

Effectiveness of Yoga on Emotional Competence of Secondary Students



Anthony N V, K B Jasmine Suthanthira Devi

Abstract: The purpose of present study is to find out the effectiveness of Yoga on Emotional Competence of Secondary Students. The design of this study is experimental with pre-test – post-test control and experimental group. So the investigator followed a quasi-experimental study. Thirty five students were considered in the experimental group and another 35 students were in the control group. Before the experiment, the investigator administered a pre-test for measuring Emotional Competence, which was measured through emotional competency test using EC-Scale (Dr. Harish Sharma and Dr. Rajeev Lochan Bharadwaj, Department of Psychology, D.S. College, Aligarh). And the same test was administered as post-test. The effectiveness was measured through EC-Scale. In order to equalise and compare two groups, namely Control and Experimental group, the statistical technique used was Analysis of Covariance (ANCOVA). The main finding of this study is Yoga is a discipline to improve or develop one's inherent power in a balanced manner. It offers the means to attain complete self-realization. So this study reveals that yoga will help the students' emotional competence at great extent. So the schools of Kerala should practise yoga. Through yoga the students have increased their emotional competence.

Keywords: Yoga and Emotional Competence

I. INTRODUCTION

The word 'Yoga' was originated from the root 'YUJ' which means to join together. In other words, yoga means harmonious blending of the body and mind. Techniques of yoga are easy, straightforward and adaptable. Teachers can use this to enhance memory, emotional competence and academic achievement from pre-school students to university level. The education departments of the France and Italy have formally stamped its effectiveness in school. Micheline Flak, the founder of RYE (research of yoga in education) developed the origins of yoga techniques on the basis of the philosophy which has been around for millennia, namely 'Pathanjali Yoga Sutras'. Yoga aims to make all aspects of the self – mind, body and emotions – harmoniously united. One can attain good health, powerful mind, peaceful and happy life by practising *pranayama*, *yogasana*, *savasana*, *dhyana*, vegetarian meals, and positive thinking.

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These are the essential objectives in yoga to lead a simple life and to build a good personality. Body needs specific requirement, which must be fulfilled for it to function smoothly and supply the optimum mileage. Classroom is a challenging area to the teachers due to the Emotional and Behavioral Disorders (EBD) of the students.

Students show highly variable external and internal symptoms, psychiatric disorders like anxiety, depression, stress and conduct disorder, etc. Students create behavioural disorders in classrooms. Socialisation and positive attitude among the students are very poor. The challenging emotional behavioural situations are the hindrance of the academic progress. So teachers in schools confront with significant classroom disciplinary challenges. Yoga training in schools is a preventive measure to eliminate behavioural problems like Attention Deficit Hyperactivity Disorder (ADHD), Conduct Disorder (CD), Psychosomatic Disorders, and emotional disturbances of the students in classrooms.

II. NEED AND SIGNIFICANCE OF THE STUDY

Modern world witnesses violence, hatred, corruption and exploitation. The Acharya Rama Moorthy Commission (1992) points out that "the greatest challenge faced by modern education is dehumanization". Literacy is only means to education, not education. Rigveda states that "*Saskshara vipareedathve rakshasa bavati druwam*" [When the word *saskshara* (literacy) is read reversely it turns into *rakshasa* (demon)]. This is what is seeing in the modern world.

To cite an example: while Kerala claims 100% literacy, it is topping the list among the States in India for suicides, accidents, corruption, outrages against women, violence, rowdism, etc. It has to be mentioned that many of goonda leaders are post-graduates and professional degree holders.

Modern society is facing great challenges. Although man claims he has conquered nature, he has not conquered his own skull. His very own invention and discovery are starring at his face threatening his own existence. People are living in fear under the threat of plunder and are afraid of their own life. There is no love or kindness in this society. Man is reduced to a state worse than animals. Here, we have to think urgently how to face the situations with confidence. The present age is considered a vibrant age in which abundant professional skills are required for survival. These skills are more cognitive than physical. Cognitive abilities are required in the fields like academic achievement, public relations, human resource development, etc. Efficiency and work ability have also become very significant in the present age.

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Traditionally this ability is said to be developed by staying relaxed in the inner bliss of the silent conscious self (Vivekananda). Yogic practices take one to inner bliss and help to remain fresh and relaxed. As the silent conscious self is potent and vibrant, one can manifest various cognitive abilities from pure consciousness for universal well-being (Chinmayananda).

III. OBJECTIVES OF THE STUDY

To test the Effectiveness of Yoga on Emotional Competence among secondary school students.

IV. HYPOTHESIS OF THE STUDY

Yoga is effective for developing the Emotional Competence of secondary school students.

V. METHODOLOGY

So as to find out the effectiveness of yoga on emotional competence of secondary school students, the investigator selected the experimental group design.

VI. PROCEDURE

The aim of the research is to prove whether yoga is effective for developing emotional competence of the secondary school students. A sample size of thirty-five students each was selected for both the Control and Experimental group. Before starting the experiment, the investigator administered pre-test for measuring the emotional competency of a total of seventy students, which was measured in terms of scores obtained by them. After giving yoga practice for Experimental group, post-tests were administered to both Control and Experimental group to measure the emotional competency. Effectiveness of yoga on emotional competence of students was measured in terms of scores obtained before and after the experiment. The statistical technique Analysis of Covariance (ANCOVA) was applied to equate the initial status of both the groups.

