

IMPACT OF EMOTIONAL INTELLIGENCE ON THE HOLISTIC WELLBEING OF YOUTH

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Abstract

“As more and more artificial intelligence is entering into the world, more and more emotional intelligence must enter into leadership”. This is the advice of an author, peace humanitarian and an engineer Amit Ray. “Youth of today, are the leaders of tomorrow”, Nelson Mandela- Political leader and philanthropist. Many researches prove that most of the lifestyle diseases are a result of emotional upheaval in mind. Such perspectives and researches brought me to the selection of variables of the research study, which were Emotional Intelligence, Rajyoga Lifestye and Youth.

Self-sufficiency, making good personal choices, acknowledgment of responsibility, integrity, humility et cetera are few of the qualities, which youth can develop in themselves as they try to develop their Emotional Intelligence. Development of such qualities supports all kinds of intelligences and further help in sustenance of various dimensions of health, thus, contributing effectively to enjoy holistic well-being.

This paper aims at presenting that how shift in consciousness can bring enhancement of EI which is the foundational need for holistic well-being of youth. This research paper is the empirical study analysis on youth.

An experiment was conducted on two groups of youth (Group 1- 15 to 19 years and Group 2- 20 to 29 years) and the data about their emotional state was collected, assessed and analysed with the help of PANAS (GEN) which is a self-report measure of affect. The participants were introduced to the Rajyoga lifestyle which helped the youth to realize the importance of EI and bring shift in consciousness from the physical to the spirit.

Keywords: holistic, well-being, emotions, emotional intelligence, youth

1. Introduction

1.1 Emotions

American Psychological Association defines emotions as “complex reaction pattern, involving experiential, behavioural and physiological elements.” The term emotion often coincides with the term feelings; however, on a close observation and understanding, the two terms are very different in their meanings. While emotions ascertain a person’s response to a situation or matter significant to them, feelings, on the other hand are a result of an emotion experienced by a person. An emotional experience can be further broken down into three crucial components- a subjective experience, a behavioural response and a physiological response. Emotions, therefore, affect various aspects of one’s life. Moreover, our ability to understand another person’s demeanour helps in the development of our emotional intelligence which will be further discussed at length in this journal.

Importance of Emotions

Research on balanced state of emotions has helped in understanding the significance of emotions and their impact majorly on our youth, because it is in this age bracket when people are overwhelmed with a lot of social factors that further govern their emotional behaviours and emotional health.

Key to emotional well-being is hidden in the responses to our experiences. By adopting an appropriate response one can ease any feeling. Right approach to life is needed to enjoy true well-being and its foundation is in the right way of thinking as thoughts eventually create our emotions.

In order to maintain one’s emotional health and holistic well-being it is essential to practice a lifestyle which accepts and supports the significance of emotions. Rajyoga lifestyle is one such lifestyle which helps the practitioner develop certain habits for emotional well being. Few of which are suggested by modern psychology also. These habits are:

Listen to the talk which happens in your mind. Always pay attention to your thoughts and feelings. Rajyoga suggests the practice of soul consciousness i.e. to be in realisation that

we are conscient point of light. Thinking is function of mind which is the faculty of soul. Like we need calcium for healthy bones, Rajyoga insists that right thinking is a must for a balanced state of mind which is a must for holistic well being of a person. Rajyoga knowledge and meditation enables one to form a good relationship with oneself.

Never hesitate to seek help if you are unable to manage your emotions yourself. Rajyoga knowledge helps a person to develop emotional maturity and also empowers them to develop judgement power to know when one needs help from outside.

Develop an optimistic attitude. Rajyoga knowledge gives deep insights about the laws of metaphysical world. Metaphysical world, though invisible, governs every aspect of our existence thus its mandatory to know about it. Its knowledge helps to develop right attitude and with right attitude, one is able to see the brighter side and recognize opportunities.

Help yourself. When one knows their true nature, qualities and powers, it is easier for one to help oneself. One knows which aspect of its personality, one needs to work on while being at ease.

1.1.1 Emotional Intelligence

The term Emotional Intelligence was first coined by researchers Peter Salovey and John D. Mayer. Emotional Intelligence is defined as the ability to perceive, control and evaluate emotions. Later on, they further expanded the definition of emotional intelligence as the ability to recognize, understand and manage our own emotions as well as recognize, understand and influence those of others(**Source: The Science of Emotion: Exploring the Basics of Emotional Psychology, Posted by UWA, June 27, 2019, Psychology and Counselling News**).

