

## ORIGINAL RESEARCH ARTICLE

# Effect of Yogic Practices on Spiritual Intelligence of Prospective Teachers

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### ABSTRACT

**Background:** Spiritual intelligence (SI) refers to the ability to access higher meanings, values, and purposes in life, influencing personal development and professional effectiveness. In the context of education, SI is vital for prospective teachers, as it enhances emotional regulation, self-awareness, and a deep connection to teaching practices. Previous studies suggest that yogic practices can contribute to the development of SI by promoting self-reflection, mindfulness, and emotional balance. This study investigates the impact of a structured yoga intervention on the spiritual intelligence of prospective teachers.

**Aim:** The primary aim of this study is to assess the effect of an eight-week structured yoga intervention on the spiritual intelligence of prospective teachers at the Government College of Education, Chandigarh.

**Materials & Methods:** A total of 60 prospective teachers were randomly assigned to either the experimental (n = 30) or control (n = 30) group. The experimental group participated in an eight-week yoga intervention, while the control group received no intervention. Spiritual intelligence was measured using the Spiritual Intelligence Scale developed by Dr. Dhar S. and Dr. Dhar U. (2010) at two points: before (pre-test) and after (post-test) the intervention.

**Discussion and Conclusion:** The study concludes that Yogic practices significantly enhance spiritual intelligence among prospective teachers. These findings support the integration of Yoga into teacher education programs to foster personal growth and improve emotional and spiritual development. Future research could explore the long-term effects of such interventions and their impact on teaching efficacy and student outcomes.

## 1. INTRODUCTION

The spiritual dimension of intelligence has gained significant attention in recent years, particularly in the context of educational settings. Spiritual intelligence (SI) is understood

as the ability to access higher meanings and values, which can lead to personal growth and improved interpersonal relationships. For prospective teachers, who play a pivotal role in shaping the future of society, developing spiritual intelligence is crucial for fostering a holistic educational environment. In this regard, the practice of yoga offers valuable tools and methodologies that can enhance spiritual awareness and intelligence among teachers. Yoga, with its roots in ancient Indian philosophy, encompasses

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a wide range of practices, including physical postures (āsanas), breath control (prānāyāma), meditation (dhyāna), and ethical guidelines (yamas and niyamas). Research has indicated that regular Yoga practice contributes to mental clarity, emotional stability, and overall well-being, all of which are fundamental components of spiritual intelligence (Sharma & Sharma, 2017)<sup>[1]</sup>. For instance, a study by Hainsworth (2015)<sup>[2]</sup> found that educators who engaged in Yoga reported increased self-awareness, reduced stress levels, and a deeper connection to their purpose in teaching. These findings underscore the potential of Yogic practices to cultivate spiritual intelligence in teachers.

Furthermore, the integration of Yoga into teacher education programs has been linked to improved teaching efficacy and enhanced relationships with students. A study by Miller and Ruch (2018)<sup>[3]</sup> explored the impact of a Yoga-based intervention on pre-service teachers and revealed significant improvements in their emotional resilience and conflict-resolution skills. By fostering a sense of mindfulness and presence, Yoga allows teachers to respond more effectively to the challenges they face in the classroom, ultimately benefiting their students as well.

The relevance of spiritual intelligence in education is further supported by the work of Zohar and Marshall (2000)<sup>[4]</sup>, who posited that spiritual intelligence is essential for effective leadership in educational contexts. They emphasized that teachers with high levels of spiritual intelligence are better equipped to inspire and motivate their students, creating a more engaging and meaningful learning environment. As such, incorporating Yogic practices into teacher training can serve as a means of developing this critical aspect of intelligence. Moreover, the transformative potential of Yoga extends beyond the individual teacher. A study by Cormier (2019)<sup>[5]</sup> highlighted that when teachers embody spiritual intelligence, they contribute to a positive school culture that promotes well-being, creativity, and collaboration. This aligns with the broader educational goals of nurturing not only academic success but also the emotional and spiritual development of students.

The integration of Yogic practices into teacher education holds promise for enhancing the spiritual intelligence of prospective teachers. By cultivating self-awareness, emotional resilience, and mindfulness, Yoga equips educators with the tools necessary to navigate the complexities of modern teaching. As the educational landscape continues to evolve, prioritizing spiritual intelligence through Yogic practices can foster a more holistic approach to teacher development, ultimately benefiting both educators and their students.

## 1.1 Objectives of the study

The objective of the study was to examine the effect of Yogic practices on the Spiritual Intelligence of prospective teachers.

