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RESEARCH ARTICLE

A STUDY ON ENHANCING EMOTIONAL INTELLIGENCE BY TRANSCENDENTAL MEDITATION ON STUDENTS.

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Abstract

Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. Research studies reveal that one can develop their emotional intelligence by knowing the fact of chakras meditation and practising the power of chakras which controls particular parts of the body, energizing particular organs and brings harmony within the body. If any of these chakras are blocked then energy cannot flow freely. The flow of energy through the solar plexus chakra has been linked to self-confidence, self-control and self-worth. Transcendental Meditation (TM) is a unique meditation technique which was introduced by Maharishi Mahesh Yogi, in the mid of 1950s. This study was carried out to study the impact of enhancing solar chakra by TM in the age group of 17-21 of different educational institutions by purposive sampling method. 40 students were selected for the present study. The quick emotional intelligence scale by Paul Mohapel (2015) was used to study the emotional intelligence of the sample group. The results of the study show that the students showed a significant improvement in emotional intelligence after the intervention.

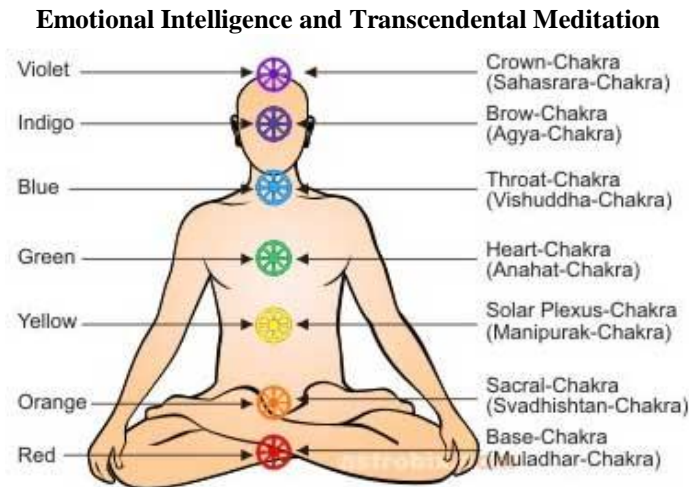
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Introduction:-

Emotional intelligence and transcendental meditation

In the present era, it is expected that the youth shall be more focused towards their academic skills. Due to this, they develop inadequate social skills. Even the educational institutions which are bound to give knowledge on moral values are just doing it for the sake; hence the present generation focuses mainly on their academics from every side of life. Merely developing the academic skills, will be of insufficient help to a student to attain his or her career and regulate their emotions. Emotional intelligence can be said to cover five main areas: self-awareness, emotional control, self-motivation, empathy and relationship skills. It is, of course, important for good communication with others- and is, therefore, a gateway to better learning, friendships, academic success and employment. Skills such as these developed in formative years at school often provide the foundation for future habits. Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. The term emotional intelligence was popularized in 1995 by Daniel Goleman in his book, Emotional Intelligence. He described emotional intelligence as a person's ability to manage his feelings so

that those feelings are expressed appropriately and effectively. According to Goleman, emotional intelligence is the largest single predictor of success in the workplace. Enhancing chakras can give good results for improving students' Emotional intelligence. Yogic Text speaks about seven important chakras. Chakras control particular parts of the body, energising particular organs and bring harmony within the body. If any of these chakras are blocked the energy cannot flow freely. Chakras are a subtle part of the body one cannot see chakras through naked eyes but, can feel the energy of the chakras during the meditation.



The Seven Chakras of the body

The energy that controls our body is functioned by seven chakras. These chakras have an effect physically, mentally and spiritually. When a person is mentally affected, but be fine with physical and spiritual areas. Learning chakras can help us balance our physical and mental health. The chakras are affected by the energy of the environment and the people around us. Each chakra represents a psychological aspect of the mind.

The seven chakra of the body

1. The Root chakra
2. The Sacral Chakra
3. The Solar plexus chakra
4. The Heart Chakra
5. The Throat Chakra
6. The Third Eye Chakra
7. The Crown chakra

These chakras can be activated by the practical exercises of the body and mind. This study mainly focuses on the solar plexus chakra which helps in enhancing emotional intelligence.

