

# Impact of Meditation (SRMS) on Emotional Intelligence of Adolescent Girls Residing at Hostel

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**Abstract:** Adolescent age is invariably important span of life in every girl. Pressure to perform at peak for higher achievement and preparation for challenging adjustments with surroundings goes hand in hands for adolescent's girls. Especially for those who are residing at hostel the challenge goes bigger. So being smart with emotions and using them rationally is an essential need of this span. In this study researcher investigated the impact of Self Realisation Meditative Sadhana (SRMS) on emotional intelligence of the adolescent girls residing at hostel, with a before after control group design study. The exposure of SRMS for 30 days given to the Experimental group only. Statistical analysis was done by independent *t* –test. As the result of the study researcher found that SRMS has significant impact on the Emotional intelligence of adolescent girls. Hence SRMS appear here as promising methods to help adolescent girls who are residing at hostels, contributing to understand own emotional states and their impact on life, to control or overcome emotional outburst or sadness, for better management of relationship with peers as well as a stabilised mood states with coming ups and down in adolescents stage of life.

**Keywords:** Emotional intelligence, Self Realization Meditative Sadhana, Adolescents Girls

## 1. Introduction

Undoubtedly adolescence is precious span of life for girls, which is recognised as the transition periods for girls in many perspective as in to establish carrier, struggling for self identity, social recognition, and peer relationships. Especially this period of social and psychological growth transforms the dependent child into a functionally independent young adult. Truly this is the time when the life path and future achievement takes shape for the adolescent girls. After completion of basic education, approaching for higher education, perusing technical education, or dedicated in any sport stream bring a lots of stressful situation for girls. Especially for those who are residing at hostels for fulfilling their aims.

At the hostels they are new to the hostel environment, doesn't get the direct support and care from their family. Girls at hostels get challenged to cope up with variety of situations that demands for big adjustments and extra care to handle the things. Mostly negative attitude (more criticism and complaining), the passive and active resistance (more delay and arguments), and the testing of limits (more seeing what can be gotten away with) that are the hallmarks of early adolescent change. But when puberty begin, the adolescent transformation becomes emotionally intensified and more complex<sup>1</sup>

Major physiological changes draw big attention and demands for care at personal level. In this span adjustments and pressure for better performance goes hand in hand. A lots of ups and down in emotional states, opting different strategies to cope with them, keeping self up in all states of body and mind, struggling for better connectedness with peers, and trying to work at peak performance level are the real condition of adolescent life. Making extra adjustments beyond the home environment at hostels, guaranteeing for complete self care by self and using personal self knowledge to deal with all are added to girls who resides at hostels.

As Daniel Goleman (1996)<sup>2</sup> states high EQ is better predictor of success in life. A star performer is not the person with higher IQ, but that one who can deal effectively with all challenging circumstances including self & welfare of surroundings. The brightest among us can founder on the shoals of unbridled passion and unruly impulses; people with high IQ can be stunningly poor pilot of their private lives. Goleman point out that inner abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's mood; to empathize and to hope recognise as emotional intelligence.

Enhancing Emotional intelligence may help adolescent girls as, Ruiz A.D. et al (2014)<sup>3</sup> found high emotional intelligence may increase well-being in female students in nursing and allied health sciences by reducing the experience of stress. Salguero, J.M. et al. (2014)<sup>4</sup> found Emotional Intelligence was positively associated with improvements in internalizing problems, depression, and anxiety. Emotional Intelligence was also associated with less substance abuse and with better coping strategies.

James D.A. et al. (2004)<sup>5</sup> found that academic success was strongly associated with several dimensions of emotional intelligence. Christine B. Cha and Matthew K. Nock (2009)<sup>6</sup> found that EI is a protective factor for suicidal ideation and attempts.

Now a day Meditation becomes popular for improvement in psychological and physiological arrays. A strong body of research proves that meditation has positive impacts in several dimension of emotional intelligence at different age group or for different work settings. Meditation, as originally well detailed in the East by Patanjali is aimed to reduce thoughts to ultimately.