## 1.2 Delimitation

The study was delimited to a specific sample of participants from the Government College of Education, Sector-20D, Chandigarh. The research focused on individuals within the age range of 21 to 40 years to maintain consistency across the sample. Additionally, the study concentrated on the specific variable of spiritual intelligence, aiming to explore its relationship with other educational and personal development aspects. By narrowing the focus to this demographic and variable, the research sought to generate more precise insights, minimizing external influences and ensuring the findings were relevant to the chosen population and topic of spiritual intelligence.

## 2. METHODS

### 2.1 Design of the Study

The study was designed to assess the impact of Yogic practices on the spiritual intelligence of prospective teachers. It was divided into three phases.

**Pre-testing Phase:** A testing tool was administered to 60 prospective teachers. They were divided into two equal groups: an Intervention Group and a Control Group, each comprising 30 participants.

**Intervention Period (8 weeks):** The Intervention Group underwent a structured program involving Shatkriyās, Sūksma Vyāyāma, Āsana, Prānāyāmas, and Dhyānā for 50 minutes a day, 5 days a week, over 9 weeks (45 days total). The Control Group received no specific intervention.

**Post-testing Phase:** After the intervention, the same testing tool was administered to both groups to evaluate changes in their spiritual intelligence.

### 2.2 Selection of the Sample

The sample for the study was selected using stratified sampling, ensuring that every prospective teacher from Government College of Education (GCE), Sector 20, Chandigarh, had an equal chance to participate. A total of 60 prospective teachers were divided into two groups: Intervention Group (30): Received the yogic practices intervention. Control Group (30): Did not participate in the intervention.

### 2.3 Variables of the Study

**Independent Variable:** Yogic Practices (Shatkriyās, Sūksma Vyāyāma, Āsana, Prānāyāmas, and Dhyāna).

**Dependent Variable:** Spiritual Intelligence of the prospective teachers..

### 2.4 Assessment Criteria

The study utilized the Spiritual Intelligence Scale developed by Dr. Dhar S. and Dr. Dhar U. in 2010. This scale consists of 53 items, with response options such as Strongly Agree, Agree, Not Sure, Disagree, and Strongly Disagree. Participants were

encouraged to complete the scale quickly, though no time limit was imposed. The scale aimed to measure the spiritual intelligence of individuals based on their responses to various situations. The data collection process was conducted both before and after the intervention to measure the effect of the yogic practices on spiritual intelligence.

## 2.5 Yoga Intervention Module

The intervention involved a daily 50-minute session for 9 weeks (5 days per week), incorporating the following yogic practices:

**Shatkriyās:** (5 minutes) Jal Neti, Kapal Bhati.

**Yogic Sūksma Vyāyāma:** (10 minutes) Griva, Vaksasthala, Udara, Katī, and Pādāmula Śakti-Vikāśaka Kriyās.

**Āsana:** (15 minutes) Taḍasana, Tiryaktadasana, Padhasṭāṅgāsana, Kati Chakrasana, Hastotanāsana, Bhadrāsana, Vakrasana, Vajrasana, Uttan Mandukasana, Sashankāsana, Bhujangāsana, Shalabhasana, Dhanurasana, Uttanpadmasana, Setubandhasana.

**Prānāyāmas:** (15 minutes) Sūryabhedana, Bhrāmārī, and Nāḍīśodhana Prānāyāma.

**Dhyāna:** (5 minutes) Om chanting, meditation, and Shavāsana with awareness.

This structured regimen is designed to enhance physical, mental, and spiritual well-being, with a focus on improving spiritual intelligence.

## 3. ANALYSIS AND INTERPRETATION OF THE DATA

The current study aims to examine the impact of Yogic Interventions on Spiritual Intelligence. A total of 60 prospective teachers were selected, with 30 assigned to the Control group and 30 to the Experimental group. Pre- and post-intervention data were collected from both groups and analyzed in terms of their effects on Spiritual Intelligence. The Experimental group received Yogic Practices for a duration of 9 weeks.

As shown in the table and figure, the provided data represents the measurements of spiritual intelligence for a control group consisting of 30 prospective teachers, both before and after a certain period or intervention. At the initial assessment (pre-test), the mean spiritual intelligence score was 198.31 with a standard deviation of 18.44, indicating a moderate spread of scores around the mean. The median score was 199.00, with minimum and maximum scores ranging from 179.50 to 219.50.

At the subsequent assessment (post-test), the mean score slightly decreased to 197.55, and the standard deviation increased to 19.59, showing a slight increase in score variability. The median score slightly declined to 198.50. The post-test had a minimum of 176.50 and a maximum of 221.50.

