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## EFFECTIVENESS OF YOGIC PRACTICES ON EMOTIONAL MATURITY OF SENIOR SECONDARY SCHOOL STUDENTS OF CHANDIGARH

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### ABSTRACT

Education may also be considered as a product. A person is said to be educated, when he acquires knowledge, skills, attitudes etc. Yoga is a complete science of life that originated in India thousands of years ago. It is considered the oldest system of personal development in the world encompassing body, mind and spirit. Yoga harmonises our growth through balance and it promotes the total development. Quality of performance has become the key factor for individual progress. The desire for the high academic achievements gives a lot of pressure on pupils, teachers, schools and in general educational system. Yoga helps the students for promoting the Emotional Maturity. In human development yoga training and practices would improve the quality of life by improving the health of human beings (i.e. Physical, mental, emotional and spiritual). It enhances the quality of life by improving skills and motor ability. Purpose of the study was to find out the effectiveness of Yogic practices on Emotional Maturity of senior secondary school students of Chandigarh. To achieve the purpose of the study one hundred (100) senior secondary school students were selected randomly. Students were selected from two Government schools of Chandigarh. The students were divided into two groups. One was control group and the other was experimental group. In each group fifty students were present. The Experimental group has been given the twelve weeks' yoga training in the school campus. The training was given in the morning session with a minimum time duration of 90 minutes per session with different types of Shatkriyas, asanas, pranayamas and meditation including slow warming up exercises. On the other hand, control group has not given any yoga training. Mean scores of pre-test and post-test groups were taken and their scores were recorded. The emotional maturity of the students was collected with Emotional Maturity Scale by Yashvir Singh and Dr. Mahesh Bhargava. The data was analyzed statistically by computing mean, standard deviation and 't' test. The significant result was found in the emotional maturity of the experimental group of students due to yogic practices. It has been observed from the results of the present study that the experimental group has the better emotional maturity than the control group because of the effectiveness of yogic practices.

**KEYWORDS:** Yogic Practices, Emotional Maturity, Senior Secondary School Students

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## **INTRODUCTION**

Yoga plays an important role and has made unlimited Contribution in the modern age as it Cater to the biological, Sociological, Spiritual and Physiological needs of human being. The word 'yoga' is derived from the roots of Sanskrit word 'Yuj' which means to join, to attach, to bind, yoke, and a concentrate or one attention. It has also been known as Union. Actually, yoga is honest union of our will with the will we have had and the literal meaning of the word 'Yoga' is 'yoke'. It means for uniting the individual spirit with the Universal spirit or God. Yoga means the Experience of oneness or unity with inner being. Yoga is a science by which the individual approaches to truth. Yoga is not a religion but it is a technique by which one obtain control on their latent powers. It is the way to reach to complete Self-Realization. Yoga is the way of relaxation of one's mental process, along with the physical body. It helps the students in the improving their academic achievement. Yoga is one of the ancient heritage of India. It is the greatest contribution of our country to the world. By practicing of Yoga one can directly contribute to human resource development and improve the quality of life by developing their fitness (i.e. Physical, mental, emotional as well as spiritual). Yoga is the art and science of maintaining their physical and mental wellbeing with an origin in India, is among the most ancient yet vibrant living traditions that is getting increasingly popular day by day. A potent stress buster, yoga is a technique of self-evolvment and enlightenment, through physical and mental wellbeing. It enhances the quality of life by improving their skills and motor ability. The present world is becoming more and more presentative and competitive. Hence, the quality of performance has become the key factor for personal progress of an individual. The desire of parents is that their children climb the ladder of performance as high as possible. This desire for the high level of achievement gives a lot of pressure to students, teachers, schools and in general educational system. Achievement is the end product of all educational endeavors.

Emotional maturity is concerned primarily with self-control and expression. The teacher develops through a variety of experiences. For instance, the school can help the adolescents to arrange situations that will enable them to judge and evaluate their own behaviour. The school can provide a variety of supervised playground activities that permit children to free rather than rigidly prescribe art expression and help children take part in discussions in the classroom or in private conference. Emotional maturity has not only a negative aspect but also positive one and emotional upsets in day-to-day life. Actually, emotional maturity is not the

only effective determinant of personality pattern but it also helps to control the growth of adolescent's development. The concept of mature emotional behaviour at any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to break delay and to suffer without self-pity might still be emotionally stunted and childish.

