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Effect of yogic practice on emotional intelligence, stress and examination fear among college going students

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Abstract

Four hundred (400) college going students were selected randomly as subjects from Noida college of Physical Education, DhoomManikpur, Dadri (U.P), R.V. Northland, Dadri (UP), M.M.H. College Modi Nagar (UP) and Janta Degree College Patla (UP) with the age group ranging between 17 to 22 years. A total of 200 subjects was categorized under treatment group and rest was in control group. The training was between 7am to 10 am. The variables selected for the study were Emotional Intelligence, Stress and Examination Fear, Mangal's Emotional Intelligence Inventory by Dr. S.K. Mangal and Mrs. SubhraMangel (2004), Stress Scale by Dr. M. Singh (2002) and Examination Fear Scale by Dr. A. Ghani (2004). The collected data was analyzed by computing Descriptive statistic (Mean & Standard Deviation), ANCOVA and Coefficient of correlation. Within the limits and limitations of the present study it was concluded that 45 days of yogic training had improved on Emotional Intelligence, Examination Fear and Stress of college going students. A significant difference was found on Emotional Intelligence when it was tested between Control group and Experimental Group but no significant difference was found on Emotional Intelligence when it was tested between Male and Female. A significant difference was found on examination fear when it was tested between control group and experimental group but no significant difference was found on examination fear when it was tested between Male and Female. A significant difference was found on stress when it was tested between control group and experimental group but no significant difference was found on stress when it was tested between Male and Female.

Keywords: emotional intelligence, stress

Introduction

Emotional intelligence (EI) is 'a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate between them, and to use this information to guide one's thinking and action'. The term emotional intelligence (EI) was popularized by Goleman who claimed that emotional intelligence can be as powerful and at times more powerful, than I.Q. Emotional intelligence was first referred to in academic literature in 1990 and defined as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." Mayer, Salovey, Caruso & Sitarenios later refined their definition to state that emotional intelligence is "an ability to recognize the meanings of emotions and their relationships and to reason and problem-solve on the basis of them."

In a global society where stress increasingly plays a role in an individual's health and quality of life, more and more people are exploring ways in which to mitigate the negative impacts of daily stressors and regain a sense of balance in their lives. One of the ways in which people are increasingly choosing to exercise and/or relax is through a yoga practice. While yoga has been around for hundreds, if not thousands, of years in places like India, it is a relatively new practice in the West.

In 2006, alone, Robert Love estimated twenty five million Americans attempted yoga for the first time, joining the sixteen and a half million Americans who already practice regularly. As such, the research available directly related to yoga as an effective form of stress relief is non-exhaustive but growing quickly and this paper draws from a variety of yoga-based methods to explore the connection between yoga and stress.

For the purposes of this study, stress is defined "as the inability to cope with a real or imagined

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threat to one’s mental, physical, emotional and spiritual well-being which results in a series of physiological responses and adaptations”. Stress has been linked to almost 80% of all health problems and can negatively impact the immune system, one’s psychological and mental health, blood pressure, heart disease, cancer and susceptibility to chronic pain. According to Chong, *et al.*, combining mind-body interventions has proven effective for stress reduction, and yoga is often used as a prime intervention as it unites the elements important for managing and reducing stress.

Emotion, stress and examination fear are the problems of college going students and many of them are not able to cope up with these problems. Fear of failure is the perhaps the most common source of examination-related stress. Some students worry so much about failure they panic and stop working completely. The same fear drives other students to work too hard; they sit up all night swatting, but quickly become too stressed and tried to concentrate. Others get ill and a few drop out. In considering to this an attempt has been made to see the effect of yoga on emotional intelligence, stress and fear of examination among college going students.

Objectives and hypothesis

Following objectives were framed for the study:

- To study the effect of yogic programme on Emotional Intelligence among college students.
- To study the effect of yogic programme on Stress among college students.
- To study the effect of yogic programme on Examination Fear among college students.
- Does yogic programme have different effect on male and female students? Based on the Objectives following hypothesis were framed:
- There will be significant improvement in Emotional Intelligence of Yogic Programme.
- There will be significant improvement in Stress of Yogic Programme.
- There will be significant improvement in Examination Fear of Yogic Programme.
- There will be significant improvement of male and female students after Yogic Programme.

Procedure and Methodology

Four hundred (400) college going students were selected

randomly as subjects from Noida college of Physical Education, DhoomManikpur, Dadri (U.P), R.V. Northland, Dadri (UP), M.M.H. College Modi Nagar (UP) and Janta Degree College Patla (UP) with the age group ranging between 17to 22 years. A total of 200 subjects was categorized under treatment group and rest was in control group. The training was between 7am to 10 am. The variables selected for the study were Emotional Intelligence, Stress and Examination Fear, Mangal’s Emotional Intelligence Inventory by Dr. S.K. Mangal and Mrs. SubhraMangel (2004), Stress Scale by Dr. M. Singh (2002) and Examination Fear Scale by Dr. A. Ghani (2004). The collected data was analyzed by computing Descriptive statistic (Mean & Standard Deviation), ANCOVA and Coefficient of correlation.