The research conducted by scholar explicates that we grow from babies to adults passing through various stages of physical maturity. We are also expected to develop cognitive intelligence and emotional intelligence as we grow physically. Emotional Intelligence (EI) and Emotional Quotient (EQ) are terms which are used interchangeably. Few scientists consider **Emotional Quotient** as the measure of Emotional Intelligence which is represented by a score in a standardized test.

1.1. 2 Attributes of Emotional Intelligence

Emotions play a pivotal role in decision making. Therefore, it becomes essential to harness emotions in such a manner that they process all information that promotes a positive ambience under which best decisions are churned out in order to manifest successful results in one's life. As one tries to develop Emotional Intelligence, one starts getting focused to develop following qualities within oneself.

- **Self Sufficiency-** One is able to identify one's own emotions by processing of possibly available emotional information.
- **Using Emotions to Facilitate Thinking-** Individual with high Emotional Intelligence develops the ability to facilitate various cognitive activities such as appropriate way of thinking and problem solving.
- **Accountability-** Acknowledgement and assumption of *responsibility* for one's actions and experiences of results can be done by only a courageous person.
- **Integrity-** Words and deeds of emotionally mature person are consistent with what they truly believe. Others may not agree with their beliefs or behaviours but they are true to oneself.
- **Humility-** Emotions become **inner suit of armour** for an emotionally mature person. They know the test of their positive emotions is to be patient with negative ones. This enables them to be tolerant towards weaknesses and mistakes of other people.
- **Determination-** Analytical abilities and rational thinking enables emotionally intelligent person to confidently do what they judge to be right, without hesitation. They are able to recognize and appreciate good opportunities when they come their way and makes firm decision based on clarity of their knowledge.

1.1.3 Challenges to maintain high Emotional Intelligence

Goleman (1995) identified five factors that affect EI. They are: self-awareness, self-regulation, motivation, empathy and social skills. He further suggests that in order to

retain the state of high EI, one must be aware of what they feel and be able to handle those feelings without letting them overpower the psyche or lower their EI.

While collectivist culture holds momentum to lower the EI in youth, there are several other factors taken into account during this study that project the reasons as to why people fail to maintain the levels of high EI.

- **Disturbed Childhood-** Parental neglect or abuse and the dysfunctional family environment stunts normal emotional development. Children who are not given many freedoms and responsibilities often show signs of low emotional intelligence later in life.
- **History Graded Influences-** Low Emotional Maturity in youth is also profoundly affected by the forces unique to a particular historical era. Examples include epidemics, wars and periods of economic prosperity or depression.
- **Role of Media-** Influence of mass media is so much that in many instances it surpasses that of school and family. The amount of time spent watching television and the quality of the entertainment presented (focusing on sex and violence) is responsible for inciting delinquent behaviour by creating emotional upheaval.
- **Social and Cultural Influences-** Cultural and social conditions have influential effect in shaping; inhibiting and stimulating emotions. Thus, there are various reasons, which go into creating this manipulative phenomenon of low emotional intelligence.
- **Medical Causes-** Low Emotional Intelligence can be caused by autism, Asperger's syndrome, and cognitive problems, brain damage, learning disabilities, depression and anxiety disorders.

1.2 Youth

1.2.1 Who is Youth?

It is a well-established fact that youth of any nation is its biggest asset. They are the building blocks of the nation and are the future of tomorrow. Statistically, the United Nations defines youth as youngsters between the ages of 15 to 24 irrespective of their gender. The youth globally makes up one-sixth of the entire population. However, the age

group to identify youth is flexible for all countries owing to its cultural, occupational, demographic and economic reasons. In India, young people from the ages of 15-29 are considered as youth population. UNESCO believes that youth has the potential, creativity, fervour and capacity to bring an affirmative change in the world.

The youth plays a significant role in society; hence there is a crucial need to pay attention to the holistic well-being of youth. The youth is responsible for taking decisions in a way that results in personal growth as well as that of society and the world at large.

The actions of youth determine the state of a society and nation for they are responsible to cater to various aspects in lives. The major responsibility that youth bears upon their shoulders are to continue the legacy of recreating, refreshing and maintaining the current status of the society.

In order for youth to build the nation and contribute to global welfare, there are few responsibilities that the youth must inculcate within themselves, so as to remain highly driven, productive and committed to holistic well-being of self and that of the society.

- Youth must **value time** and inculcate the habit of being punctual.
- Youth must realize the importance of **discipline** in life. Discipline and a tab of their daily routine helps to stay focused and aligned.
- Youth must not be impulsive. They should gauge the consequence of their action. Hence, they must **think before taking an action**. For youth to develop patience and peace, they must engage in activities that nurture their emotional intelligence. Rajyoga mediation has proven to be an effective tool to develop high EI in youth.
- Youth must be **goal oriented**. To develop this skill amongst them, the youth must feel composed within themselves. EI plays a crucial role to channelize the energy in youth and direct it in the right direction.
- Youth must be **zealous**. To maintain vitality youth must inculcate physical activities for exercise, good diet- both for the soul and body. Good nourishment of soul through meditation and exercise ensures holistic development in shaping of youth with high EI.