To reach the state of thoughtless awareness which is considered a different state of consciousness where one is fully perceptually alert, yet has no thoughts (Sergio E.H. et

al 2016)<sup>7</sup>. It is consequently described as a state of pure attention without any thought content (Rubia K. 2009)<sup>8</sup>. This state of pure “contentless attention” appears to be subjectively associated with feelings of positive emotions and is described in Sanskrit as the state of “Sat Chit Ananda” which translates as a state of pure attention and joy (Manocha, R. 2011)<sup>9</sup>

Sergio E.H. et al (2016)<sup>10</sup> shows that long-term practice of Sahaj Yoga Meditation is associated with larger grey matter volume overall, and with regional enlargement in several right hemispheric cortical and subcortical brain regions that are associated with sustained attention, self-control, compassion and interoceptive perception. The increased grey matter volume in these attention and self-control mediating regions suggests use-dependent enlargement with regular practice of this meditation. Li-Chuan Chu. (2010)<sup>11</sup> found in his research that the practices of Meditation Positively Improve Emotional Intelligence, Perceived Stress and Negative Mental Health. Ando M, Morita T, Akechi T & Lfuko Y (2011)<sup>12</sup> found Mindfulness based meditation therapy was effective for producing adaptive coping, including positive recognition and changes for a adopted lifestyle.

So present study aimed to study the impact of Self realization meditative Sadhana on emotional intelligence of adolescents girls residing at hostels.

## 2. Statement of Problem

“Is there any impact of SRMS meditation on Emotional intelligence of adolescent girls residing at Hostels?”

### 2.1 Objectives of the Study

To study the impact of self realisation meditative Sadhana on Emotional Intelligence of adolescent girls residing at hostels.

### 2.2 Null Hypothesis

“There is no significant impact of self realisation meditative Sadhana on emotional intelligence of adolescent girls residing at hostel”

### 2.3 Variables

**Independent variable:** Self realisation meditative Sadhana given by Pt Shri Ram Sharma Acharya

**Dependent Variable:** Emotional Intelligence

## 3. Material & Method

To investigate the impact of Self Realisation Meditative Sadhana on Emotional intelligence of adolescent girls residing at hostels researcher chosen the sample using incidental sampling. Total 66 girls age range from 14 to 18 years were selected from a hostel of R. R. Patel College at Rajkot Gujarat. All subjects again assigned randomly to two groups as 33 subjects in experimental group and 33 in control group. To measure Emotional Intelligence:

„Emotional intelligence scale“ developed by Anukool Hyde, Sanjay Pethe and Upender Dhar was used

Before after control group design was used for this experimental study. Before intervention pre test was administered to both the group as experimental and control group. The SRMS intervention was given to only experimental group. Self Realisation Meditative Sadhana (abbreviated as SRMS), as an experimental intervention is a meditative practice taught by Pt Shri Ram Sharma Acharya, patron founder of Akhil Vishwa Gayatri Pariwar ShantiKunj Haridwar. SRMS was practiced by experimental group for 45 minutes on the basis of 5 days in a week daily at hostel accommodation.

After 30 days, post test was administered to both the group again. Statistical analysis was done with the final data. To test the significance of difference independent t-test was used for analysis.

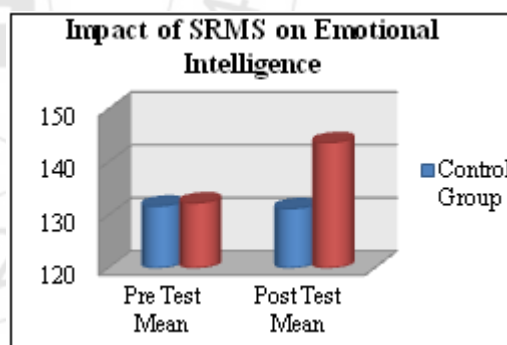
## 4. Results

The hypothesis was, „There is no significant impact of self realisation meditative Sadhana on emotional intelligence of adolescent girls residing at hostel“.

