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Effect of Yoga-Preksha Meditation on Emotional Maturity in College Girls

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Abstract

Yoga has been used for millennia as a tool for achieving mental health. Recent research has also shown significant benefits one motional instability, social maladjustment, personality disintegration, lack of independence and total emotional maturity after two months of yoga-preksha meditation in college going girls. A prospective study was conducted in 100 college going girls with the age range between 17-19 years. The samples were randomized into experimental and non-experimental group (n=50) each; (experimental group average age ± S.D., 18.22 ± 0.86 years), (non-experimental group average age ± S.D., 18.30 ± 0.76 years). Emotional maturity was measured using an Emotional Maturity Scale (EMS) constructed by Dr. Yashvir Singh & Dr. Mahesh Bhargava. Experimental group practiced yoga-preksha meditation for 50 minutes for six days in a week for two months and non-experimental group participants were performing their routine activities. Experimental group and non-experimental groups were analyzed using the within group paired t-test and between group unpaired t-test. There was one within-subject factor i.e., pre and post and one between-subject factor i.e., post and post for the statistical analysis. Following yoga-preksha meditation there was a significant decrease in the scores of emotion maturity (emotional unstability; $p<0.001$, social maladjustment; $p<0.001$, personality disintegration; $p<0.01$, lack of independence; $p<0.05$ and total emotional maturity; $p<0.001$).Emotional experimental group. No changes were seen in non-experimental group. It can be concluded that yoga-preksha meditation can reduce the problems of imbalance emotional quanta in the daily life of the college going girls.

Keywords: Yoga-Preksha Meditation; Emotion Maturity; Emotional Instability.

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INTRODUCTION

The period of Adolescence is very sensitive time of successive transition from childhood to adulthood (Spear, 2000) via maturation of adult social and cognitive behaviors (Sisk and Foster, 2004). During this period every person experiencing a considerable amount of change regarding his or her individual and contextual area. These transitions time include changes in the self (e.g., pubertal, physical, cognitive, and emotional

changes), family, peer groups, friends, and environment (e.g., in many societies, youth make transitions from schools to college and university).

Basically, Adolescents commonly do not have a clear outlook towards their life and they feel emotionally alone, restlessness, neglect, emotionally imbalance, depression, and adjustment difficulties in their individual life (Maheshwari and Yadav, 2018). During this time many changes occures. Hormonal changes related to puberty are partly amendable for the development of the brain (Spear, 2000) and of the cognitive functions (Blakemore *et al.*, 2010). The factors which influence for evolution between childhood and adulthood are peers, lifestyle, gender, and culture. The four major stages occur as part of youth development are classify under physical, social, emotional, and intellectual. Physical growth is responsible for physical development where as social development for social relationship (Aleem, 2005; Suzuki, 2000).

According to Cole (1944), emotional maturity is an outstanding ability to bear tension; and, difference towards certain kinds of stimuli that affect the child or adolescent and develops moodiness and sensibility nature. Besides, emotionally mature persons, the capacity for jolly and entertainment persists (Rani, 2015). The researches opine(s) the relational methodology of self-control and expression with emotional maturity and its capacity to control various physiological and psychological causal factor in the growth and development of adolescents. The researchers concluded that an individual who can keep his/her emotions under control, who is able to break delay and to suffer without self-compassion (Muchhal, & Kumar, 2015).

In the Indic science, Yoga was conceived as a pathway towards attainment of joy in life, freedom from sorrows, mental balance, and peace. The seekers of self-realization (often called as Rishis or Yogis); have been using yogic practices for restoring mind body balance to make them capable for attaining spiritual realization. There are several studies has been published that yoga is beneficial for mental health. A pervious study on two months practice of Nada yoga and Pragya yoga vyayama (Acharya, 2007) found its usefulness in enhancing mental health in adolescents (Kashyap, 2009). Another study shown better mental health in the married college going women after the regular practice of Preksha Mediation (Gaur and Dharini (2006).

Hence, the present study has been designed to assess the efficacy of Yoga-preksha mediation on college going girls. The objective of this study was to assess improvement in emotional maturity in college going girls after two months of Yoga-Preksha meditation.

Hypotheses

H_1: There is no significant difference in Emotional maturity of college going girls after 2 months of Yoga-Preksha Mediation.

H_2: There is no significant difference in Emotional maturity of experimental and control groups after 2 months of Yoga-Preksha Mediation.

METHODS

Participants

One hundred female adolescents whose ages ranged from 17 to 19 years were selected as sample for this study. All the participants were studying in a college which was randomly selected among college in Haridwar, India. Participants were divided into two groups (i) experimental group (50 girls, group average age ± S.D., 18.22 ± 0.86 years) and (ii) non-experimental group or control group (50 girls, group average age ± S.D., 18.30 ± 0.76 years). There was no statistical calculation done to find the sample size prior to the experiment. However, post-hoc analyses showed that for the present study, with the sample size as 50 in each group, and with the Cohen's d = 0.597786. Cohen's d was obtained from the Emotional Unstability of experimental group when "post" value was compared with "pre" value.