## **REVIEW OF LITERATURE**

Emotional maturity is related to environmental factors (Kaur, 2000). Emotional maturity and intelligence are related (Kaur, 2001). Slum and urban areas children's have different emotional maturity (Muley, Patnam and Vasekar, 2003). Emotional expression skills of adolescents should be channelized for their effective mental health and personality development. Also post-adolescent boys have higher emotional maturity than females (Chouhan and Bhatnagar, 2003). There exists a positive relationship between emotional maturity and self-concept of secondary level students (Gakhar, 2003). There exists some relationship between emotional intelligence and trait anxiety in adolescents (Markham, 2004). Emotional intelligence is related to ethical decision making (Scott, 2004).

## **PURPOSE OF THE STUDY**

The main purpose of the present study was to find out the effectiveness of yogic practices in improving the emotional maturity of senior secondary school students of Government schools of Chandigarh.

## **OBJECTIVES**

- ❖ To study the significant difference in the mean scores of emotional maturity at pretest and posttest stages of experimental group of senior secondary school students.
- ❖ To compare significant difference in the mean scores of emotional maturity at pretest and posttest stages of control group of senior secondary school students

## **HYPOTHESIS**

- ❖ There is no significant difference in the mean scores of emotional maturity at pretest and posttest stages of experimental group of senior secondary school students.
- ❖ There is no significant difference in the mean scores of emotional maturity at pretest and posttest stages of control group of senior secondary school students

## METHODOLOGY

### SAMPLE

To achieve the purpose, one hundred (100) senior secondary school students were randomly selected from two Government schools of Chandigarh. The senior secondary students of Government schools were divided into two groups. One group was considered as the control group and the other as the experimental group. Each group contains fifty students. Experimental group was given yoga training for twelve weeks. The Emotional Maturity of the students was taken with the help of Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargav before and after yogic practices.

### PROCEDURE

Total one hundred (100) senior secondary school students were randomly selected for the study. Students were divided into two groups. One group was control group and the other is considered as experimental group. Each group contains fifty students. The Experimental group has been given the twelve weeks' yoga training in the school campus. The training schedule were fixed in the morning sessions with minimum time duration of 90 minutes per session. The sessions included various types of Shatkarmas, asanas, pranayamas and meditation including slow warming up exercises. On the other hand, control group has not given the yoga training. The Pre-test and post-test mean scores of the two groups have been taken and their scores were analyzed. The emotional maturity scores of the students was collected on the basis of Emotional maturity scale inventory. The result was interpreted by calculating Mean, SD, Mean Difference and 't'-test.

## RESULTS AND DISCUSSION

The result of the study was calculated and shown below in table 1.0.

Table-1 showing the difference between pre-test and post-test scores of Emotional Maturity of senior secondary school students of control group and experimental group.

**TABLE 1: MEAN, SD AND T-RATIO OF PRE-TEST AND POST-TEST SCORES OF EMOTIONAL MATURITY OF SENIOR SECONDARY SCHOOL STUDENTS**

S. No	Variables	TEST	Mean	SD	SEd	r	t-ratio	Significant
1.	Control Group(N=50)	Pre – test	82.65	12.69	1.23	.74	0.723	not significant
		Post – test	83.54	11.45				

2.	Experimental Group(N=50)	Pre – test	81.56	12.22	1.10	.78	8.38	0.01 * significant
		Post – test	90.78	11.34				

From Table 1, it can be seen that the Correlated t-Value is 0.723 which is not significant at 0.05 level with df = 49. It indicates that mean scores of emotional maturity at Pretest and Posttest stages of control group don't differ significantly. Thus the null hypothesis that there is no significant difference in the mean scores of emotional maturity at pretest and posttest stages of control group of senior secondary school students is accepted because in control group no yogic training practices were given to senior secondary school students.

