

Effect of Shaktipat Meditation on Anxiety in Relation to the Emotional Intelligence and Age

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Abstract

The present investigation is based on research study undertaken to find out the effect of *Shaktipat* meditation on Anxiety of student- teachers. An experiment was conducted on 152 student-teachers of B. Ed. on the basis of non-randomized control group pre-test post-test design. For data collection, Comprehensive Anxiety Test developed by Sharma et al (1992); Raven's Standard Progressive matrices (revised 2000); and Seven-Fold Emotional Intelligence Scale (SFEIS) developed by Khaira et al (2004) were used. Analysis by ANCOVA revealed that *Shaktipat* Meditation was an effective practice to reduce Anxiety of student- teachers. High, average and low Emotional Intelligence (EI); different age categories (20 to 23; 24 to 27; 28 to 32 years) student-teachers had equally benefited from meditation when pre-Anxiety and pre-Non-verbal Intelligence (NVI) were statistically controlled.

Key words: Shaktipat Meditation, Anxiety, Emotional Intelligence, Non-verbal Intelligence

Introduction

Anxiety is a psychological and physiological state characterized by cognitive, somatic, emotional, and behavioral components (Seligman et al. 2001). In psychiatry it is a relatively permanent state of worry and nervousness occurring in a variety of mental disorders, usually accompanied by compulsive. Anxiety energizes the person to move, but if the anxiety is not at its proper level it leads the person to emotional disturbance. In such persons it becomes so unmanageable that it may lead to disintegrative adjustment like crime, alcoholism, drug addictions, sex perversion or sometimes suicide. Such unmanageable level of anxiety affects the conscious as well as unconscious mind of person.

Few studies supported that Anxiety is related with EI as Brackett et al. (2003) found that lower emotional intelligence related to negative outcomes, including stress, illegal drugs, alcohol use, deviant behaviour and poor relations with friends. Santesso et al. (2006) found that low emotional intelligence was associated with significantly more externalizing behaviours (i.e. aggression and delinquency), replicating previous work. Gill (2004) stated that the emotional maturity of an individual i.e. self-control, patience, perseverance-sensitivity, interpersonal effectiveness etc. would determine to a great extent an individuals ability to cope with stress.

Ealy (1993) showed that teachers with more teaching experience had lower levels of anxiety; there was no evidence that self-efficacy increased as years of teaching increased and younger teachers