**Table 1:** Experimental and control group data Summary

| Group     | Score | N  | M     | SD  | SE <sub>D</sub> | df | t   | Significance |
|-----------|-------|----|-------|-----|-----------------|----|-----|--------------|
| EXPERI. G | Post  | 33 | 143.7 | 8.7 | 1.82            | 64 | 6.9 | P<.01        |
| CONTROL   | Post  | 33 | 131.2 | 6.1 |                 |    |     |              |

As table 1 shows that the null hypothesis has been rejected at .01 level of confidence. There is significant impact of SRMS on emotional intelligence of adolescents girls.



## 5. Interpretation and Discussion

On completion of the study, on the basis of statistical analysis it was found that the null hypothesis „There is no significant difference in emotional intelligence between experimental group and control group“ has been rejected at 0.01 level of confidence. That means Self Realisation Meditative Sadhana has significant impact on emotional intelligence of experimental group. The mean of score for Experimental Group on Emotional Intelligence scale was 132.3 before the SRMS intervention, as it increases to 143.7 after the SRMS intervention.

This shows there is significant increase in the level of emotional intelligence in Experimental Group, as in contrast, in control group there is no any significant changes noted.

This means Self Realisation Meditative Sadhana which is a meditational practice based on the Vedic philosophy, helps to improve the level of emotional intelligence. As the evidence from the past research, which support the fact, about the impact of meditation increase self awareness, awareness about own thought process, awareness about emotional states, increased present moment awareness, which are the basis of enhancing emotional intelligence.

Kabat Zin et al (1992)<sup>13</sup> explored detached observation enables practitioner to see and responds more clearly to stressful situation, rather than automatically reacting to them. The state of meditation enables people to identify and discriminate the positive negative thought & their impact, better awareness contributes to better regulation. Emotional self awareness leads to better regulation of emotion as a delayed response to arousals.

Reacting to the situation in a rational manner facilitates by calm mind state with more clear observation of the situation. Non Judgemental awareness developed by meditation helps to emotional stability & creates a space for positive emotion. The state of relaxation and focused attention during meditation enable people for better cognitive processing, that makes a base for rational emotional responses. Guglietti et al (2013)<sup>14</sup> explored that meditation improves attentional performance and emotional regulation. Further his study indicates that the meditation process are linked to Cortical Inhibition Process, a mechanism implicated in improved cognitive performance and enhanced emotional regulation. Using emotion smartly is the outcome of enhanced emotional stability and regulation.

Actually meditation helps the person to think positively for his life which becomes helpful for better Psychological functioning. Bharadwaj, Ishwar. et al (2011)<sup>15</sup>. Positive Instructions during meditation help the person to reconstruct their psyche (Acharya, 2003)<sup>16</sup>. This is a type of Cognitive restructuring. This "Cognitive restructuring" is helpful in reducing negative, moody, anxious, tense and depressive feelings. Physiologically Meditation slows down the activity of sympathetic nervous system which helps to increase E.E.G. and G.S.R. (Desiraju, 1989)<sup>17</sup>, Udupa (2000)<sup>18</sup>, that contributes to calming the mind controlling emotional arousals. According to Gharote (1982)<sup>19</sup> the effect of meditation on personality variables, have shown that the practice is accompanied by decreases in neuroticism, depression, anxiety and irritability and increases in internal self control, self actualization and happiness. Janowiak, (1993)<sup>20</sup> reported that practitioner of meditation gained increased emotional stability.

## 6. Conclusion

Self Realisation Meditative Sadhana (SRMS) helps to become more aware with personal thoughts and emotional states that facilitate better regulation of them. Being more empathetic with peer's SRMS contributes for better connectedness with friends and classmates. Actually being empathetic is indirectly the way to win the heart. It creates a support system that makes things to work in your favour. Meditation enhances positive emotion, optimism, which evokes self development, altruistic behaviour in adolescence

at the time when the need it most. Positive emotions improves attitude towards surroundings and also prepare a better platform for better performance in demanding situations. Conclusively it can be said that Self realisation meditative Sadhana bring a much awaited enhancement in emotional intelligence of adolescent girls.

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