1.2.2 Challenges Faced by Youth

The youth that struggles with low EI in today's millennium is prone to a lot of struggles that often lead to self-harm tendencies and taint the growth and development of our global network. Like we discussed, youth is the force that holds potential to bring massive shift in the society, it is important to note that the youth is surrounded by a lot of distractions and if their energies are not channelized, then they can be misled and succumb to vices. The major challenges faced by youth are

Drug/alcohol Abuse- The major chunk of people who report of substance abuse lay within the age group of 15-24. Growing stress, competition and lack of self-worth leads youth to resort to drugs and alcohol consumption.

Stress and Time Management- Managing the pressure to succeed in every arena of life and finding time on hands to do it all seems to be one of the greatest challenge and concern that is faced by the youth today. Youth is expected to be successful, yet very few of them are aware of effective time stress management.

Education Inequality- People in different countries have different sections of communities that don't have proper access to education. The biggest challenge is faced by women, marginal and tribal people who fail to get access to quality education.

Political and Social Issues- With the advent of social media, a lot sources of information are conflicting and it becomes a challenge for the youth to identify the good and the bad and be correctly informed- politically and socially.

1.3 Holistic Well-being

In order to understand the term holistic well-being, we need to understand a human being. The word "human being" contains two words: human and being. The word "being" refers to the human consciousness which has been understood by various cultures in their own way. The word "human" is derived from the Latin word "humus" which means earth. It refers to the body of five elements in which consciousness resides to enjoy its innate qualities and powers.

The World Health Organization (WHO) in 1948, defined health as a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.

WHO in 1986 brought further clarity in understanding of 'Health' and defined health as a resource, which can support a dynamic role of an individual in the society. Health should not be looked as an end in itself but it is a concept, which emphasises the significant role played by an individual because of their physical capacity and social responsibilities. So, health in humans, defines the extent of an individual's continuing physical, emotional, mental and social ability to cope with their environment. Today, the term health is identified under its seven dimensions.

Dimensions of Health are:

- *Spiritual Health*- The spiritual dimension recognises the functioning of cosmic laws. Spiritual discipline chosen by a person guides not just, to their personal healing of the body, mind and soul but also navigates and helps an individual in their search for true purpose of his human existence.
- *Physical Health*- Physical dimension brings attention on person's ability to carry on their daily activities with full vigour and vitality. Physical fitness brings forth the importance of diet and nutrition. Attention on physical fitness through right diet and nutrition discourages all kinds of addictions.
- *Emotional Health*- Recognising need for emotional health implies paying attention to one's thoughts and feelings.
- *Career/Occupation/ Vocation Health*- Career dimension helps one to recognise and admit the essential role our choice of career plays in our life to live an enriched life. Career dimension helps one to recognise and admit the essential role our choice of career plays in our life to live an enriched life.
- *Intellectual Health*- Mental activities which are creative and stimulating enough are something which intellectual dimension of health encourages.
- *Environmental Health*- Environmental dimension brings personal responsibility towards the five elements of earth. It is meant for bringing awareness about the present wobbly state of earth so that one recognises their duty to practice effective habits daily, which affect our physical environment by renewing our relationships

with mother earth by conserving all its elements we will do a great favour for our physical, intellectual and emotional health.

- *Social Health*- Social dimension of health helps a person in realizing the value of other human beings around them and at the same time, in recognizing their worth in society.

Furthermore, when we talk about holistic well-being of our youth, it is necessary to ensure that the youth has a creative bent of mind as well as a scientific attitude to notice, understand, appraise and appreciate the beauty and genius hidden in the complexities of the structure and function of the incredible living organism that is the human body. This enables them to not only stay physically fit but also be able to cater to their spiritual, physical, emotional, occupational, intellectual, environment, social well-being and thus ensuring holistic well-being. In other words, each dimension of health is equally important but Spiritual health and Emotional health, which can be considered as two sides of the same coin form the foundation for other dimensions to develop properly and with ease. Therefore, to reiterate, we can see that EI plays a major role in the foundation of holistic well-being of an individual.

2. Methodology

The process of research began with filling of survey form. Out of 257 respondents, 100 participants were selected who were youth as per the guidelines of WHO and Ministry of Statistics and Programme of India. These were segregated into two groups with 50 participants each. One was kept as control group and other one as experimental group. Experimental group was further divided into two groups of 25 participants each. First experimental group was of 15-19 years old youth. Second experimental group comprised of 20-29 years old youth. Purpose to do so was to deliver quality intervention program to the participants as per their social, cultural, educational and personal needs.

