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Effect of Yogic Practices on Emotional Intelligence among High School Students

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Abstract

The purpose of the study was to effect of selected yogic practices on emotional intelligence among high school students. The study was conducted on 30 high school students. Totally two groups, namely, control & experimental group consisting of 15 high school students who underwent 16 weeks yogic practices whereas the control group did not undergo any type of training. The on emotional intelligence was measured before and after the experimentation using the standardized test to measure the laboratory investigations and analyzed by Analysis of Covariance (ANCOVA) and it was concluded that the yogic practices had significant (P < 0.05) effect on the on emotional intelligence.

Keywords: Suryanamaskar, Asana, Pranayama. School students, Emotional Intelligence.

Introduction

Yoga is a physical, mental, and spiritual practice or discipline. There is a broad variety of schools, practices and goals in Hinduism, Buddhism (including vajrayana and Tibetan Buddhism and Jainism. The best-known are hatha yoga and raja yoga. The origins of yoga have been speculated to date back to pre-vedic Indian traditions, but most likely developed around the sixth and fifth centuries BC, in ancient India's ascetic circles, which are also credited with the early sramana movements. The chronology of earliest texts describing yoga-practices is unclear, varyingly credited to Hindu Upanishads and Buddhist pali canon, probably of third century BC or later. The yoga sutras of Patanjali from first half of 1st millennium is one of key surviving major texts on yoga. Hatha yoga texts emerged around 11th century CE, and in its origins was related to Tantrism.

Intelligence is an ill-defined, difficult to quantify concept. Accordingly, the IQ tests used to measure intelligence provide only approximations of the posited 'real' intelligence. In addition, a number of theoretically unrelated properties are known to correlate with IQ such as race, gender and height but since correlation does not imply causation the true relationship between these factors is uncertain. Factors affecting IQ may be divided into biological and environmental.

Purpose of the Study

The present study was designed to effect of yogic practices on emotional intelligence among high school students..

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Review of Literature

Gard et al. (2014) Fluid intelligence and brain functional organization in aging yoga and meditation practitioners. Numerous studies have documented the normal age-related decline of neural structure, function, and cognitive performance. Preliminary evidence suggests that meditation may reduce decline in specific cognitive domains and in brain structure. Here we extended this research by investigating the relation between age and fluid intelligence and resting state brain functional network architecture using graph theory, in middle-aged yoga and meditation practitioners, and matched controls. Fluid intelligence declined slower in yoga practitioners and meditators combined than in controls. Resting state functional networks of yoga practitioners and meditators combined were more integrated and more resilient to damage than those of controls. Furthermore, mindfulness was positively correlated with fluid intelligence, resilience, and global network efficiency. These findings reveal the possibility to increase resilience and to slow the decline of fluid intelligence and brain functional architecture and suggest that mindfulness plays a mechanistic role in this preservation.

Ganpat & Nagendra (2011) yoga therapy for developing emotional intelligence in mid-life managers. Business executives' lives have become a never-ending race against time, technology, and targets. This race creates tension, which leads to dissatisfaction and frustration and eventually manifests itself as psychological and physiological stress with mental and emotional drain. This modern lifestyle intensifies the

stress leading to "excessive tension" and consequent deterioration in "executive efficiency". To assess emotional intelligent quotient (EQ) in managers undergoing yoga-based Self Management of Excessive Tension (SMET) program. 72 managers participated in this study which is of "single group pre-post design." The EQ test developed by Prof N. K. Chadha from University of Delhi was administered as pre and post the 5 days of SMET program. Means, standard deviations, Kolmogorov-Smirnov test, and Wilcoxon signed rank test were used to analyze the data. The data analysis showed 72.02% significant increase (P<0.001) in EQ.

Methodology

For the present study 30 high school students aged between 13 – 15 years were selected as the subjects from Kannur, Kerala. All the subjects were assigned to Experimental group underwent yogic practices consisting 15 subjects. The experimental groups practiced for 16 weeks for five days per weeks. The yogic practices given to the experimental group included Suryanamaskar, Eka padasana, Padahastasana, Ardha chakrasana, Janusirasana, Pachimottanasana, Sarvangasana, Matyasana, Kapalabati, Bhramari, Ujjai, and Meditation. The physical variable is emotional intelligence was measured by emotional intelligence Daniel Goleman 1995.

Results and Discussions

The data pertaining to the variables collected from the two groups before and after the training period were statistically analyzed by using Analysis of Covariance (ANCOVA) to determine the significant difference and tested at 0.05 level of significance. The following tables illustrate the statistical result of the influence of yogic intervention on high school students.

Table 1

Computation of analysis of covariance of pre-test, posttest and adjusted post-test on emotional intelligence of yogasana and control group (Scores in numbers)

	Experimental Group	**Control Group**	**Source of Variance**	**Sum of Squares**	**df**	**Mean Squares**	**Obtained F**
Pre Test							
Mean	14.26	14.2	**Between**	0.03	1	0.03	0.02
SD	1.27	1.42	**Within**	51.33	28	1.83	
Post Test							
Mean	25.06	14.13	**Between**	896.53	1	896.53	**311.19***
SD	1.57	1.80	**Within**	80.66	28	2.88	
Adjusted Post Test							
Mean	25.06	14.13	**Between**	895.88	1	895.88	**299.87***
			Within	80.66	27	2.98	
Mean Diff	10.8	0.06					

* Significant at 0.05 level Table F-ratio at 0.05 level of confidence for 1 and 28 (df) = 4.20, 1 and 27 (df) = 4.21

