

Effect of Sahaj Yoga Meditation on Emotional Competence of Adolescent Girls

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ABSTRACT

Background: Emotional competence has been studied on a normal population but the effect of Sahaj yoga meditation on emotional competence was not studied. Hence the present study was designed. **Methods:** Forty girls participated in this study. Their ages ranged between 17 to 19 years (group mean \pm S.D., 17.48 ± 0.55 years). These adolescent girls were school going students of Rishikesh and Srinagar Garhwal, Uttarakhand, located in the north of India. The girls were randomly selected and were willing to participate in the study. Those girls who already practiced any physical exercise, yoga or sports were excluded from the study. Signed consent form of all participants was taken prior to the study. It was a pre-post study. Emotional competence was assessed using Emotional Competence scale by Dr. H.C. Sharma and Dr. R. L. Bhardwaj. Paired t-test was estimated using SPSS 18.0 Version to determine the significant difference between pre and post practice of Sahaj yoga meditation. **Result:** There were a significant difference found between pre-scores of emotional competence and post score after practicing Sahaj yoga meditation. ($p < 0.01$). **Conclusion:** The present study concluded that practicing Sahaj yoga meditation increased the emotional competence and also balanced the emotions during adolescence period.

Keywords: Emotional Competence, Meditation, Sahaj Yoga, Adolescence

WHO considers “adolescents” to be the period between 10 to 19 years of age, which generally encompasses the time from the onset of puberty to the full legal age. The onset of adolescents is usually associated with the commencement of puberty and the appearance of secondary sexual characteristics. Adolescence is the age when an adolescent undergoes physical as well as mental transition and faces stress at different levels, be it social, mental or physiological.

Emotion is defined as a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act. The emotional growth happens to be rapid during the early years of life. Understood the cultural meaning of an emotion, children become able to act toward magnify, suppressing and evoking or avoiding it in others (Gorden, 1989). Emotions are basically divided into primary and secondary emotions. A primary emotion is

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Received: June 23, 2022; Revision Received: September 13, 2022; Accepted: September 21, 2022

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what a person feels at first. Secondary emotion is what a primary emotion leads to. When an adolescent is emotionally disturbed or upset, they lose the power of understating, discrimination and show the abnormal behavior as well. A study shows that in India 22% of female population which belongs to the 10-19 years of age group. Adolescents face wide range of issues and concerns in India, including nutritional deficiencies, reproductive health problems, sexually transmitted diseases, emotional disturbances and mental and physical stress-related problems (Kannan, 1995). Another research shows that the girls faced serious emotional problems and fluctuations in emotions during adolescent period (Caseau, Luckasson & Kroth, 1994). Studies described that, girls faced the hormonal and rapid physical changes in the age of adolescence. It may cause emotional distress (Nillni et al., 2015; Nillni, Rohan, & Zvolensky, 2012) and they don't use any emotional coping strategies (Sigmon, Whitcomb-Smith, Rohan, & Kendrew, 2004).

The present research is focused on the effect of meditation on emotional competence as a strategy to balance emotions during adolescence. The abilities to manage feelings and stress are the aspects of emotional competence. Sahaj yoga meditation is the meditation which focuses on self-awareness.

MATERIAL AND METHODS

Objectives

1. To study the effect of Sahaj Yoga Meditation on the emotional competence of adolescent girls.
2. To study the effect of Sahaj Yoga Meditation on the dimensions of emotional competence of adolescent girls.

Hypotheses:

H01: There would be no significant effect of Sahaj Yoga Meditation on the emotional competence of adolescent girls.

H02: There would be no significant effect of Sahaj Yoga Meditation on the dimensions of emotional competence of adolescent girls.

Variables

Independent Variable: Sahaj Yoga Meditation

Dependent Variable: Emotional Competence

Design of the study

Signed informed consent form was obtained from all study participants. The study design was a Pre-post experimental design with assessments performed using standard appropriate questionnaire.

Study participants

A total of 40 adolescent school going girls with age between 17 to 19 years (mean age, 17.48±0.55 years) participated in the study. Every participant filled a socio-demographic form. The data were collected from the Garhwal region, Uttarakhand. Inclusion criteria for participation in the study is that those who were not practicing any type of physical exercise, yoga and meditation.

Sahaj Yoga Meditation Intervention

One month Sahaj Yoga meditation was given for thirty minutes to all the participants. Sahaj yoga is given by Holy Shri Nirmala Devi (Shri Mataji).

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Assessment

Emotional competence was assessed by Emotional Competence Scale. This scale is developed by H.C. Sharma & R. Bhardwaj in 1995. The scale has 30 items to measure five emotional dimensions, where each dimension is measured by six items. These five dimensions are Adequate Depth of Feeling (ADF), Adequate Expression and Control of Emotion (AEC), Ability to Function with Emotions (AFE), Ability to cope with problem Emotions (ACPE), and Encouragement of positive emotions (EPE). This scale is a five point likert scale having five alternatives to each item.

