



A STUDY OF EMOTIONAL INTELLIGENCE AND MENTAL HEALTH OF YOGA SPECIALISED AND GENERAL PUPIL TEACHERS

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ABSTRACT

Emotional intelligence is the ability to monitor one's own and other people's emotions. Health is a complete state of physical, mental and social well-being and not merely the absence of disease or infirmity. Mental health means a sound mental condition or state of psychological well-being or freedom from mental diseases. Yoga play a vital role as the ancient Indian healing art while dealing with the physical, mental, emotional, moral and spiritual well-being. Yoga education is a process that helps in the all round development of a human being. The present study was conducted to compare the Emotional Intelligence and Mental Health of the yoga specialised (B.Ed Yoga students) and General Pupil teachers (B.Ed. General students). The sample of the present study comprised 80 B.Ed. course pupil teachers including 40 B.Ed. Yoga and 40 B.Ed. General Pupil teachers selected randomly. The Emotional Intelligence Inventory by Mangal and Mangal (2007) and Mental Health Inventory (M.H.I.) by Jagdish & Srivastava (1992) were administered to the sample. The results of the study show that there exist a significant difference in the Emotional Intelligence and Mental Health of the Yoga specialised (B.Ed. yoga students) and general pupil teachers (B.Ed. General students).

Key words: *Mental Health, Emotional Intelligence, Yoga specialised.*

INTRODUCTION

The aspect of mind which most powerfully affects the body and especially the nervous and endocrine systems is its emotional side. The term Emotional Intelligence can be defined in a number of ways, comprising many personality traits such as self awareness, zeal, empathy, motivation, persistence, warmth and social skills or social adeptness. "Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions" (Hein, 2007). Emotional intelligence enables us to make a good choice and brings inner world into focus. Emotional intelligence refers to the capacity for recognizing our feelings and those of others, and for motivating ourselves. An individual with a higher emotional intelligence (usually) gets more success, more happiness and more compassion in life. Goleman (2001) found in his study that two per cent success of life depends upon intelligence (general) and rest upon emotional

intelligence. Dash and Behera (2005) in their study entitled, '*Teacher Effectiveness in relation to their Emotional Intelligence*' concluded that highly emotionally intelligent groups of teachers had good personal characteristics in comparison to low emotionally intelligent.

Healthy mind in a healthy body has always been considered to be the ideal state of health. Good physical health improves mental health. Body minded relationship is an established fact; those who enjoy good physical health are most likely to have good mental health, which include mental calm and balance emotional control etc. The positive dimension of mental health is stressed in WHO's (2003) definition of Health which states that, "*A complete state of physical, mental and social well-being, and not merely the absence of disease or infirmity*". Mental health is the balanced development of one's personality having good emotional attitude, which enables one to live happily with one's surroundings. It also includes good relationship between a person and the society at large. It ensures permanent mental equilibrium and social adjustment of a person. People who are emotional and mentally healthy have the tools for coping with difficult situation and maintaining a positive outlook in which they also remain focused, flexible and creative in bad time as well as good (Smith and Segal, 2011). Mental health promotion is everyone's responsibility and stakeholders from all sectors of society have a role to play (Herrman et al., 2005).

Today, Yoga is not popular as a system of philosophy but as a system of practical discipline. The word '*Yoga*' has been derived from Sanskrit verbal root '*Yuj*' which means '*To unite or to join*'. This unity or joining is described in spiritual terms as the union of individual consciousness with the universal consciousness. Yogic exercises and techniques have significant, direct effects on the physical, psychological, theoretical preparation and on the regeneration of the strength process. Yoga asanas can be used for warm-up, cool-down, regeneration, synthesis of mind and body, activation or deactivation of the body and as supplemental exercises (Kogler, 2003). The study of yoga is fascinating to those with a philosophical mind and is defined as the "*silencing of the mind's activities which leads to complete realization of the intrinsic nature of the Supreme Being*" (Ross, 1993).

SIGNIFICANCE OF THE STUDY

Yoga plays a vital role as the ancient Indian healing art while dealing with the physical, mental, emotional, moral and spiritual well-being of man over thousands of years. Swami Rama (1989) has rightly pointed out, "*Yoga practices promote physical and mental health, through the maximization of joy and the complete unfolding of the human potential*". Sound mental and physical health of teachers plays an important role in their performance. Yoga is the best way to improve the physical and mental health of teachers. The application of yogic techniques is seen for getting the benefit of health and cure of diseases, stress-management; and for improving the efficiency of

the individuals in different fields. Positive role of yoga practices on human beings is resulting in promotion of yoga education in the country. B.Ed. yoga course offered by the Panjab University, Chandigarh is one such course which provides training to pupil teachers in yoga practices and makes them eligible for the post of yoga teacher at secondary level. The present study was an effort to compare the emotional intelligence and mental health of the Yoga specialised (B.Ed. Yoga students) and General pupil teachers (B.Ed. general students).

OBJECTIVES OF THE STUDY

- To compare the Emotional Intelligence of Yoga specialised (B.Ed. Yoga Students) and General pupil teachers (B.Ed. General Students).
- To compare the Mental Health of Yoga specialised (B.Ed. Yoga Students) and General pupil teachers (B.Ed. General Students).

HYPOTHESES

- There exists no significant difference in the Emotional Intelligence of the Yoga specialised (B.Ed. Yoga Students) and General pupil teachers (B.Ed. General Students).
- There exists no significant difference in the Mental Health of Yoga specialised (B.Ed. Yoga Students) and General pupil teachers (B.Ed. General Students).

