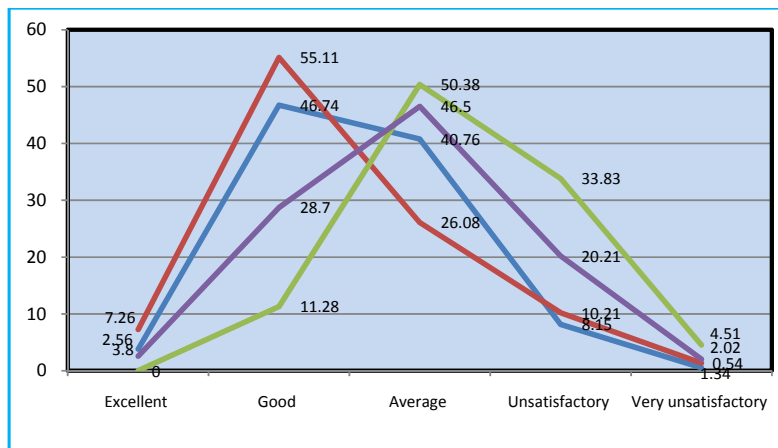


Fig. 1 Scales of Personal Adjustment

TABLE II  
TEST SCORES OF ADJUSTMENT LEVEL

Depiction	Boys		Girls	
	Ritual Participants	Non participants	Ritual Participants	Non participants
No. of Subjects	552	665	372	742
Mean scores	13.23	15.81	12.78	15.71
Standard deviation	5.12	7.11	5.81	6.21
Difference between means	2.58		2.93	
Degrees of freedom	1215		1112	
<b>'t' value</b>	<b>9.34*</b>		<b>6.01*</b>	

\*significant at 0.05 level ( $P < 0.05$ )

From Table II it is seen that, the obtained 't' ratio of Ritual dance participants and non-participants were 9.34 and 6.01 for boys and girls respectively. Since  $P < 0.05$  it can be concluded

that there is a significant difference in adjustment level between Ritual participants and non-participants among boys and girls.

TABLE III  
STATUS OF SCHOOL CHILDREN ON VARIOUS ADJUSTMENTS

Classification	Ritual dance participants						Non-Participants					
	Boys in %			Girls in %			Boys in %			Girls in %		
	E.A	S.A	Ed.A	E.A	S.A	Ed.A	E.A	S.A	Ed.A	E.A	S.A	Ed.A
<b>Excellent</b>	10.88	29.89	13.04	3.01	30.11	14.25	3.01	5.26	6.77	7.55	7.41	10.11
<b>Good</b>	46.19	45.11	24.46	27.07	43.82	22.58	27.07	18.05	15.79	45.82	42.46	17.79
<b>Average</b>	30.98	22.83	36.41	33.08	17.47	38.17	33.08	49.62	30.07	16.85	26.96	39.35
<b>Unsatisfactory</b>	8.15	2.17	18.48	22.56	7.26	20.16	22.56	24.82	25.56	20.21	20.21	22.64
<b>V. unsatisfactory</b>	3.80	0	7.61	14.28	1.34	4.84	14.28	2.25	21.81	9.57	2.96	10.11
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

EA- Emotional adjustment SA-Social adjustment Ed. A-Educational adjustment

Table III indicates the status of selected school children on Emotional, Social and Educational adjustments. Majority of the Ritual dance participants; both boys and girls are belonging to either 'average' or above average classifications,

where as most of the non-participants; both boys and girls are belonging to 'average' or below average classifications of personal and social adjustments.

TABLE IV  
TEST SCORES OF EMOTIONAL ADJUSTMENT

Depiction	Boys		Girls	
	Ritual participants	Non participants	Ritual participants	Non participants
No. of Subjects	552	665	372	742
Mean scores	4.19	5.42	3.67	4.28
Standard deviation	2.67	3.08	2.33	2.27
Difference between means		1.23		0.61
Degrees of freedom		1215		1112
<b>'t' value</b>		<b>8.61*</b>		<b>5.77*</b>

\*significant at 0.05 level ( $P < 0.05$ )

The obtained 't' ratio of Ritual dance participants and non-participants were 8.61 and 5.77 for boys and girls respectively. Since  $P < 0.05$  it can be concluded that there is a significant

difference between ritual participants and non-participants among boys and girls in emotional adjustment.

TABLE V  
TEST SCORES OF SOCIAL ADJUSTMENT

Depiction	Boys		Girls	
	Ritual participants	Non participants	Ritual participants	Non participants
No. of Subjects	552	665	372	742
Mean scores	3.59	4.63	3.64	5.62
Standard deviation	1.77	2.61	1.98	2.73
Difference between means		1.04		1.98
Degrees of freedom		1215		1112
<b>'t' value</b>		<b>11.38*</b>		<b>14.08*</b>

\*significant at 0.05 level ( $P < 0.05$ )

The obtained 't' ratio of Ritual dance participants and non-participants were 11.38 and 14.08 for boys and girls respectively. Since  $P < 0.05$  it can be concluded that there is a

significant difference between Ritual participants and non-participants among boys and girls in social adjustment.

TABLE VI  
TEST SCORES OF EDUCATIONAL ADJUSTMENT

Depiction	Boys		Girls	
	Ritual participants	Non participants	Ritual participants	Non participants
No. of Subjects	552	665	372	742
Mean scores	5.45	5.76	5.47	5.81
Standard deviation	3.32	3.61	2.98	2.87
Difference between means		0.31		0.34
Degrees of freedom		1215		1112
<b>'t' value</b>		<b>1.49</b>		<b>1.45</b>

The obtained 't' ratio of Ritual dance participants and non-participants were 1.49 and 1.45 for boys and girls respectively. Since  $P > 0.05$  it can be concluded that there is NO significant difference between Ritual participants and non-participants among boys and girls in Educational adjustment.

## VI. CONCLUSION

Participating in Ritual dance is very beneficial for the development of social and personal skills. Participation in group based rituals teaches a person to interact with people, act as a team. They foster collective thinking and develop

planning skills in children. It builds confidence in children and gives them a sense of accomplishment. Rituals thus play a vital role in one's social well-being.

Based on the findings of the study the following conclusions were drawn.

1. School children participating in Ritual dances have better adjustment level in comparison to non-participants irrespective of types of schools and geographical areas.
2. School children with ritual dance participation are good in emotional and social adjustments over non-participants.

3. There is no difference between school Ritual dance participants and non-participants in educational adjustment.

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