Statistical Analysis

Paired t-test was estimated using SPSS 18.0 Version to determine the significant difference between pre and post practice of Sahaj yoga meditation.

RESULTS

H01: There would be no significant effect of Sahaj Yoga Meditation on the emotional competence of adolescent girls.

Table 1. Pre and Post-test (Mean, SD, r & t-value) scores showing the effect of Sahaj Yoga Meditation on Emotional Competence in Adolescent Girls:

Variable	Pre-Test (Before Sahaj Yoga Meditation)		Post- Test (After Sahaj Yoga Meditation)		t-value
	Mean	SD	Mean	SD	
Emotional Competence	54.53	19.12	115.38	14.45	15.72**

**Significant at .01 level, Degree of Freedom 39

Table 1 shows, a significant difference between pre and post Sahaj yoga meditation at P-value 0.01. Mean scores were increased after the intervention.

Graphical representation of the pre- and post-test mean scores.

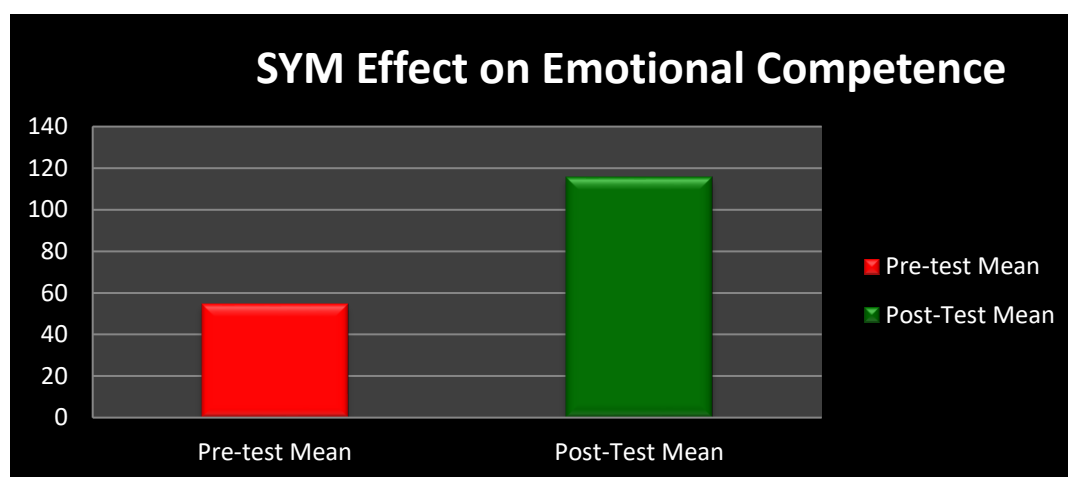


Figure 1. Pre and Post-test mean scores showing the effect of Sahaj Yoga Meditation on Emotional competence of adolescent school going girls.

From the above analysis, the hypothesis is rejected.

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H02: There would be no significant effect of Sahaj Yoga Meditation on the dimensions of emotional competence of adolescent girls.

Table 2. Pre and Post-test (Mean, SD, & t-value) scores showing the effect of Sahaj Yoga Meditation on the dimensions of Emotional Competence in Adolescent Girls:

Variable	Pre-Test (Before Sahaj Yoga Meditation)		Post- Test (After Sahaj Yoga Meditation)		t-value
	Mean	SD	Mean	SD	
ADF	10.88	4.12	22.50	3.43	13.29***
AEC	11.40	4.68	23.25	3.29	13.18***
AFE	10.70	3.41	23.40	3.78	16.38***
ACPB	11.73	4.10	23.25	3.38	12.46***
EPE	11.38	5.31	22.98	3.77	10.93***

*** Significant at .001 level, Degree of Freedom 39

Table 2 shows, a significant difference between pre and post Sahaj yoga meditation at P-value 0.001. Mean scores were increased after the intervention.

Graphical representation of pre- and post-test mean scores.