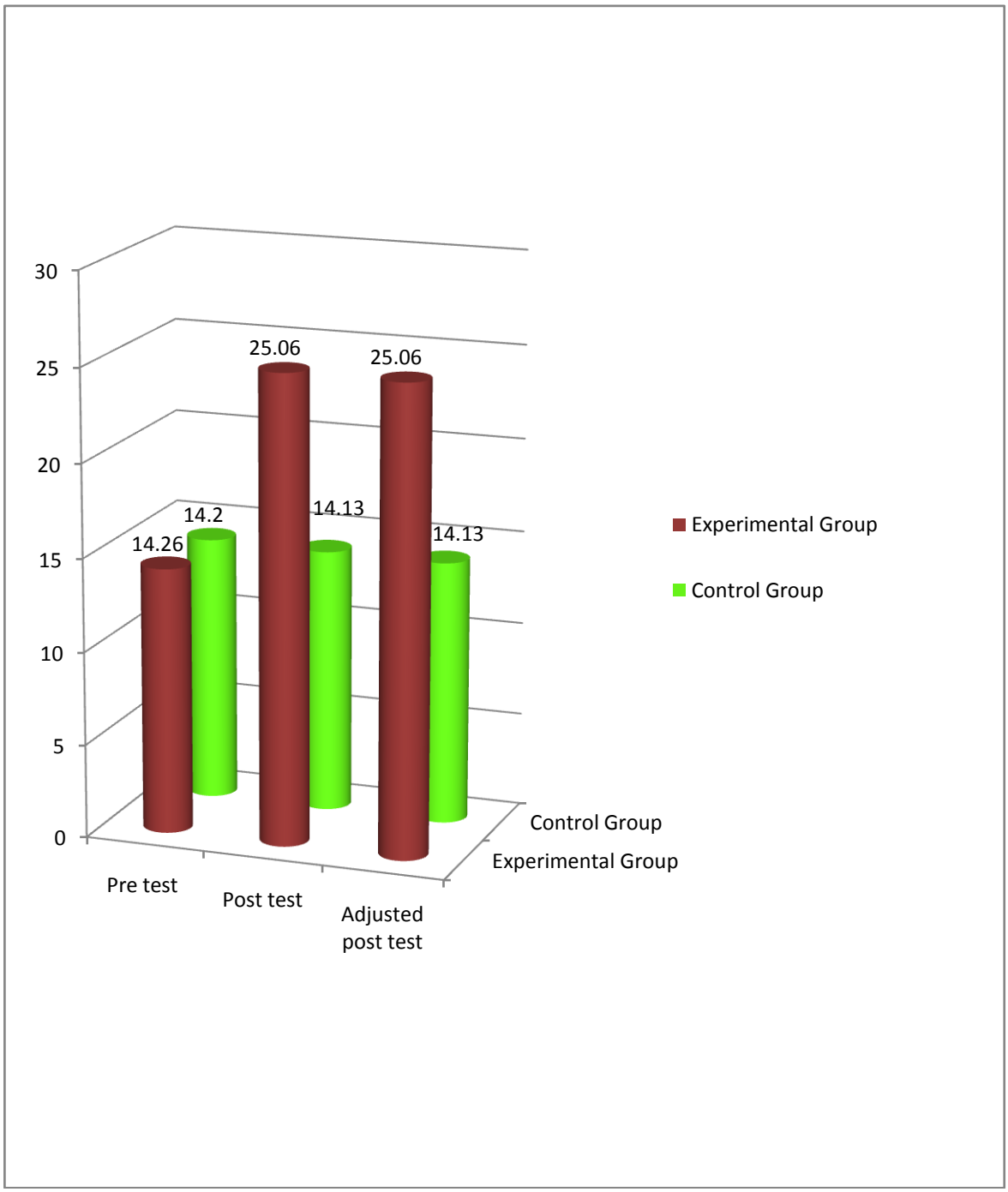
Table 2

Ordered adjusted emotional intelligence means, differences between means and scheffe's post-hoc test f-ratio of yogasana and control group (Scores in numbers)

Experimental Group I	**Control Group II**	**Mean difference**	**Required C.I**
25.07	14.13	10.93*	1.04

***** Significant at .05 level

Figure I
Bar diagram on ordered adjusted means of emotional intelligence (Scores in numbers)



Results of Emotional Intelligence

The analysis of covariance of emotional Intelligence data between pre-test and post-test of the two groups have been presented in Table I. Table I shows the analysis of covariance of emotional Intelligence. The pre-test means of yogic group and control group were 14.26 and 14.2 respectively. Since the obtained F-ratio of 0.02 is lower than the table value, F-ratio of 4.20, the pre-test means were not significant at 0.05 level of confidence with the degrees of freedom 1 and 28. The post test means of yoga group and control group were 25.06 and 14.13 respectively. The obtained F-ratio of 311.19 is seen to be higher than the table F-ratio of 4.20. Hence, the differences among the post-test means were significant at 0.05 level of confidence with degrees of freedom 1 and 28. The adjusted post-test means of yoga group and control group were 25.06 and 14.13 respectively. Since the obtained F-ratio of 299.87 is

higher than the table F-ratio of 4.21 the adjusted post-test mean difference amount the two groups were significant at 0.05 level of confidence with the degrees of freedom 1 and 27. Scheffe's post-hoc test was resorted-to, to find out the significance of ordered adjusted final means difference among the groups. Table II shows the Scheffe's post-hoc test results. The ordered adjusted emotional Intelligence means, differences between means and Scheffe's Post Hoc test F-ratio of yogic group and control group were tested for significance against Scheffe's post-hoc test F ratio.

Conclusion

Based on the results obtained, the following conclusion was drawn: It was concluded that Experimental (Yoga) group was effective than the control group in increasing emotional Intelligence among high school students.

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