Results and Discussions

The collected data was computed by appropriate statistical technique, the results pertaining to it are discussed below:

Table 1: Descriptive statistics of the data measured in the post-testing score of emotional intelligence

Gender	Groups	Mean	Std. Deviation	N
Female	Control	60.760	7.7105	1000
	Experimental	63.000	10.4021	100
	Total	61.880	9.1787	200
Male	Control	60.420	10.1521	100
	Experimental	63.900	8.1422	100
	Total	62.160	9.3211	200
Total	Control	60.590	8.9703	200
	Experimental	63.450	9.3045	200
	Total	62.020	9.2280	400

In the above table No. 1 the mean and standard deviation of different groups during post-testing score on emotional intelligence have been presented. The mean and standard Deviation of Female Control Group and Female Experimental Group are 60.760±7.7105, 63.000±10.4021 respectively. The mean and standard deviation of Male Control Group Male Experimental Group are 60.420±10.1521, 63.900±8.1422 respectively. The mean and standard deviation of Control Group and Experimental Group are 60.590±8.9703, 63.450±9.3045 respectively.

Table 2: Ancova table of emotional intelligence

Source	Type III Sum of Squares	df	Mean Square	F	Sig. (p-value)
Corrected Model	434.516 ^a	4	108.644	1.283	.278
Intercept	19544.693	1	19544.693	230.824	.000
Pre-test	2.456	1	2.456	.029	.865
Gender	3.446	1	3.446	.041	.840
Groups	411.369	1	411.369	4.858	.029
Gender * Groups	19.240	1	19.240	.227	.634
Error	16511.344	195	84.674		
Total	786242.000	200			
Corrected Total	16945.920	199			

a. R Squared = .026 (Adjusted R Squared = .006)

The above table No.2 shows the Tests between the Subjects Effects for the Post-test Scores on Emotional Intelligence. In Gender (Male and Female) since, p-value for F-statistics is 0.840 which is greater than 0.05 hence it is insignificant. In Groups (Control and Experimental) since the p-value for F-statistics is 0.029 which is less than 0.05, hence it is

significant. In the interaction between gender and groups since, p-value for F-statistic is 0.634 which is greater than 0.05, hence it is insignificant. Since F-statistic is significant in Groups (Control and experimental) Pair-wise Comparisons of Post Test Score on Emotional Intelligence is done in table No.3.

Table 3: Pair-wise comparisons of post test score of emotional intelligence

(I) Groups	(J) Groups	Mean Difference (1-4)	Std. Error	Sig.(o-value)
Control	Experimental	-2.874*	1.30	.029
Experimental	Control	2.874*	1.30	.029

Based on estimated marginal means 4

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

The above Table No.3 shows the Pair-wise Comparisons of Post Test Score on Emotional Intelligence. Since the mean difference of Control Group and Experimental Group is - 2.874 with the p-value of 0.029 which is less than 0.05 therefore it is significant. Again since the mean difference of

Experimental Group and Control Group is 2.874 with the p-value of 0.029 which is less than 0.05 therefore it is also significant.

Table 4: Descriptive statistics of the data measured in the post-testing score of examination fear

Gender	Groups	Mean	Std. Deviation	N
Female	Control	8.800	2.6108	100
	Experimental	10.620	2.6333	100
	Total	9.710	2.7645	200
Male	Control	9.120	2.6236	100
	Experimental	11.360	3.1283	100
	Total	10.240	3.0851	200
Total	Control	8.960	2.6089	200
	Experimental	10.990	2.9007	200
	Total	9.975	2.9338	400

In the above table No.4 the mean and standard deviation of different groups during post testing score on Examination Fear have been presented. The mean and standard deviation of Female Control Group and Female Experimental Group are 8.800±2.6108, 10.620±2.6333 respectively. The mean and

standard deviation of Male Control Group and Male Experimental Group are 9.120±2.6236, 11.360±3.1283 respectively. The mean and standard deviation of Control Group and Experimental Group are 8.960± 2.6089 and 10.990±2.9007 respectively.