VII. RESULTS AND DISCUSSION

The presentation of the results and their interpretation were done objective-wise. The results are shown in the following tables:

Table 1: Results showing significant difference in Emotional Competence before and after the experiment

	Group	N	Mean	SD	t
Emotional Competence	Experimental	35	89.20	12.995	1.36 .178
	Control	35	84.66	14.878	
Emotional Competence	Experimental	35	105.91	12.387	6.70 .000
	Control	35	83.60	15.292	

The obtained Critical Ratio 1.36 is not significant because the value is less than the table value of 1.96 at 0.05 level of significance. From this it is clear that the students of the two groups do not differ significantly in their Emotional Competence before the experiment. So, it can be concluded

that before the experiment both group have same level of Emotional Competence.

In the case of post-test, it is inferred that Experimental and Control groups differ significantly in their post-test scores since the calculated value 6.70 is greater than the table value 1.96 at 0.05 level of significance. The obtained mean score of the Experimental group 105.91 is greater than the mean score of Control group 83.60. So, it is inferred that students in experimental group has high Emotional Competence than the Control group.

The total sum of squares of Adjusted Mean square variance for post-test was computed. F ratio was calculated. The final Y scores were corrected for difference in initial X scores. For that the SSy has been adjusted for any variability in Y, contributed by X. The adjusted sum of squares for Y (SSy) were computed and the F-ratio (Fy.x) was calculated. The summary of ANCOVA of pre-test and post-test scores of students in Experimental and Control groups is given in Table 2.

Table 2: Summary of ANCOVA for testing the significant difference in the Yoga practices on the Emotional Competence of secondary school students

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Emotional Competence	6651.108	1	6651.108	68.389	.000
Group	6213.563	1	6213.563	63.890	.000
Error	6516.035	67	97.254		
Total	650405.000	70			
Corrected Total	21880.871	69			

The calculated value Fy.x was tested for significance. Since the table value of F for df 67 is 7.08 at 0.01 level, the obtained Fy.x ratio is significant (Fy.x=63.89; p<0.01). It is clear from this that the two final Means which depend upon the Experimental and Control variables differ significantly after they have been adjusted for initial differences on X. So it can be concluded that the both group are differed significantly. The results of the adjusted mean score reveal the exact difference.

A. Comparison of Adjusted Means

The investigator computed the Adjusted Means of post-test scores (Y Means) of students in the Experimental and Control group. The differences between the Adjusted Y Means were tested for significance. The data for Adjusted Means of post-test scores of students in Experimental and Control group are given below.

Table 3: Data for Adjusted Means of pre and post test scores of students in Experimental and Control group

Groups	N	Mx	My	My.x (Adjusted)	Mean difference	SEm	t	Level of Significance
Experimental	35	89.20	105.9	104.30				
			1	6	19.09	2.38	8.02	P<0.05
Control	35	84.66	83.60	85.208				

From Table 't' for df 134 (Total), $t_{0.05}=1.98$ and $t_{0.01}=2.66$

Adjusted Y Means for the post-test scores were tested for significance. The table value of t with df 70 is 2.66 at 0.01 level and 2.00 at 0.05 level. The calculated value of t is 8.02. Since the calculated t value is greater than the table value, it is significant at 0.01 level ($t=8.02$ $p<0.01$). The significant difference between the Adjusted Y Means indicates that the students in the Experimental and Control groups differ significantly in their emotional competence in the post-test. Since the Adjusted Mean of Experimental group is significantly different than that in the Control group, the Experimental group is greater than the Control group in emotional competence. Therefore, it may be concluded that the students trained by using the yoga practices have better emotional competence than those taught by Activity Oriented Method. So it can be concluded that yoga strategy is effective for developing emotional competence

VIII. FINDINGS OF THE STUDY

The homeostasis of the internal body functions are steadied and inborn abilities are developed by practising yoga. So, this study reveals that yoga will help the students' emotional competence at great extent. So the students in the schools of Kerala should practise yoga. Through yoga the students have increased their emotional competence.

IX. IMPLICATIONS OF THE STUDY

Yoga classes are very important in our school curriculum. There is an urgent need of implementing yoga for school students. Yogic practices have the ultimate goal of calming the mind. The overall relation will be beneficial, and the students will have discipline.

Adolescence is a period of stress and strain. They cannot adjust themselves with the complications of life. Yoga is a preventive measure for emotional, mental, behavioural and adjustment problems. Through the implementation of yoga in schools, the students' substance related disorder including alcohol, smoking, sexual behaviour, violence, etc. can be eliminated and the level of emotional competence will be high.

Practising yoga for high school students can improve their memory, emotional competence and academic achievement. Teachers can develop emotional competence, well-being, teacher-student relationship, effective classroom management, and successful social and emotional learning program implementation. The teaching in classrooms such as social development, social and emotional learning, and personal intelligence are all aimed at raising the level of social and emotional competence (Goleman, 1995).

X. CONCLUSION

From the above discussion on the effect of yoga on different aspects of the emotional competence, we can conclude that there are very few studies which have evaluated the effect of yoga or meditation on emotional competence. Many of the studies mentioned above evaluated the effect of yoga or meditation on different dimensions of emotional competence, such as academic performance and emotional well-being. The studies reported beneficial effects of yoga on the emotional competence. However, this study investigating the effectiveness of yoga on emotional competence of secondary school students is first of its kind.

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