



Study of Effect of Yoga Practices on Emotional Intelligence, Social Adjustment and Achievement Motivation of Adolescents

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Abstract

Adolescents today face mental health challenges due to the pressures of modern life. Yoga, known for its mind-body benefits, might be a solution. This study investigated if a two-month yoga program based on a standardized protocol could improve emotional intelligence, social adjustment, and motivation in teenagers. Forty students aged 14-17 participated, but the program did not lead to any significant improvements in these areas. Researchers suggest that the age group or the controlled setting might have played a role and call for further studies with broader demographics and more natural environments.

Keywords: Yoga, Emotional Adjustment, Social Adjustment, Educational Adjustment, Adolescents

Introduction:

In the twenty-first century, humanity has achieved remarkable material progress, largely driven by information technology and communication advancements. However, the fast-paced and competitive nature of modern life has left many individuals neglecting their physical and mental health. The relentless struggle for success has resulted in a deterioration of both physical and mental balance, with a lack of inner peace and stability being a fundamental cause of mental health issues. The complexities of contemporary society, characterized by competition, defiant behavior, and unruly conduct, have exacerbated mental disorders such as violence, anxiety, frustration, and aggression.



Yoga has emerged as a beneficial practice to counter these negative trends and promote a positive outlook on life. It offers a holistic approach to well-being, addressing physical, mental, intellectual, emotional, and spiritual aspects. By adopting yoga, individuals can achieve inner harmony, self-awareness, and peace, enabling them to cope with the pressures and problems of modern life. The practice of yoga has gained widespread acceptance globally, including in both developed and developing countries, as people seek to understand the purpose of life and strive for overall development.

Historically, yoga has been integral to education, promoting physical, emotional, intellectual, and spiritual growth. It transcends sects, creeds, religions, castes, genders, and ages, making it a universal practice. The philosophies of yoga, as articulated in ancient scriptures like the Vishnu Purana and the Bhagavad Gita, emphasize union with the Supreme Soul, control of the mind, and the purification of the self. Renowned yoga masters have offered various interpretations of yoga, but all agree on its power to bring happiness and mental clarity. In today's world, yoga is recognized not just as a spiritual discipline but as an essential part of life, providing a new direction for living naturally and healthily. Many researchers through their reseraches provided changes in the adjustments in life (Raina & Balodi, June 2014), (Javia, Bhadania, & Mahida, June 2016), (Chowdhary, 2013), (Roy, Mukhopadhyay, & Ghosh, 2021)

Statement of the problem:-

"Does Yoga Empower Young Minds? Study of effect of yoga practices on emotional intelligence, social adjustment and achievement motivation of adolescents."

Rationale of the study:

In the present scenario, yoga is a therapeutic way to develop physical and mental processes and abilities of an individual. Especially for yoga students their various physical and it is like the most important, effective and valuable medicine to overcome psychological problems such as stress, anxiety, frustration, insecurity, emotional imbalance and low mental health.

Methodology:

Sampling and Measures of criteria:

For the purpose of the study, a total of thirty (n=40) students aged 14-18 years from GB Pant Hr. Secondary School, Bhopal, Madhya Pradesh, were selected randomly. The group consisted of both male and female students. It was difficult to avoid the one gender.

Adjustment capacity was selected as the sole criterion measure. A standardized English version of the adjustment inventory was used to assess the adjustment ability (emotional adjustment, social adjustment, and educational adjustment) of the subjects. This inventory was developed and standardized by Prof. A.K.P. Sinha and Prof. R.P. Singh in 2005. It has been applied by many researchers previously, ensuring that the Adjustment Inventory for School students(AISS) is reliable, valid, and meets the objectivity requirements of the study.

Intervention for experiment:

A group assigned for the study sample was advised to come daily during school time for two months to the hall from 7:00 to 8:30 AM. The yogic treatment selected was the Common Yoga Protocol (CYP) (India, 2023), prepared in consultation with leading yoga experts and heads of eminent yoga institutions of India. It was edited by Dr. Ishwar V. Basavaraddi, Director of the Morarji Desai National Institute of Yoga (MDNIY), Ministry of AYUSH, Government of India. A pre-treatment test was conducted before the initiation of the treatment program in the month of November 1, 2023. The treatment program was carried out for two months. After the treatment period, a post-test was conducted using the same inventory.

