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## EFFECTS OF YOGA AND PHYSICAL EDUCATION ON EMOTIONAL INTELLIGENCE AND PSYCHOLOGICAL BEHAVIOR

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### Abstract

This study's main purpose is to examine and analyze the impact of physical and yogic exercises on students' psychological and behavioral traits. Its aim is to investigate the link between yoga and anxiety. The goal is to see how physical and yogic exercises affect college students' mental health. The researcher studies how physical and yogic exercises affect students' emotional intelligence. The study's results will have wide-ranging implications. It helps schoolboy personalities grow. Yoga, compared to other forms of exercise, has a stronger influence on body fat, vital capacity, blood pressure, and pulse rate. This study's findings will help children with high levels of body fat, blood pressure, and pulse rate incorporate yogic programming into their daily routines. This study also contributes to the current body of knowledge in measuring body fat percentage, blood pressure, vital capacity, and pulse rate.

**Keywords:** *Emotional intelligence, Exercise, Yoga, Body*

### 1. Introduction

Yoga resulted in higher Emotional Intelligence when compared to involvement in and training for physical workouts. College students' yogic and physical exercise, aggression, anxiety, and emotional intelligence are all thought to be positively correlated. Yoga and physical exercise training have been shown to improve emotional intelligence in secondary school students in a statistically significant way. Additionally, it has been discovered that there are no appreciable differences between yoga and exercise in terms of improving the psychological behavior of the students' Emotional Intelligence.

This study looked at whether yoga and other forms of exercise may boost the emotional intelligence of high school pupils. In order to perform this study, 150 students from various classes at a high school in Vijayapaur, Karnataka, had to be sought out and interviewed. There were three groups of 50 people each: group I performed yoga, group II engaged in physical activity with three other people, and group III received a directive and was not permitted to engage in any further therapy outside of their regular class sessions. Participants were timed both before and after working six days a week for up to 12 weeks, and the results were published.

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## 1.1 Research Objectives

The primary aim of this study is to review and analyze the impact that the physical as well as yogic exercises have on various behavioral aspects of the students studying in the secondary schools and colleges.

- To analyze the impact of physical as well as yogic exercises on the psychological behavior of students studying in colleges.
- To study the implication of physical as well as yogic exercises on the emotional intelligence of the students in the secondary schooling level.

## 2. Literature Review

If there is less neuronal activation in the brain, the "self" is less likely to communicate that it is less talkative, that it changes less, or that it is closer to the "changeless nature" sought to by Buddhist mind training methods, according to the research. Literature has revealed that persons with a higher level of dispositional awareness are more probable to detect emotional situations that need a top-down regulating mechanism in which limbic activity is regulated by activation of prefrontal brain regions. This shows that these individuals may have been born with a greater ability to regulate their emotions, as their prefrontal brain areas are more active throughout the affect labeling process in these individuals. [1]

Yoga is a component of psychophysical and spiritual psychology because it is a comprehensive way of life that emphasizes both physical and mental well-being, as well as character development and advancement. The Bhagavad Gita, one of the most revered works of Sanskrit literature, delves deeply into a wide range of problems including well-being and knowledge. Yoga (as Personality Integration), emotional control and desire management, as well as insight and insight, are among the themes covered. [2]In addition to promoting mental alertness and emotional stability, it also promotes spiritual and moral growth.

As a result of a mental observation, a person's emotional response manifests itself in some physiological manifestation as a result of that mental observation. According to this fundamental premise of human behavior, emotions and physiological reactions are inextricably linked together. Capacity for comprehending and generating feelings in order to aid cognition; the ability to recognize, evaluate, express, and access/create emotions; and the ability to regulate emotions in order to achieve emotional and intellectual advancement are all traits that are associated with emotional intelligence. [3]

[4] investigates the relationship between the ideas of emotional intelligence, and aims to establish a link between an individual's emotional intelligence level and the real methods in which they cope with difficult social situations. In a pilot study involving teenagers, researchers looked at the relationship between emotional intelligence and social behavior.

The goal of practicing yoga is to arrive at an emotional and spiritual state of being in which you are able to bring together the aspects of yourself that are normally considered distinct but

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complementary: the components of your body, your mind, your emotions, and your soul. What yogic practice is all about is finding the essence of one's own self. Correct breathing, according to the principles of Yogic philosophy, aids in the improvement of the amount of oxygen in the blood and brain while also regulating the flow of Prana, or vital life energy. Yogic Principles are frequently considered as the most comprehensive kinds of purification and self-discipline possible because they are applied in a way that encompasses both the mind and the body.[5]

Practicing yoga is quite beneficial in the formation of happy emotions. It helps to maintain emotional equilibrium. It aids in the management of unpleasant emotions. Yoga activities such as niyama, yama, pranayama, asana, pratyahara, as well as meditation assist in the control of one's emotional state. When we practice nonviolence, we are protected from bad emotions and encouraged to cultivate good feelings of love and kindness toward one another. Additionally, additional yama and niyama principles will aid in the development of healthy emotions and attitudes in our personal and social lives, therefore assisting us in the regulation of our emotional responses. In recent studies, it has been shown that schools are becoming increasingly interested in emotional yoga and physical exercise as ways to promote general and harmonious growth. As a result, the researcher set out to study more about "The Impact of Yoga and Physical Exercise on Emotional Intelligence Variables in Secondary School Students".