PANAS (GEN), a psychological measurement tool, was used as pre-test and post-test which helped in correlating affect and Emotional Intelligence. PANAS stands for Positive Affectivity and Negative Affectivity Scale. The PANAS (WATSON et al.,1988) consists of 10 two-item Mood scales and was developed to provide brief measures of Positive Affectivity and Negative Affectivity. It is a self- report measure of affect. Affect

is the collective term for describing feeling-states like emotions and moods. It can be both positive and negative, depending on the experience of the state and generally tends to last longer than the moods. Both positive and negative affect have an important role to play in regulating cognition, behaviour and social interactions which are indicative of our emotional health and intelligence. After PANAS pre-test, with experimental group, Rajyoga intervention was planned for forty five days. Participants were made aware of the significance of right thinking, powerful aura, sleep habits, satvik food, power of subconscious mind and other such illuminating topics. Soul consciousness, traffic control to stop, check and change low frequent thoughts and feelings, regular gratitude practice, forgiveness exercise, self- regulation activities, charging of water and food were the enriching practices during those forty five days. Continuous guidance and support was provided to the participants either on zoom platform or on phone call. Learning was reviewed and updated regularly.

The outreach program was conducted online as the participants preferred to maintain social distance because of Covid-19 challenge. The outreach program began with two introductory online sessions in which there were interactions with two groups separately and they were made aware about the program by majorly focusing on making them realize that why there is a need for them to attend it. On Zoom Platform, Rajyoga lifestyle knowledge was brought forth by sharing several visuals and videos based on scientific research. Rajyoga chapters about soul's innate qualities and powers, God's and his attributes, world drama cycle, rise and fall of Bharat, four pillars and many other aspects of Rajyoga lifestyle were shared with the participants. Various interactive activities were facilitated everyday so that participants open up to accept the existence and relevance of metaphysical world which is intangible but if explored with help of Rajyoga can transform the physical reality.

Group 1 was of teenagers from very humble background. Several youth were from dysfunctional families and were facing emotional challenges like lack of focus, enthusiasm and interest, low attention span, anxiety and guilt. Meeting with them in person helped in building a better rapport which strengthened their commitment towards the program. Group 2 was mostly of college students and young professionals who were facing challenges like anxiety, aggression, and relationship issues and thus were missing

work life balance. With each group, one hour intervention session was planned for six days a week followed by personal interactions on phone.