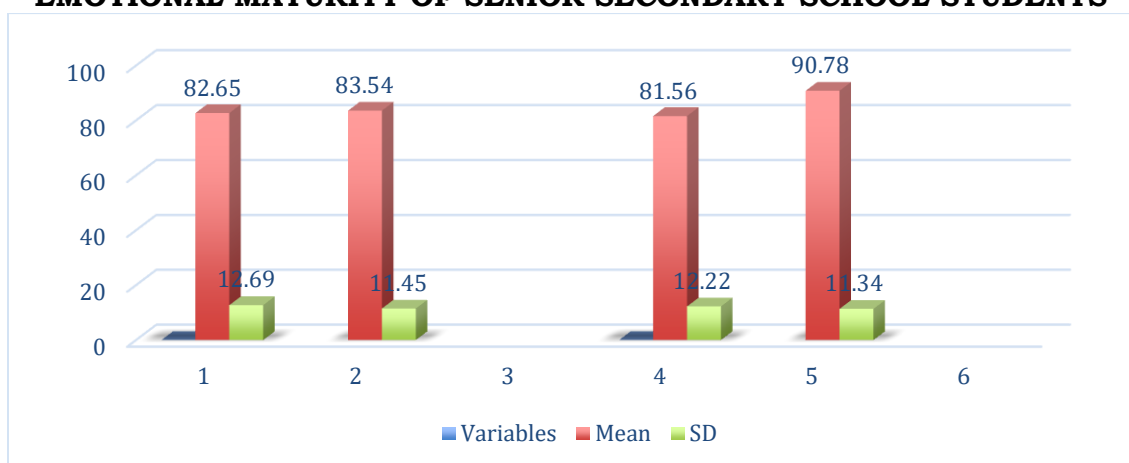
Further, it can be seen that the Correlated t-Value is 8.35 which is significant at 0.01 level with df = 49. It indicates that mean scores of emotional maturity at Pretest and Posttest stages of experimental group given yogic training practices differ significantly. Thus the null hypothesis that there is no significant difference in the mean scores of emotional maturity at pretest and posttest stages of experimental group of senior secondary school students is rejected. Further, the mean score of emotional maturity of senior secondary school students after yogic practices of 12 weeks is 90.78 which is significantly higher than emotional maturity of senior secondary school students before yogic practices whose mean score at Pretest is 81.56. It may, therefore, be said that emotional maturity of students improved significantly after yogic practices of senior secondary schools.

The present study confirms the findings of Kauts and Sharma (2009) who found that those students who practiced yoga performed better in academics.

Meditation, a part of Astanga yoga plays an important role in reduction of the stress and anxiety which have been reported by Anderson and Freshman (1982), Nagendra, Deshpande and Raghuram (2009), Morison and Ibrahim (1981) and Yadhav (2006). In the above studies, meditation reduced the stress significantly after six months of yoga practices. Meditation have a greater impact on the mind and the senses of individuals than other exercises with the result that meditation helps to develop one's physical and mental powers to make the mind clam and control the emotions. Yoga includes eight paths (Astanga yoga – yama, niyama, asana, pranayama, pratyahara, dharana, dhyana and Samadhi). The astanga yoga is actually based on the idealistic approach, a real road to attain good

consciousness, self-confidence and self-concept. Meditation helps the individual to overcome the emotions to facilitate a calm, peaceful mind, healthy and stress-free body. Meditation promotes relaxation, develops self-concept, self-confidence, positive attitude and social ability and reduces stress as well as anxiety. Emotional maturity is concerned with the quantity and quality of learning attained in a subject or group of subjects after a long period of instruction. It has been found that excessive stress and anxiety hamper the students' performance. Improvement in emotional maturity and alertness has been reported in various yogic studies. Better Motor Abilities means high level of physical fitness which helps in the positive self-perception and improves the emotional maturity of students. The individuals of today are exposed to far greater stress and trying times than previous generations. Hence, yoga will help them to cope and emerge stronger in physically, mentally and emotionally healthy.

**FIGURE 1: MEAN, SD SCORES OF CONTROL AND EXPERIMENTAL GROUP OF EMOTIONAL MATURITY OF SENIOR SECONDARY SCHOOL STUDENTS**



## CONCLUSION

Different research studies have been completed on different types of training programmes. It has been proved that twelve weeks' yoga training programmes have plays a significant role on the emotional maturity of senior secondary school students. On the basis of the results obtained from the present study and within the limitation, the following conclusions were drawn.

- ❖ In the Experimental group the emotional maturity was better after the given period of twelve weeks yoga training and the result was found to be significant.
- ❖ On the other hand, in the Control group the emotional maturity was not better or slightly changed after the given period of twelve weeks (no yogic training was given) and the result was found to be insignificant.

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