### 3. Research Methodology

The researcher planned to compare the Emotional Intelligence ratings of persons who practiced yoga asanas with those who engaged in strenuous physical exercise as a result of this study, and they succeeded. The experiment took performed in the Karnataka district of Vijayapur, and 100 students from the Government High School Nagthan were chosen at random to participate in the study. The experiment was funded by the National Science Foundation. After that, they were separated into two groups of 50 students each, and they were sent back to their old courses to continue their educations there. Yogasana and physical activity training were provided to all three groups on a six-day per week basis.

Students from a government high school in Vijayapur district in Karnataka were asked to participate in the study, which was designed to evaluate the effects of yoga and physical activities on selected psychological, physiological, and motor variables. The physiological research variables that were chosen for the study included blood pressure, vital capacity, cardiovascular endurance, body fat, resting pulse rate, motor variables such as speed and agility, and psychological variables such as aggressive behavior, emotional intelligence, and social maturity variables. The results of the data collection to determine the impact of yoga and physical exercise are discussed in this chapter. The scale of aggression in the behavior of the subjects was measured with the help of the 'Aggressive Behavior Scale' proposed by [6]. The level of emotional intelligence among the students subject to the sample was measured using the 'Emotional Intelligence Scale' proposed by [7].

The Big Five Questionnaire (B.F.Q.) was developed to build on this foundation. It divides personality traits into five main categories: energy (subcategories: dynamism, dominant character trait), agreement (subcategories: cooperative character trait, friendly characteristic), conscientiousness (categories: scrupulousness, perseverance), and emotional steadiness (subcategories: emotional stability, impulse control). The students in this study were divided into three groups which included an experimental group that received yoga treatment, a control group, and a final, third experimental group that was exposed to physical exercise throughout the course of a twelve-week training period. The control group received no therapy, while the experimental group received yoga treatment as well as physical exercise throughout a twelve-week training period; the third experimental group received physical exercise for a twelve-week training period; and the third experimental group received no treatment. Following the selection of the students, the researchers undertook a detailed inquiry into their health and well-being to determine their overall health.

Physical education lessons were held on a regular basis in Group III, as was common at the time. Candidate qualifiers for the Emotional Intelligence trait are selected from a pool of potential candidates. All of the participants in both groups completed Prof. Thimazuzam's Emotional Intelligence test before and after the training session, and every single one of them passed. Covariance analysis was performed in order to assess whether or not there were substantial differences between the 2 groups of the study's participants. The findings of this study revealed that the "F ratio" produced by the covariance analysis should be checked at the 0.05 level of confidence to ensure that there is no bias.

#### 4. Discussion

One of the most promising relationships between yoga and physical exercise is that they are associated with higher levels of emotional intelligence as well as less aggressive and anxious conduct among college students. College students who participate in yogic and physical activities, according to the study's findings, have higher levels of emotional intelligence, less aggressive conduct, and less anxiety than those who do not. Experimental groups I, i.e., yoga and exercises and Experimental groups II, i.e., only physical exercises were shown to have a statistically significant difference in emotional intelligence, confirming the hypothesis that yoga practice leads to a larger degree of emotional intelligence than physical exercise (physical exercise).

##### 4.1 Findings

The "F" ratio, which is included with the data in the table below, was 39.913, which was more than the 0.05 cutoff.

Source Variance	Df	Sum of the square	Mean square	Remarks
Between the group	2	4730.520	2365.260	Sig
Within the group	147	87111.220	59.260	

**Significant at 0.05 level**

As a consequence, the researchers undertook further data analysis, yielding a score of 23.35, which they judged statistically significant. The mean difference (including Scheffe's Post Hoc test) for the three groups is more than one, as seen in the table above. The difference in IQ scores between Group A (the control group) and Group B (the experimental group) was -13.740 points in favor of Group A. (the yoga activity group). The difference in scores between the control and experiment groups was -6.300 points, and the difference in scores between the experiment group and the control group was likewise -6.300 points when the control and experiment groups were compared. The researchers revealed a 7.440-point difference between the findings of Group B Experimental Group I (Yogic Exercise) and the results of Group B Experimental Group II after the study was completed (Physical Exercise).