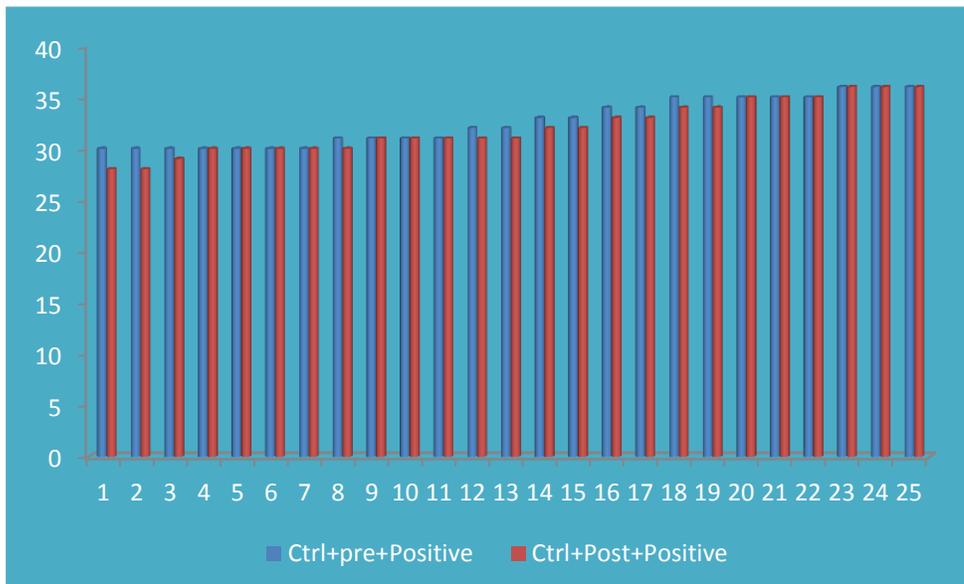
3. Observation and Analysis

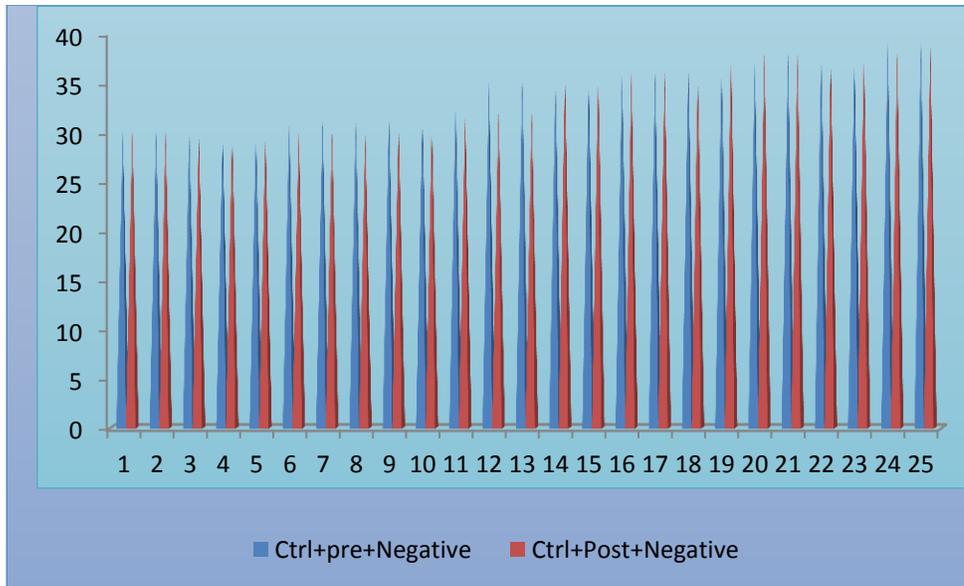
Here is the analysis of the data collected with the help of PANAS scale for controlled group and experimental group.

Control Group 1 (Age 15-19 years)

The data analysis and graphs below present no change in the pre and post- test responses collected from the controlled group participants.

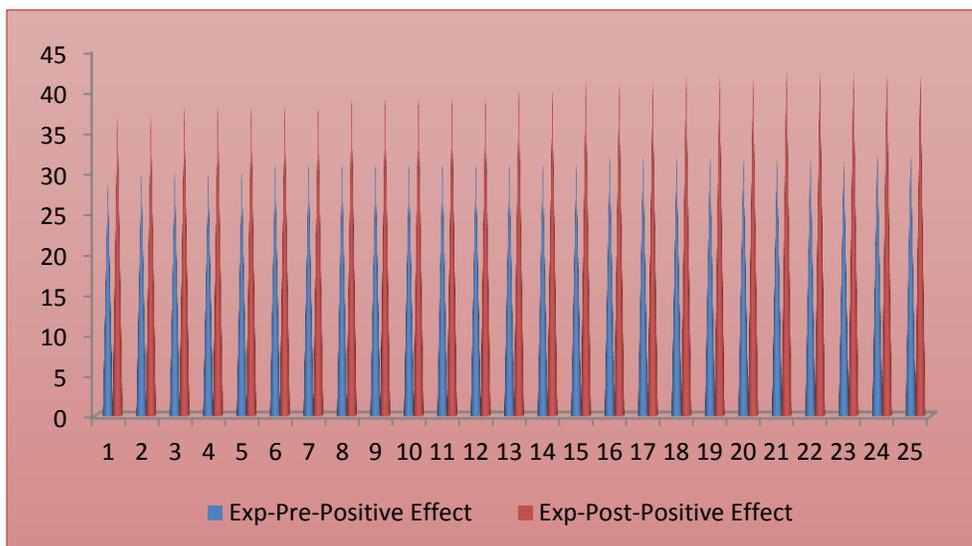
Ordinary one-way ANOVA Multiple comparisons							
Number of families	1						
Number of comparisons per family	2						
Alpha	0.05						
Šidák's multiple comparisons test		Mean Diff.	95.00% CI of diff.	Below threshold?	Summary	Adjusted P Value	
Ctrl-Pre-Positive vs. Ctrl-Post-Positive		0.5600	-1.329 to 2.449	No	ns	0.7522	A-B
Ctrl-Pre-Negative vs. Ctrl-Post-Negative		0.4400	-1.449 to 2.329	No	ns	0.8383	C-D
Test details		Mean 1	Mean 2	Mean Diff.	SE of diff.	n1	n2
Ctrl-Pre-Positive vs. Ctrl-Post-Positive		32.60	32.04	0.5600	0.8314	25	25
Ctrl-Pre-Negative vs. Ctrl-Post-Negative		34.24	33.80	0.4400	0.8314	25	25