The inclusion criteria were: (i) those who were willing to follow the study conditions and (ii) those who were able to understand instructions given by the instructor. The exclusion criteria were: (i) participants with a diagnosed illness and (ii) those who were taking any medication. The participants were recruited with the prior approval from the Head of the Department of the college. The signed consent of all participants was obtained prior to the actual study.

Design

The 100 participants were randomly divided into two groups as follows: (i) each participant was given a serial number from 1 to 100, which didn't depend on their order of enrollment, their surname or any other criteria (ii) a specific computer program was used to generate 100 random numbers, (iii) the 100 random numbers were written beside the serial number of the participants. Hence each participant was assigned a separate random number, (iv) the

random numbers were written on identical slips of white paper, folded identically, (v) a participant who had no other part in the trial placed the slips of paper alternatively in two boxes, one labeled (a) and the other (b), (vi) participants in (a) group were allocated to experimental group and the participants in (b) group were allocated to non-experimental group *i.e.* control group. Through this method of randomization both groups were allocated 50 participants each. Hence, the study is a randomized experimental control research study.

Assessments

Emotional maturity was measured using an Emotional Maturity Scale (EMS). It is constructed by Dr. Yashvir Singh & Dr. Mahesh Bhargava. There were five broad factors of emotional immaturity e.g., (i) emotional unstability, (ii) emotional regression, (iii) social maladjustment, (iv) personality disintegration and (v) Lack of independence. EMS was a self-reporting Five Point scale. The included items in the scale were in question form demanding information for each in any of the five options that is i) Very Much, ii) Much, iii) Undecided, iv) Probably and v) Never. For very Much, a score of 5 was given, for Much-4; for Undecided-3; for Probably-2; and for Never-1 were to be answer. Therefore, the higher the score of the scale; greater the degree of the emotional immaturity and vice-versa.

Intervention

Experimental Group

Yoga-Preksha Meditation was given to the participants of experimental group, 50 minutes for six days in a week for two months in the morning from 8:00 AM to 8:50 AM. Yoga-Preksha Meditation practice involved Mahapran Dhwani, Nadi Shodhan Pranayama, Surya Namaskara, Chaitanya Kendra Preksha and Yoga Nidra.

RESULT

The experimental group showed a significant decrease in scores of four dimension (out of five) of emotional maturity e.g., emotional unstaility ($p<0.001$), social maladjustment ($p<0.001$), personality disintegration ($p<0.01$), lack of independence ($p<0.05$) and total emotional maturity ($p<0.001$) when compared with the non-experimental group.

Yoga-Preksha Meditation Module:

Practice	Time
Mana-pran Dhwani	5 minutes
Nadi Shodhan Pranayama	5 minutes
Surya Namaskara	10 minutes
Chitanya Kendra Preksha	15 minutes
Yoga-Nidra	15 minutes
Total time duration of intervention per day	50 minutes

Table 1: Mean, Sd And 'T' Values on the Dimensions of Emotional Maturity (Emotional Unstability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence)

Groups	Variables	Pre (M ± SD)	Post (M ± SD)	% Changes	r	SED	df	t	P
Experimental Group	Emotional Unstability	34.86 ± 8.13	30.00*** ± 7.81	-13.94	.319	1.316	49	3.693	<.001
	Emotional Regression	32.82 ± 8.39	31.94 ± 7.92	-2.68	.129	1.523	49	.578	NS
	Social Maladjustment	27.86 ± 6.63	24.24*** ± 7.86	-12.99	.521	1.014	49	3.570	<.001
	Personality Disintegration	32.14 ± 7.82	28.72** ± 6.96	-10.64	.458	1.093	49	3.123	<.01
	Lack of Independence	30.98 ± 9.01	25.36* ± 9.17	-18.14	.742	.916	49	2.402	<.05
	Total Emotional Maturity	159.66±17.31	140.26***±17.96	-10.27	.433	2.656	49	6.927	<.001
Non-Experimental Group	Emotional Unstability	32.16± 7.99	31.96 ± 6.98	-0.62	.542	1.021	49	.196	NS
	Emotional Regression	35.86 ± 8.21	32.14 ± 7.24	-2.19	.124	1.450	49	.497	NS
	Social Maladjustment	30.60 ± 7.49	30.96 ± 7.35	1.18	.562	.983	49	-.366	NS
	Personality Disintegration	32.00 ± 7.80	31.66 ± 5.87	-1.06	.040	1.353	49	.251	NS
	Lack of Independence	32.58 ± 8.95	29.90 ± 7.45	-8.23	.106	1.559	49	1.720	NS
	Total Emotional Maturity	160.20 ± 20.06	156.62 ± 15.75	-2.23	.321	2.992	49	1.197	NS