DESIGN AND METHODOLOGY

For the purpose of present investigation, descriptive survey method of research was employed. In the present study a representative sample of 80 prospective teachers i.e. 40 Yoga specialised (B.Ed. yoga students) (20 B.Ed. yoga pupil teacher's sample from Govt. College of Yoga Education and Health, Sector 23-A, Chd. & 20 B.Ed. yoga pupil teacher's sample from Bharmarishi Yoga Training College, Sector 19, Chd.) and 40 General pupil teachers (B.Ed. general students) (20 B.Ed. General pupil teacher's sample from Government College of Education, Sector 20-D, Chd. & 20 B.Ed. General pupil teacher's sample from Dev Samaj College of Education, Sector 36, Chd) was selected randomly. The data were collected by administering 'Emotional Intelligence Inventory (E.I.I)' by Mangal & Mangal(2007) and 'Mental Health Inventory (M.H.I.)' by Jagdish & Srivastava (1992). In order to study the significant differences t-test was employed. The study was confined to the students of Yoga specialised (B.Ed. Yoga Students) and General pupil teachers (B.Ed. General Students) of Chandigarh city only.

RESULTS AND INTERPRETATION

Table 1 show the comparison of mean scores obtained for the emotional intelligence of Yoga specialised (B.Ed. Yoga Students) and General pupil

teachers (B.Ed. General Students). The mean scores for emotional intelligence domains were in favour of Yoga specialised (B.Ed. Yoga Students) pupil teachers.

Table 1

Emotional Intelligence Domains	N	Group	Mean	SD	Df	t-value	Level of Significance
Intra- Personal Awareness	40	Yoga specialised pupil teachers	18.98	3.117	78	1.848	0.01
	40	General pupil teachers	17.55	3.508			
Inter- Personal Awareness	40	Yoga specialised pupil teachers	18.53	3.515	78	.237	Not significant
	40	General pupil teachers	18.30	4.238			
Intra- Personal Management	40	Yoga specialised pupil teachers	18.20	2.848	78	1.294	0.05
	40	General pupil teachers	18.13	3.123			
Inter- Personal Management	40	Yoga specialised pupil teachers	19.10	2.706	78	1.454	0.05
	40	General pupil teachers	17.18	3.426			
Total	40	Yoga specialised pupil teachers	74.68	8.090	78	1.478	0.05
	40	General pupil teachers	71.15	11.256			

Comparison of mean scores obtained for the Emotional Intelligence of Yoga specialised (B.Ed. Yoga Students) and General pupil teachers (B.Ed. General Students)

To find out the difference in emotional intelligence of Yoga specialised (B.Ed yoga students) and General pupil teachers (B.Ed general students), t-test was used which yielded significant value of 1.478 at 78 degree of freedom which was found to be significant at 0.05 level of significance. This means that significant difference exists between the emotional intelligence of Yoga specialised (B.Ed. yoga students) and general pupil teachers (B.Ed. general students). Thus, the hypothesis that there exists no significant difference in emotional intelligence of Yoga specialised (B.Ed. yoga students) and general pupil teachers (B.Ed. General Students) is rejected.

Table 2 show the comparison of means, standard deviations and t-value of mental health of Yoga specialised (B.Ed. yoga students) and General pupil teachers (B.Ed. general students). To find out the difference in mental health Yoga specialised (B.Ed. yoga students) and General pupil teachers (B.Ed. general students) t-test was used which yielded significant value 2.552 at 78 degree of freedom which was found to be significant at 0.01 level of significance. This means that significant difference exists between the mental health of the Yoga specialised (B.Ed. yoga students) and General pupil teachers (B.Ed. general students). Thus, the hypothesis that there exists no

significant difference in mental health of Yoga specialised (B.Ed. yoga students) and General pupil teachers (B.Ed. general students) is rejected.

Table 2

Comparison of mean scores obtained for the Mental Health of Yoga specialised (B.Ed. Yoga Students) and General pupil teachers (B.Ed. General Students)

Mental Health domain	N	Group	Mean	SD	df	t-value	Level of Significance
Positive	40	Yoga specialised pupil teachers	62.80	6.426	78	1.945	0.05
	40	General pupil teachers	59.98	5.682			
Negative	40	Yoga specialised pupil teachers	88.43	6.835	78	1.534	0.05
	40	General pupil teachers	85.35	9.017			
TOTAL	40	Yoga specialised pupil teachers	151.23	9.450	78	2.552	0.01
	40	General pupil teachers	145.33	8.742			

MAJOR FINDINGS

Following are the major findings of the study:

1. There exists a significant difference in the Emotional Intelligence of Yoga specialised (B.Ed. yoga) and General pupil teachers (B.Ed. General).
2. There exist a significant difference in the Mental Health of Yoga specialised (B.Ed. yoga students) and General pupil teachers (B.Ed. General).

EDUCATIONAL IMPLICATIONS

Yoga is recognized as one of the most important and valuable heritage of India. The ultimate aim of yoga is to control over one's emotions and thought process thereby giving the ability to face situation of pleasure and pain with equanimity. From the present study, it is observed that the practice of

yoga has a positive effect on the emotional intelligence and mental health of the pupil teachers. Pupil teachers are more likely to reach their full potential when they are emotionally stable and mentally healthy. The present study recommends that yoga courses should be included in the curriculum of the teacher education courses in the country. Yoga practices will help the pupil teachers to perform better in the society and adjust well in the working environment.

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