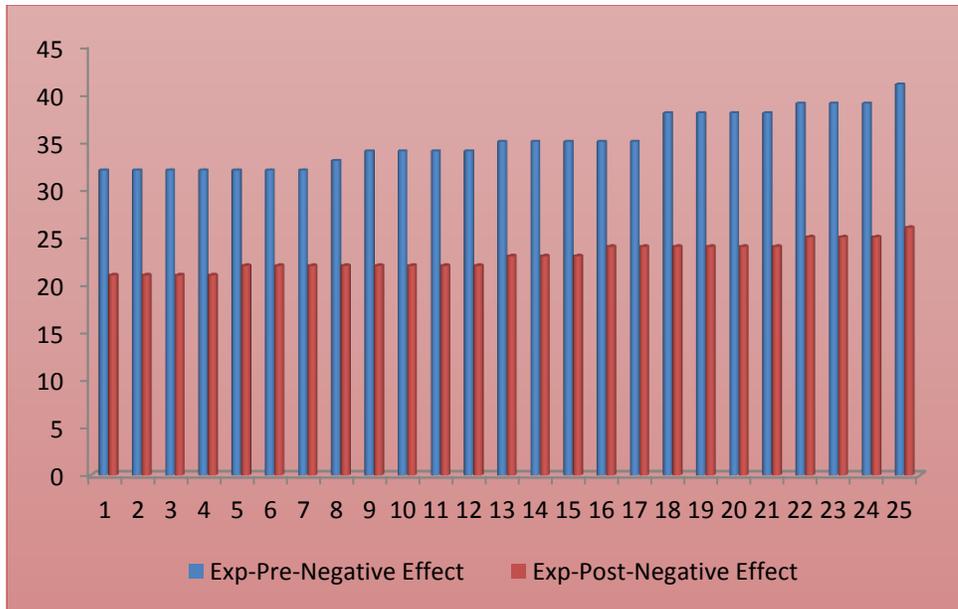




Experimental Group 1 (Age 15-19 Years)

Ordinary one-way ANOVA Multiple comparisons							
Number of families	1						
Number of comparisons per family	2						
Alpha	0.05						
Šidák's multiple comparisons test	Mean Diff.	95.00% CI of diff.	Below threshold?	Summary	Adjusted P Value		
Exp-Pre-Positive vs. Exp-Post-Positive	-8.880	-10.14 to -7.624	Yes	****	<0.0001	A-B	
Exp-Pre-Negative vs. Exp-Post-Negative	12.16	10.90 to 13.42	Yes	****	<0.0001	C-D	
Test details	Mean 1	Mean 2	Mean Diff.	SE of diff.	n1	n2	t
Exp-Pre-Positive vs. Exp-Post-Positive	31.24	40.12	-8.880	0.5529	25	25	16.06
Exp-Pre-Negative vs. Exp-Post-Negative	35.12	22.96	12.16	0.5529	25	25	21.99