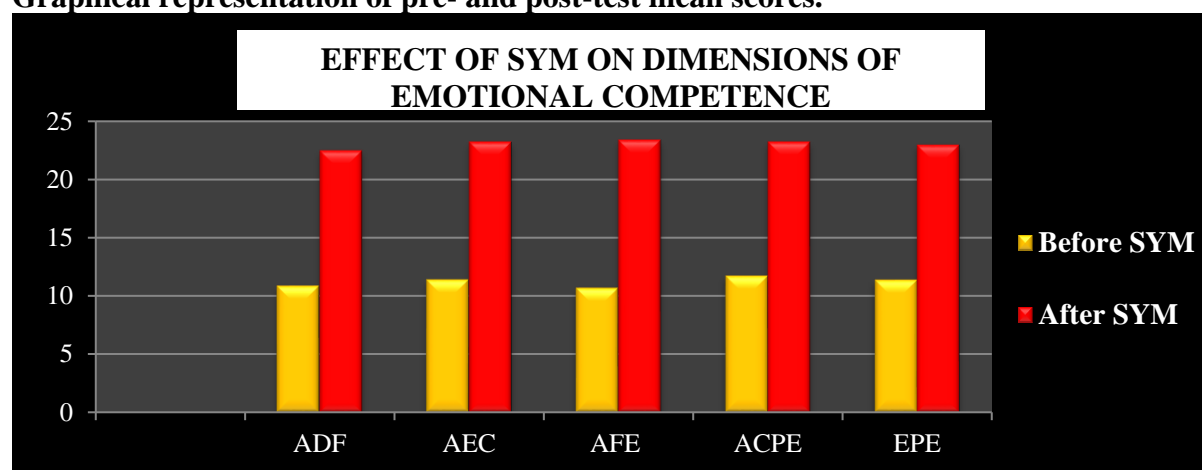


Figure 2. Pre and Post-test mean scores showing the effect of Sahaj Yoga Meditation on the dimensions of emotional competence of adolescent girls.

From the above analysis, the hypothesis is rejected.

DISCUSSION

The biological, sociological and psychological factors are equally responsible for the development of the adolescent girls. How adolescent girls handle their emotions, whether competently or incompetently, would be a question of immense importance in explaining the growth of personality. The present research shows the effect of Sahaj yoga meditation on emotional competence of the adolescent girls. The results described that Sahaj yoga increased the emotional competence in the girls and on the different dimensions of the emotional competence also found significantly increased.

Table 1 shows the pre and post-test mean, SD and t-value of adolescent school going girls on Emotional Competence. Results of the paired t-test reveal that there is a significant difference in Emotional Competence t-value=15.72(39), $p < .01$. The mean score of Emotional Competence of pre-test group is $M=54.53$ which has increased to $M=115.38$ in

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the post-test group. Hence, a significant increase in Emotional Competence has occurred due to practice of Sahaj Yoga Meditation. After doing 8 weeks Sahaj yoga practice improved neuro-cognitive function like attention, concentration, short term memory and visual motor speed (Sharma, Das, Mondal, Goswami, Gandhi, 2006).

Table 2 shows the pre and post-test mean, SD and t-value of adolescent girls on the different dimensions of emotional competence. Results of the paired t-test reveal that there is a significant difference in Adequate Depth of Feeling (ADF), t -value=13.29 (39), $p<.001$. The mean score of Adequate Depth of Feeling (ADF) of pre-test group is $M=10.88$ which has increased to $M=22.50$ in the post-test group. In the dimension of Adequate Expression and Control of Emotion (AEC) t -value= 13.18 (39), $p<.001$. The mean score of Adequate Expression and Control of Emotion (AEC) of pre-test group is $M=11.40$ which has increased to $M=23.25$ in the post-test group. In the dimension of Ability to Function with Emotions (AFE) t -value= 16.38 (39), $p<.001$. The mean score of Ability to Function with Emotions (AFE) of pre-test group is $M=10.70$ which has increased to $M=23.40$ in the post-test group. The dimension of Ability to Cope with problem Emotions t -value= 12.46 (39), $p<.001$. The mean score of Ability to Cope with problem Emotions of pre-test group is $M=11.73$ which has increased to $M=23.25$ in the post-test group. And in the dimension of Encouragement of Positive Emotions t -value= 10.93 (39), $p<.001$. The mean score of Ability to Cope with problem Emotions of pre-test group is $M=11.38$ which has increased to $M=22.98$ in the post-test group. Hence, a significant increase in all the dimensions of emotional competence has occurred due to practice of Sahaj Yoga Meditation. Sahaj yoga meditation improved quality of life and decreased the level anxiety; it concluded that the beneficial effect of meditation remained significant & results of another research shows that improvements in children's ADHD behavior, self-esteem and relationship with others & the parents of the children were reported happier, stress free and able to manage their children behavior (Chung, Brooks, Madhur, Balk & Rai 2012) & (Harrison, Manocha, & Rubia, 2004).

CONCLUSION

The present study concluded that the practicing of Sahaj yoga meditation increased the emotional competence and also balanced the emotions during adolescent period. It may help the girls during their adolescence period. Sahaj yoga meditation practice as compared to the control group was found significant. In Sahaj yoga meditation, every chakras of the body is vibrated, balanced and give the self-awareness to individuals.

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Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Tyagi, D. & Pandey, M. K. (2022). Effect of Sahaj Yoga Meditation on Emotional Competence of Adolescent Girls. *International Journal of Indian Psychology, 10*(3), 1127-1132. DIP:18.01.123.20221003, DOI:10.25215/1003.123