The CYP asanas included:

Prayer

Sadilaja/Cālana Kriyas/Loosening Practices:

Neck Bending



Shoulder Movement

Trunk Movement

Knee Movement

Yogāsanas:

Standing Posture:

Tādāsana

Vrikśāsana

Pāda-Hastāsana

Ardha Cakrāsana

Trikonāsana

Sitting Posture:

Bhadrāsana

Vajrāsana/Veerāsana

Ardha Ustrāsana (for beginners)

Ustrāsana

Śaśānkāsana

Utthāna Mandūkāsana

Marichyāsana/Vakrāsana

Prone Postures:

Makarāsana

Bhujangāsana

Śalabhāsana



Supine Postures:

Śetubandhāsana

Uttānapādāsana

Ardhahalāsana

Pavanamuktāsana

Śavāsana

Kapālabhāti

Prānāyāma:

Nadiśodhana/Anuloma Viloma Prānāyāma

Śītalī Prānāyāma

Bhrāmarī Prānāyāma

Dhyāna

Sankalpa

Santih Pātha

Collection of Data:

To prepare for the study, participants engaged in Anuloma Viloma Pranayama for a short period to calm their breathing and reduce stress. They then received a questionnaire with a 90-minute time limit to complete it. Researchers provided clear instructions to begin and end the task based on signals. Finally, the participants' responses were converted into numerical values for statistical analysis.

Statistical Methods Used

Once the participants' responses were converted into numerical scores, researchers employed a statistical technique called a 't' test to analyze the pre-test and post-test

data. This analysis allowed them to interpret the results, discuss any significant changes, and draw conclusions about the intervention's effectiveness.

Results and Discussions

To facilitate interpretation, analysis, discussion, and conclusion-drawing, the data has been presented in both visual formats (graphs) and tables.

Table 1: Mean and SD of Pre and Post Treatment Test Scores on Emotional Adjustment

Variable	Tests	Mean	SD	t' Value
Emotional Adjustment	Pre	14.1	4.89	1.37
	Post	15.2	5.29	NS

N.B.: NS = Not Significant, SD = Standard Deviation

From Table 1, The mean scores and standard deviations for the emotional adjustment of students pre and post treatment were 14.1 ± 4.89 and 15.2 ± 5.29 , respectively. The computed t-value of 1.37 was below the critical value of 2.00, suggesting that there was no significant difference between the pre-treatment and post-treatment scores. Therefore, the yogic treatment did not have a significant effect on emotional adjustment at the 0.05 level of significance.

Table 2: Mean and SD of Pre and Post Treatment Test Scores on Social Adjustment

Variable	Tests	Mean	SD	t' Value
Social Adjustment	Pre	13.9	3.99	1.30
	Post	14.4	4.01	NS

N.B.: NS = Not Significant, SD = Standard Deviation

From Table 2, An evaluation of the yogic treatment's impact on social adjustment in students yielded interesting results. The average social adjustment scores (13.9 ± 3.99 pre-treatment and 14.4 ± 4.01 post-treatment) suggest minimal change between the two groups. To statistically analyze this difference, a t-test was conducted. The calculated t-value of 1.30 fell short of the critical value of 2.00 (at a significance level of 0.05). This indicates that the observed increase in social adjustment scores after the treatment could be due to chance, rather than a true effect of the yoga intervention. In conclusion, the study suggests that the yogic treatment may not have had a statistically significant impact on the social adjustment of the participants.

Table 3: Mean and SD of Pre and Post Treatment Test Scores on Education Adjustment

Variable	Tests	Mean	SD	t' Value
Educational Adjustment	Pre	8.9	2.9	1.30
	Post	9.5	3.2	NS

N.B.: NS = Not Significant, SD = Standard Deviation

From Table3, The mean scores and standard deviations for the emotional adjustment of of students pre and post treatment were 8.9 ± 2.9 and 9.5 ± 3.2 , respectively. The computed t-value of 1.30 was below the critical value of 2.00, suggesting that there was no significant difference between the pre-treatment and post-treatment scores. Therefore, the yogic treatment did not have a significant effect on educational adjustment at the 0.05 level of significance. Subjects shows Average level of Educational Adjustments.

Discussion of study:

Traditional View:



Yoga is seen as a path to uniting individual consciousness with a universal consciousness, promoting harmony between mind, body, and nature.

The Bhagavad-Gita emphasizes mental equanimity ("Samatvam Yoga Ucyate") as a core yogic principle.

Modern Perspective:

Scientists recognize the importance of mind-body coordination for overall well-being.

Yoga practices are believed to promote calmness and enhance social adjustment.

Inner peace is seen as the foundation for adapting to different situations.

Research Findings:

This study investigated the impact of yoga on adjustment in adolescents of school basically students.

Surprisingly, no significant difference was found in adjustment scores before and after the yoga program.

Many researchers found the similarity in the findings (Jain & Jandu, 1998)

The authors suggest several factors that might have contributed to this outcome, including:

Subject group characteristics (age range, gender mix)

Controlled environment with limited variables (teacher, timing, climate)

Conclusion:

The study's findings suggest that yoga training for students aged 14-18 years may not have a direct effect on social, educational, or emotional adjustment.

Further research might explore the impact on different age groups or in less controlled settings.

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