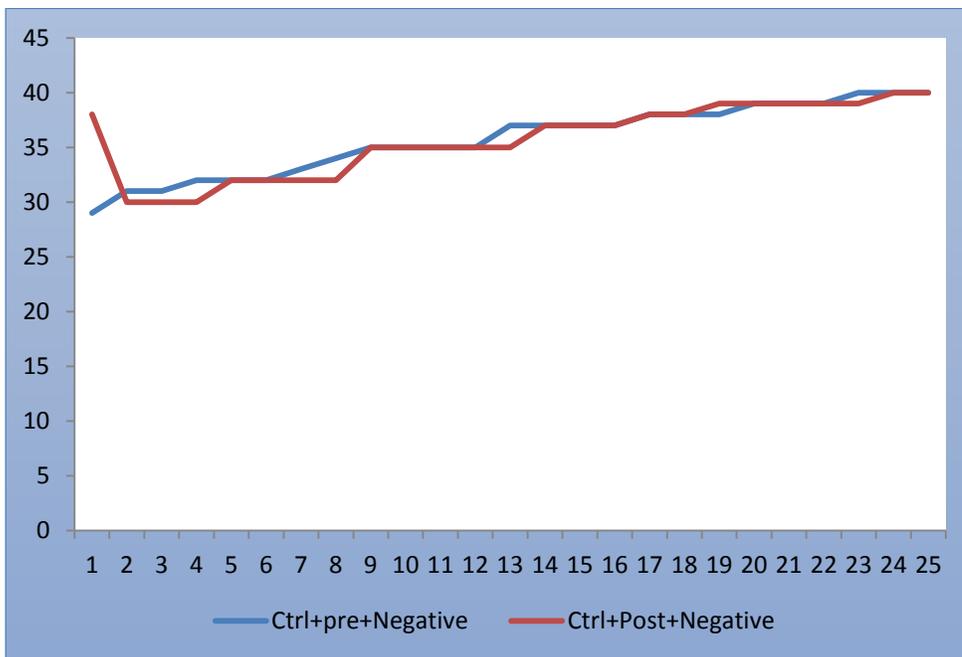
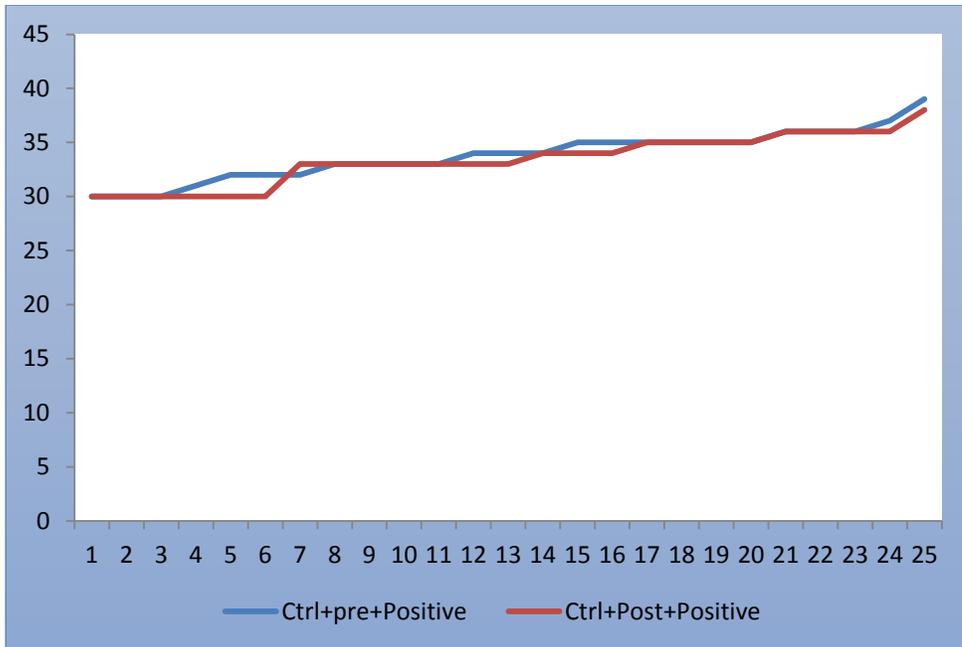




Here is experimental group data analysis of group two which clearly shows significant mean difference of 8.88 and 12.16 observed in positive and negative affectivity scores respectively. These differences of score values are of the participants who receive Rajyoga intervention in between the pre and post PANAS.

Control Group 2 (Age 20-29 Years)