Table 5: Ancova table of examination fear

Source	Type III Sum of Squares	df	Mean Square	F	Sig. (p-value)
Corrected Model	262.100a	4	65.525	8.807	.000
Intercept	1601.846	1	1601.846	215.306	.000
Pre-test	39.805	1	39.805	5.350	.022
Gender	25.888	1	25.888	3.480	.064
Groups	182.222	1	182.222	24.493	.000
Gender *	4.577	1	4.577	.615	.434
Error	1450.775	195	7.440		
Total	21613.000	200			
Corrected Total	1712.875	199			

a. R Squared = .153 (Adjusted R Squared = .136)

The above table No.5 shows the Tests between the Subjects Effects for the Post-test Scores on Examination Fear of college going students. In Gender (Male and Female) since, p-value for F-statistic is 0.064 which is greater than 0.05 hence it is insignificant. In Groups (Control and Experimental) since the p-value for F-statistics is 0.000 which is less than 0.05,

hence it is significant. In the interaction between gender and groups since, p-value for F-statistic is 0.434 which is greater I 0.05, hence it is insignificant. Since F-statistic is significant in Groups (Control and experimental) Pair-wise Comparisons of Post Test Score on Emotional Intelligence is done in table No.6.

Table 6: Pair-wise comparisons of post test score on examination fear

(I) Groups	(j) Groups	Mean Difference(I-J)	Std. Error	Sig. (p-value)
Control	Experimental	-1.923*	.38	.000
Experimental	Control	1.923*	.38	.000

Based on estimated marginal means 9

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

The above Table No.6 shows the Pair-wise Comparisons of Post Test Score on Examination Fear. Since the mean difference of Control Group and Experimental Group is - 1.923 with the p value of 0.000 which is less than 0.05 therefore it is significant. Again since the mean difference of

Experimental Group and Control Group is 1.923 with the p-value of 0.000 which is less than 0.05 therefore it is also significant.

Table 7: Descriptive statistics of the data measured in the post-testing score of stress

Gender	Groups	Mean	Std. Deviation	N
Female	Control	35.44	7.929	10
	Experimental	38.34	9.059	10
	Total	36.89	8.594	200
Male	Control	33.60	5.198	10
	Experimental	37.06	7.405	10
	Total	35.33	6.598	200
Total	Control	34.52	6.734	200
	Experimental	37.70	8.257	200
	Total	36.11	7.682	400

In the above table No.7 the mean and standard deviation of different groups during post testing score on Stress have been presented. The mean and standard deviation of Female Control Group and Female Experimental Group are 35.44 ± 7.929 , 38.34 ± 9.059 respectively. The mean and

standard deviation of Male Control Group and Male Experimental Group are 33.60 ± 5.198 , 37.06 ± 7.405 respectively. The mean and standard deviation of Control Group and Experimental Group are 34.52 ± 6.734 , 37.70 ± 8.257 respectively.

Table 8: Ancova table of stress

Source	Type I Sum of Squares	df	Mean Square	F	Sig. (P value)
Corrected Model	680.083 ^a	4	170.021	2.997	.020
Intercept	260786.420	1	260786.420	4596.499	.000
Pre-test	29.763	1	29.763	.525	.470
Gender	112080	1	112.080	1.975	.161
Groups	535.002	1	535.002	9.430	.002
Gender * Groups	3.238	1	3.238	.057	.811
Error	11063.497	195	56.736		
Total	272530.000	200			
Corrected Total	11743.580	199			

a. R Squared = .058 (Adjusted R Squared = .039)

The above table No.8 shows the Tests between the Subjects Effects for the Post-test Scores on Stress of college going students. In Gender (Male and Female) since, p-value for F-statistic is 0.161 which is greater than 0.05 hence it is insignificant In Groups (Control and Experimental) since the p-value for F-statistics is 0.002 which is less than 0.05, hence it is significant. In the interaction between gender and groups

since, p-value for F-statistic is 0.811 which is greater than 0.05, hence it is insignificant. Since F-statistic is significant in Groups (Control and experimental) Pair-wise Comparisons of Post Test Score on Emotional Intelligence is done in table No.9

Table 9: Pair-wise comparisons of post test score on stress

@Groups	(7) Groups	Mean Difference (ref)	Std. Error	Sig. (p-value)
Control	Experimenta.	-3.291 *	1.072	.002
Experimental	Control	3.291*	1.072	.002

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

The above Table No.9 shows the Pair-wise Comparisons of Post Test Score on Stress. Since the mean difference of Control Group and Experimental Group is -3.291 with the p-value of 0.002 which is less than 0.05 therefore it is significant. Again since the mean difference of Experimental Group and Control Group is 3.291 with the p-value of 0.002 which is less than 0.05 therefore it is also significant.

Conclusions

Based on the results following conclusions were made: Within the limits and limitations of the present study it was concluded those 45 days of yogic training had improved on Emotional Intelligence, Examination Fear and Stress of college going students. A significant difference was found on Emotional Intelligence when it was tested between Control group and Experimental Group but no significant difference was found on Emotional Intelligence when it was tested between Male and Female. A significance difference was

found on examination fear when it was tested between control group and experimental group but no significance difference was found on examination fear when it was tested between Male and Female. A significance difference was found on stress when it was tested between control group and experimental group but no significance difference was found on stress when it was tested between Male and Female.

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