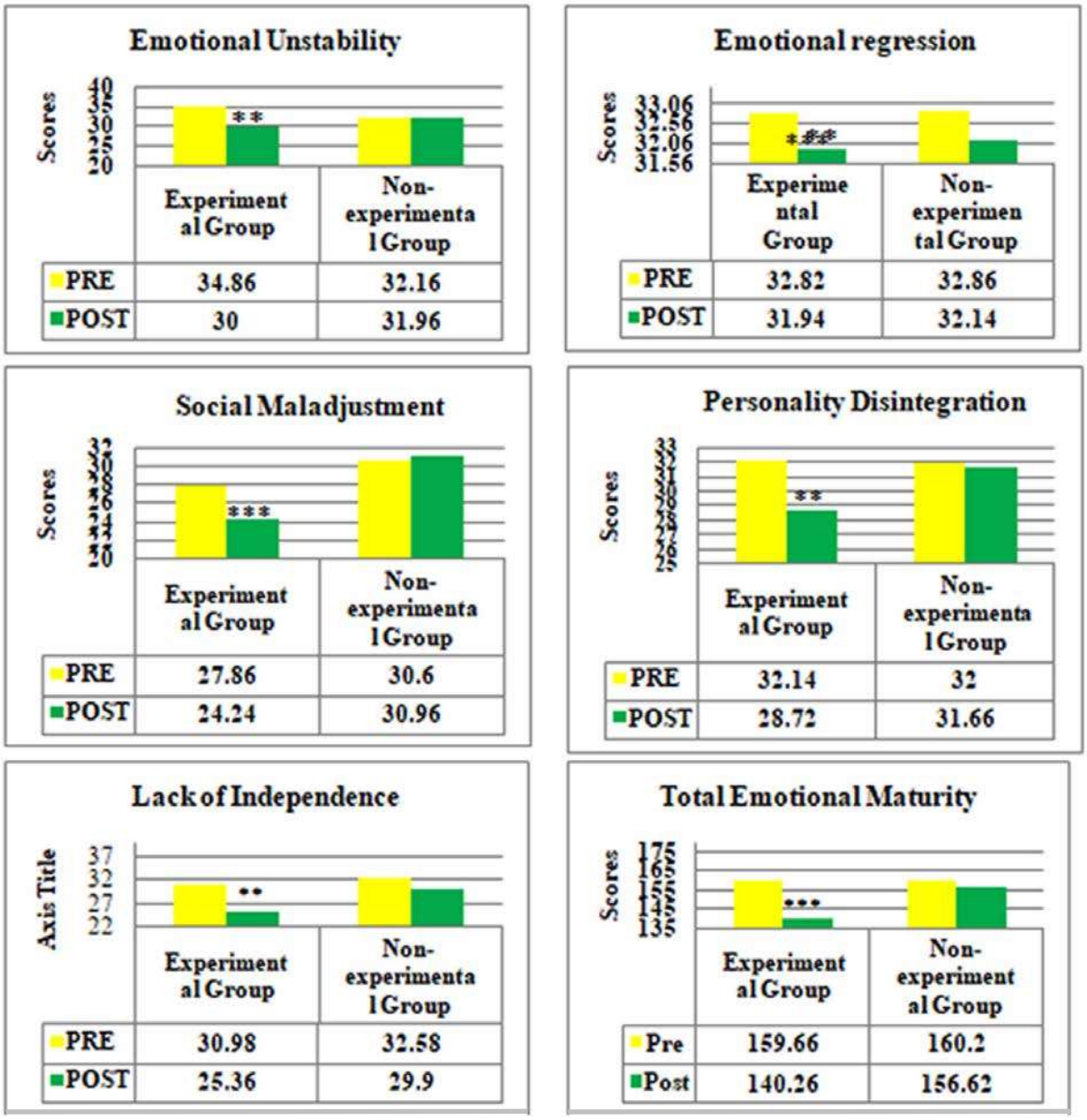

Fig. 1: Changes in emotional maturity and their dimensions

DISCUSSION AND CONCLUSION

Yoga-Preksha Meditation has proved a high significance of its effects in the experimental group than the control. The above mentioned results have clearly shown its effect on size emotional maturity in the participants (Magan and Yadav, 2020) has shown the neurophysiology mechanism of long term preksha meditation and opines its potential to advance the knowledge of relaxation in the brain and day to day activities. This clearly proves that yoga-preksha meditation has the ability to alter the neurophysiology of brain substantially and thus effecting the hormonal regulations in the participants. Scientist also researched the effect of preksha meditation on brain waves (Pragya and Sanchetee, 2018) and showed its effect on the conduction of electrical impulses in the brain and thus, changing the brain waves. The research clearly aligns itself with the present need of the emotional maturity in the college going girls and propagates the subtle light on the need of yoga-preksha meditation scientifically. Based on the finding of the study, It can be concluded that regular practice of

yoga-preksha meditation can manage the emotinal imblance in college going students specially girls.

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