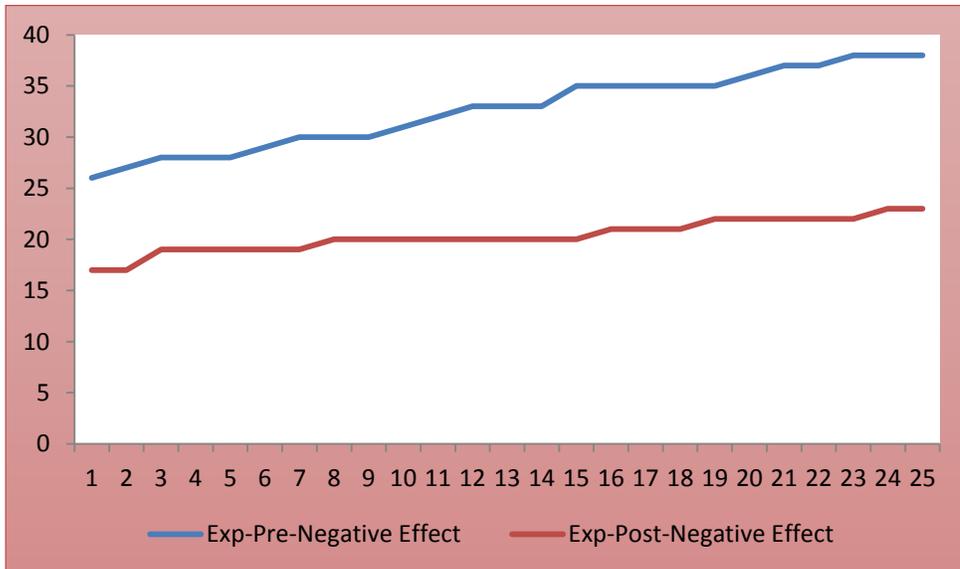
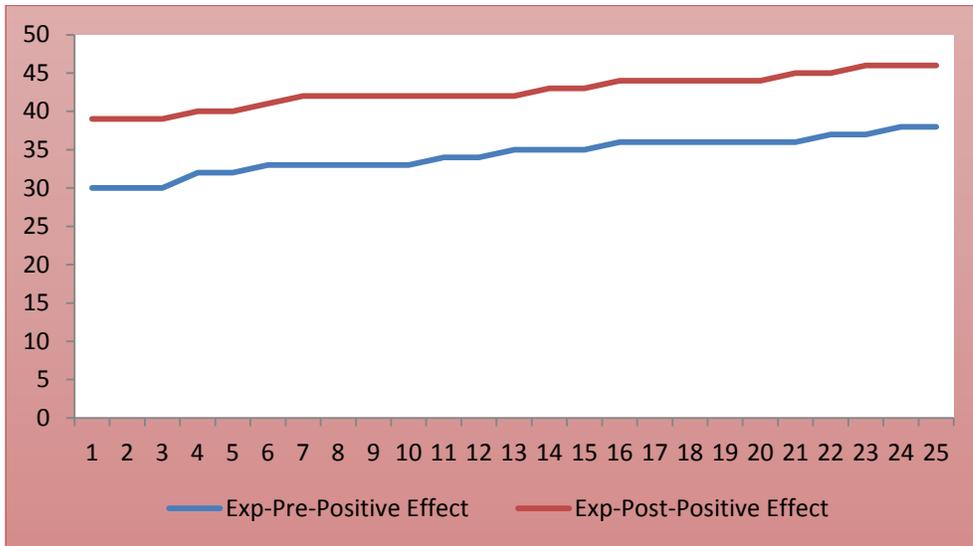
Ordinary one-way ANOVA							
Multiple comparisons							
Number of families	1						
Number of comparisons per family	2						
Alpha	0.05						
Šidák's multiple comparisons test	Mean Diff.	95.00% CI of diff.	Below threshold?	Summary	Adjusted P Value		
Ctrl-Pre-Positive vs. Ctrl-Post-Positive	0.4000	-1.425 to 2.225	No	ns	0.8553	A-B	
Ctrl-Pre-Negative vs. Ctrl-Post-Negative	0.000	-1.825 to 1.825	No	ns	>0.9999	C-D	
Test details	Mean 1	Mean 2	Mean Diff.	SE of diff.	n1	n2	t
Ctrl-Pre-Positive vs. Ctrl-Post-Positive	33.80	33.40	0.4000	0.8032	25	25	0.4980
Ctrl-Pre-Negative vs. Ctrl-Post-Negative	35.72	35.72	0.000	0.8032	25	25	0.000



It can clearly be seen that there was no change in the pre and post responses collected from the control group to participants.

Experimental Group 2 (Age 20-29 Years)

Ordinary one-way ANOVA							
Multiple comparisons							
Number of families	1						
Number of comparisons per family	2						
Alpha	0.05						
Šidák's multiple comparisons test							
	Mean Diff.	95.00% CI of diff.	Below threshold?	Summary	Adjusted P Value		
Exp-Pre-Positive vs. Exp-Post-Positive	-8.320	-9.995 to -6.645	Yes	****	<0.0001	A-B	
Exp-Pre-Negative vs. Exp-Post-Negative	12.36	10.69 to 14.03	Yes	****	<0.0001	C-D	
Test details							
	Mean 1	Mean 2	Mean Diff.	SE of diff.	n1	n2	t
Exp-Pre-Positive vs. Exp-Post-Positive	34.32	42.64	-8.320	0.7372	25	25	11.29
Exp-Pre-Negative vs. Exp-Post-Negative	32.68	20.32	12.36	0.7372	25	25	16.77



A significant mean difference of 8.32 and 12.36 in positive and negative affectivity scores of the experimental group number 2 can be seen.

4. Result

It was clearly observed that there was no significant difference in the mean scores of participants pre-test and post-test in both groups 1 and 2, whereas, with experimental groups, mean difference in positive as well as negative emotions at the P value of 0.0001, was observed with both the age groups. Since data analysis clearly presents the value of P is less than 0.05 for both the experimental age group, it establishes that the experiment clearly presents the acceptance of three hypotheses which were proposed in the beginning of the research.

5. Conclusion

The result generated because of assessment and analysis of data collected with PANAS (GEN) clearly supports the relationship between EI and positive- negative affectivity in Youth as well as the relevance of Rajyoga in this relationship. The three assumed hypothesis have been accepted by the Sedak multiple comparison test. This transparently indicates that Rajyoga is very effective in enhancing Emotional Intelligence which is essential for the holistic well-being of youth.

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