GROUP	M1	M2	Diff
Group C & E1	70.540	84.280	-13.740
Group C & E2	70.540	76.840	-6.300
Group E1 & E2	84.280	76.840	7.440

#### 4.2 Statistical Analysis

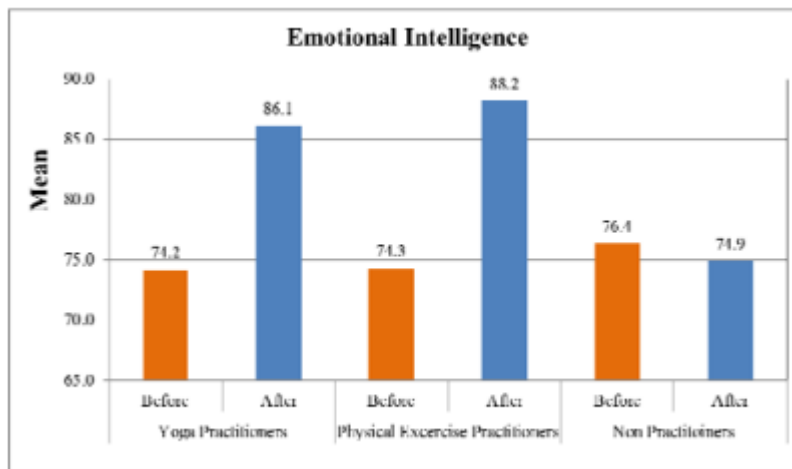
Results of a research on the effects of yogic and physical exercises on many physiological indicators, such as emotional intelligence (EQ), are shown in the following table. The outcomes of this study are published on the next page. In the pre-training data, it was discovered that the mean emotional intelligence for Yoga Practitioners was 74.24.2, while the mean emotional intelligence for Physical Exercise Practitioners was 74.33.8, and the mean emotional intelligence for the control group, which consisted of nonpractitioners and nonyoga practitioners was 76.45.1. Immediately following the conclusion of the training session, the emotional intelligence evaluations of the research participants were administered a second time. Physical exercise practitioners, yoga practitioners, and non-practitioners all scored higher on emotional intelligence tests than the general population, with the mean scores being 88.24.6 points, 86.15.1 points, and 74.96.2 points.

		Mean	SD	MD	t' Value	P Value
Yoga Practitioners	Before	74.2	4.2	-11.9	-2.997	<0.05
	After	86.1	5.1			
Physical Exercise Practitioners	Before	74.3	3.8	-13.9	-3.127	<0.05
	After	88.2	4.6			
Non Practitioners	Before	76.4	5.1	1.5	1.008	NS
	After	74.9	6.2			

SD: Standard Deviation; MD: Mean Difference

Researchers discovered that those who trained as Yoga and Physical Exercise Practitioners saw a statistically significant increase in emotional intelligence, according to a study that compared the two types of training. In terms of emotional intelligence, however, there was no substantial difference statistical between the non-Practitioner and practitioner groups.

Consistent with the findings of the research, yoga and physical fitness training have the potential to greatly improve mental well-being while also decreasing stress levels.



It is possible to improve one's Emotional Intelligence via practice. According to the findings of the study, yoga and physical exercise have the ability to dramatically deteriorate emotional intelligence in participants. Finding adjusted paired means, which were also demonstrated to be significantly different from table values, indicated that the F ratio that was calculated was higher than the value in the table, according to the findings. According to a statistical analysis of data, secondary school students who practice yoga have higher emotional intelligence levels than their classmates which include control group and physical exercise groups. Other studies have confirmed these findings. It was reasoned that regular practices and participation in physical and yogic activity would result in the development of a healthy balance between the mind and the body.

According to research, yoga has also been demonstrated to have stress-relieving properties. After conducting this research, it was shown that frequent participation in yoga exercises and physical activities may help students grow and improve their personality qualities. This is especially true when these disciplines are taught and performed simultaneously. In terms of emotional intelligence behavior, a noteworthy statistical difference was observed between Experimental groups I (Yoga) and II (Physical Exercise). As a result of the findings, the hypothesis that yoga practice leads to an increase in emotional intelligence was accepted as a result of the findings.

## 5. Conclusion and Future Scope

According to the findings of the research, students in the experimental group who participated in intervention training appear to be less combative, conversant, and joyful. Furthermore, these students appear to be young people who take the initiative, have confidence in themselves, and are bursting with energy. If they want to keep their performance at the same level and pace, they need to have the capacity to concentrate more intently on their work for longer periods of time. In addition to this, in comparison to the group that served as a control, they are far better at managing the emotional facets of their

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conduct. It has been demonstrated that the intervention is beneficial in terms of enhancing the characteristics of personality that are present in the children who are participating. As a result of the findings of this research, it is suggested that yoga be incorporated into the educational system so that children can cultivate all aspects of their selves, including their physical, mental, intellectual, and emotional selves, and so that they can receive assistance in developing a more balanced and congruent sense of personal identity.

According to the findings of the statistical analysis, there is a significant gap between the two experimental groups in terms of the reduction in anxiousness and aggressive behavior, as well as the increase in emotional intelligence and social maturity. This is the case despite the fact that both groups experienced similar levels of improvement in these areas. When comparing the yogic group to the counterpart group and the control group, a statistically significant difference in worried behavior was identified; the estimated F-ratio was 71.608; this value above the 0.05 threshold in the table, showing a major difference in worried behavior. When compared to the counterpart group and the control group, it was found that the Physical exercise group displayed statistically significant differences in aggressive behavior. The computed F-ratio for this comparison was 13.971, which was higher than the 0.05 level that was specified in the table. For a considerable amount of time, people felt that the best way for children to alleviate mental strain and emotional agony was for them to participate in physically active pursuits such as sports and physical education.

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