



ROLE OF ASANAS AND CONCENTRATIVE MEDITATION IN FACILITATING THE EMOTIONAL INTELLIGENCE AMONG COASTAL AREAS STUDENTS

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ABSTRACT

The present study was to investigate the role of asanas and concentrative meditation in facilitating the emotional intelligence among coastal areas students. To achieve this purpose of the study ninety (N=90) coastal area school boys were selected from Govt Hr.Sec.School, Thondi, Ramanathapuram District Tamil Nadu state, India, during the year 2016-17. The subject's age ranges from 13 to 15 years. The selected subject were divided into three equal groups consists of thirty subject each namely two experimental groups and control group from college students. Group I underwent asanas for twelve weeks and Group II underwent concentrative meditation and Group III act as a control group that didn't take part in any special exercises, other than regular activity.. The dependent variable Emotional Intelligence parameter selected for the study, it was measured by Emotional Intelligence Questionnaire .Pre-test was taken before the exercise period and post- test was measured immediately after the twelve weeks exercise period. The data collected from the three groups were statistically analyzed for significance, the analysis of covariance (ANCOVA) was used and the F ratio was found out. The Scheffe's test is applied as post-hoc test to determine the paired mean differences. The level of significance will be fixed at .05 level of confidence for all the cases. These results suggest that the asana practice produced grater improvement on emotional intelligence than the concentrative meditation practice and control group.

KEYWORDS : - asana practice, concentrative meditation practice and emotional intelligence.

INTRODUCTION

Yogasana, formed from two words yoga and asana, is a blend of different subjects that have grown and developed through different ages. From this, asanas are put into use for different purposes through ages. Because of this, asanas can be separated from Ashtanga Hada yoga and can be practiced as a Physical art that can give better results than other forms of physical exercises. Research conducted in this field also substantiates this fact. Many westerners see yoga as a variation of modern concept of health and fitness and a means of overcoming the stresses and strains of modern day living. Most of what passes for yoga in this context, however, bears little relation to traditional practices. In yoga, asana refers both to the place in which a practitioner (yogi if male, yogini if female) sits and the posture in which he or she sits. In the Yoga Sutras, Patanjali defines "asana" as "to be seated in a position that is firm, but relaxed". Patanjali mentions the ability to sit for extended periods as one of the eight limbs of his system, known as ashtanga yoga. Asanas are also performed as physical exercise where they are sometimes referred to as "yoga postures" or "yoga positions". Some asanas are arguably performed by many practitioners just for health purposes. Asanas do promote good health, although in different ways compared to physical exercises, "placing the physical body in positions that cultivate also awareness, relaxation and concentration".

Concentrative meditation is not one meditation technique. It is a whole class of meditation techniques that utilize the practice of focused concentration on one object. Meditation techniques can roughly be classed into three categories: Concentrative meditation, mindfulness meditation and open awareness meditation. Mindfulness meditation includes concentration on an object, but it adds the element of calm observation of thoughts and distractions. The third type of meditation is similar, but it does not include concentration. Objects of focus in concentrative meditation vary. You can focus on a mantra, the breath, a line of a song, a candle flame, a visualized object such as a rainbow, a sunset, the moon and much more.

METHODS & MATERIALS

Present study was conducted to collect the information in the context of utility of selected asanas and concentrative meditation for the promotion of emotional intelligence on costal area school boys. The purpose of the present study was Ninety (90) costal area schools boys in the age range of 13 to 15 years. A total 90 costal area school boys subjects participated in this study selected from the population. The research scholar selected 90 coastal area school boys from Thondi, Ramnad District. The selected subjects were divided into three groups of 30 in each group. Group I underwent asanas for twelve weeks and Group II underwent concentrative meditation and Group III act as a control group that didn't take part in any special exercises, other than regular activity. The experimental groups I used Asanas practices of padmasana, paschimottanasana, matsyasana, ardha matsyendrasana, bhujangasana, sarvangasana, dhanurasana, halasana, trikonasana and Shavasana. The experimental groups II used Concentrative Meditation practices of Self Regulation, Self Awareness, Motivation, Social Awareness, Social Skills.

To ascertain the dependent variable Emotional Intelligence parameter selected for the study, it was measured by Emotional Intelligence Questionnaire.

STATISTICAL TECHNIQUE

The significance of the difference among the means of experimental group was found out by pre-test. The data were analyzed analysis of covariance (ANCOVA) technique was used with 0.05 levels as confidence. Analysis was performed using SPSS 20.0 (SPSS Inc Software).