Solar Plexus Chakra

Psychologically, this chakra helps in building one's self confidence and to mainly control the emotions. This chakra is activated by meditation and diet. When this chakra is not activated we feel powerless, worthless, have self-criticism, fear, shame, rejected and all other negative vibrations. When this solar chakra is blocked by various reasons, everything will seem to be blacked out and we stumble to right decisions. Physically this is understood by the digestive problems leading to chakra in an imbalanced state. One will handle things peacefully with the right emotional intelligence and physically, one will stay healthy with good immune system if the energy is flowing through this chakra freely.

To open up the blocked solar plexus chakra one has to meditate by visualizing yellow coloured image like the sun/flower, since the colour related to the solar plexus chakra is yellow.

Transcendental Meditation

Maharishi Mahesh yogi (1918-2008) who introduced the transcendental meditation (TM) technique and mainly consists of a sound or mantra which is to be practiced 15 to 20 minutes twice a day. It is strictly followed by a standard course of instruction by certified teachers. The benefits of TM technique is self-coping and self-confidence. Many Sociologists, Scholars have expressed their varying views on this technique.

TM has been proven to improve the mental health and is mostly practiced for its benefits. So this study was carried out to enhance the emotional intelligence through activating solar chakra by transcendental meditation on students.

Need for the Study

Developing the emotional coping skills is important for everyone's life, which is necessarily required for the youth. Keeping this in mind, the present researcher wanted to enhance emotional intelligence by scientific interventions through transcendental meditation focussing on the specific chakras on students.

Research Design –

Ex post facto design.

Sampling Strategy –

Purposive Sampling Method.

Research Approach –

Totally 44 students were selected for the study. Informed consent was obtained from their parents/guardians and the purpose of research was explained. The group of students were divided into two sub-groups and the quick emotional intelligence by Paul (2015) was administered individually. The students were encouraged to ask questions wherever necessary. This was taken as the baseline measure. From the next day, the researcher started intervention and the students were trained on Transcendental Meditational techniques. Simultaneously, activities to activate the solar plexus chakra was given. The duration of each training session was 15 to 20 minutes. The students were asked to practice and note down the techniques for one week. The researcher monitored and reviewed their practice through an activity chart. The researcher met the students on a face-to face session every one week and subsequently addressed their doubts and corrected the techniques.

Tools used for the study

Quick Emotional Intelligence developed by Paul (2015).

Statistical Techniques

Initially to analyse the data in a meaningful way the descriptive tests such as Mean and Standard Deviation have been computed. Further in order to test the formulated hypotheses paired-'t' test have been computed. The results have been discussed in light of previous review of literature and a logical conclusion was drawn.

Table 1:-shows Mean, S.D, 't'-value and Level of Significance of different Dimensions of Quick Emotional Intelligence Questionnaire

Dimension	Treatment	N	Mean	S.D	S.E	t-value	Level of Significance
Emotional Intelligence	Pre-Test	40	25.50	4.47	0.70	3.31	0.01
	Post-Test	40	28.08	3.33	0.52		
Emotional Management	Pre-Test	40	24.30	4.12	0.65	3.52	0.01
	Post-Test	40	26.60	1.64	0.26		
Social Awareness	Pre-Test	40	22.95	3.38	0.53	2.53	0.05
	Post-Test	40	23.55	4.10	0.64		
Relationship Management	Pre-Test	40	20.50	4.85	0.76	0.79	Not Significant
	Post-Test	40	20.20	5.19	0.82		

The computed t-values such as, Emotional Intelligence, Emotional Management, Social Awareness reveals that the intervention of TM created significant effect on these dimensions, whereas, the t-values for Relationship Management reveals that TM has not created significant impact in this dimension.

Limitations:

Study is confined with the urban population, so it is very difficult to generalize this result with the rural population. Further this study is limited only with the male population, hence should be extended for female population also.

Conclusions:-

It is possible to conclude that TM, proved significantly to develop certain aspects of Emotional Intelligence among the students' population.

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