RESULTS & INTERPRETATION

Analysis of Covariance of The Data on Emotional Intelligence of Pre, Post and Adjusted Post Tests Scores of Asanas, Concentrative Meditation and Control Group

Test	APG	CMG	CG	SOV	SS	Df	MS	F-ratio
Pre test								
Mean	180.73	166.63	170.47	B.M	3189.0	2	1594.54	1.18
SD(±)	6.23	39.74	6.59	W.G	11706.30	87	1348.35	
Post test								
Mean	209.43	192.27	150.83	B.M	54453.76	2	27226.88	45.22*
SD(±)	24.43	29.89	17.76	W.G	52383.40	87	602.11	
Adjusted post-test								
Mean	205.40	195.23	151.90	B.S	48209.63	2	24104.82	88.33*
				W.S	23469.79	86	272.90	

*significant at 0.05 level of confidence. The table values required for significance at 0.05 level of confidence for 2 & 87 and 2 & 86 are 3.10 and 3.10 respectively.

The table I shows that the pre-test mean values on asana practices group, concentrative meditation group and control group are 180.73, 166.63 and 170.47 respectively. The obtained „F ratio 1.18 for pre-test scores was less than the table value, 3.10 for degrees of freedom 2 and 87 required for significance at 0.05 level of confidence on emotional intelligence. The post-test mean values on asana practices group, concentrative meditation group and control group are 209.43, 192.27 and 150.83 respectively. The obtained „F ratio 45.22 for post-test scores was greater than the table value 3.10 for degrees of freedom 2 and 87 required for significance at 0.05 level of confidence on emotional intelligence. The adjusted post-test means of asana practices group, concentrative meditation group and control group are 205.40, 195.23 and 151.90 respectively. The obtained „F ratio of 88.33 for adjusted post-test means was greater than the table value of 3.10 for degrees of freedom 2 and 86 required for significance at 0.05 level of confidence on emotional intelligence. The result of the study indicates that there was a significant difference among the adjusted post-test means of asana practices.

TABLE – II The scheffe's test for the difference between paired

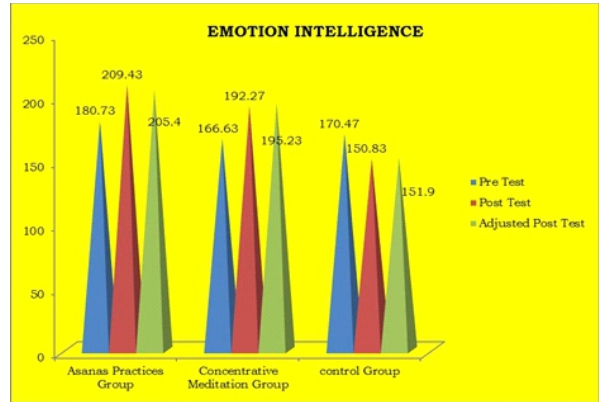
Asanas Practices Group	Concentrative Meditation Group	Control Group	MD	CI
-	195.23	151.90	43.33*	10.07
205.41	195.23	-	10.18*	
205.41	-	151.90	53.51*	

*Significant at 0.05 level of confidence.

The table II shows that the mean difference values between concentrative meditation & control group, asana practices group & concentrative meditation group and asana practices group & control group are 43.33, 10.18 and 53.51 respectively which are greater than the confidence interval value 10.07 at 0.05 level of confidence. The results of the study showed that there were a significant difference between concentrative meditation & control group, asana practices group & concentrative meditation group and asana practices group & control group on emotional intelligence.

FIGURE -I

The pre, post and adjusted mean values of emotional intelligence on asana practices group, concentrative meditation group and control group are graphically represented in the figure-I.



DISCUSSION OF FINDINGS

The results of the study indicate that the experimental groups namely asanas practice and concentrative meditation groups had shown significant improvement in all selected psychological variables among coastal area students. The control group student had not shown significant changes in any of the selected variables. The results of the study indicate that the asanas practice group had registered significant level difference in emotional intelligence among coastal area students. Tiwari, A., & Mishra, A. (2016) to investigate the effect of yoga practices on emotional intelligence and healthy life style habits. The result indicated significant differences between mean score of emotional intelligence of regular yoga practitioners and rare yoga practitioners at .01 level in favour of regular ones, similar result was witnessed in the case of comparison of mean scores of healthy life style habits.

CONCLUSION

On the basis of the interpretation of the data, the following conclusions may be drawn.

1. The asana practice produced grater improvement on emotional intelligence than the concentrative meditation practice and control group.
2. The concentrative meditation practice produced grater improvement on emotional intelligence than the control group.

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