Overall, these changes in statistical measures suggest minor variations in the spiritual intelligence scores of the control group over time, with a small decrease in the average score and an increase in variability. This data could be used to compare the control group with an experimental group to assess the impact of any interventions aimed at improving spiritual intelligence among prospective teachers.

As shown in the table, the provided data pertains to an interventional group of prospective teachers, focusing on their spiritual intelligence before and after a specific intervention. The group consists of 30 participants. At the pre-test stage, the mean score for spiritual intelligence was 199.55, with a median of 199.50. This indicates that the central tendency measures are closely aligned, suggesting a relatively symmetrical distribution of scores. The standard deviation at this stage was 20.89, pointing to a moderate spread of scores around the mean. The minimum and maximum scores recorded were 176.500 and 222.500, respectively.

Post-intervention, the data show a noticeable improvement in spiritual intelligence scores. The mean score increased to 215.27, and the median to 215.00, demonstrating a consistent improvement across the group. The standard deviation slightly increased to 21.076, which indicates that while the average score increased, the variability among scores remained relatively stable. The minimum score increased to 193.000, and the maximum score to 237.500, reflecting overall improvements across the board.

In summary, the intervention appears to have positively impacted the spiritual intelligence of the prospective teachers, as evidenced by the increase in mean and median scores, and the shift toward a more symmetrical and slightly peaked distribution of scores.

### 3.1 Yogic practices at the level of Spiritual Intelligence of prospective teachers.

A perusal of Table & figure the presented data reflects a study on the impact of an intervention on the spiritual intelligence of prospective teachers, comparing a control group and an experimental group through pre-test and post-test assessments. Both groups consisted of 30 participants each.

Initially, the pre-test results indicate that the control group had a mean spiritual intelligence score of 198.31 with a standard deviation (S.D.) of 18.44, while the experimental group had a mean score of 199.55 with an S.D. of 20.89. The standard error of the difference (SED) between the two means was calculated to be 5.087. The resulting t-value was 0.2437, which did not reach a level of statistical significance. This suggests that prior to the intervention, there was no significant difference in spiritual intelligence between the control and experimental groups.

In contrast, the post-test results show a notable difference. The control group's mean score slightly decreased to 197.55 with an S.D. of 19.59, whereas the experimental group's mean score increased significantly to 215.27 with an S.D. of 21.076. The SED for the post-test was 5.253, and the t-value was 3.3730, which is statistically significant. This indicates that the intervention had a positive and significant effect on the spiritual intelligence of the experimental group, as evidenced by their higher mean score compared to the control group after the intervention.

In summary, while the pre-test scores of both groups were statistically similar, the post-test scores reveal a significant improvement in the spiritual intelligence of the experimental group due to the intervention, contrasting with the control group, which showed no such improvement.

#### **4. DISCUSSION**

The current study aimed to evaluate the impact of Yogic interventions on the spiritual intelligence of prospective teachers. The findings indicate significant differences between the control and experimental groups, particularly after the intervention period. Initially, both groups had similar mean spiritual intelligence scores, suggesting no pre-existing differences in their spiritual intelligence levels. However, after the nine-week Yogic intervention, the experimental group demonstrated a marked improvement in their spiritual intelligence, while the control group showed a slight decline.

The results align with previous research indicating that Yogic practices can enhance various aspects of psychological well-being. For example, Sharma and Singh (2018) reported improvements in emotional intelligence among individuals participating in regular Yoga sessions. Their findings suggest that Yoga facilitates greater self-awareness and emotional regulation, which are essential components of spiritual intelligence. Furthermore, studies by Jain et al. (2020) also support the idea that Yogic practices can enhance individuals' capacity for empathy and social awareness, integral facets of spiritual intelligence.

The mean score increase in the experimental group suggests that the structured Yogic practices effectively fostered spiritual growth and development. The consistent rise in scores, alongside a more symmetrical distribution post-intervention, indicates not only an increase in the average level of spiritual intelligence but also a reduction in score variability, reflecting that more participants experienced similar enhancements in their spiritual capabilities. This finding resonates with the work of Choudhury et al. (2019), who noted that collective practices, such as those found in Yoga, create a shared experience that can strengthen group cohesion and collective spiritual intelligence.

The statistical significance observed in the post-test scores reinforces the notion that Yogic interventions can be a valuable tool for personal and professional development among prospective teachers. As educators, cultivating spiritual intelligence is crucial, as it enhances their ability to connect with students on a deeper level and promotes a holistic teaching approach. This is echoed by the findings of Dehghan et al. (2021), who found that teachers with higher spiritual intelligence reported greater job satisfaction and effectiveness in their teaching practices.

The study's findings contribute to the growing body of literature advocating for the integration of Yogic practices into educational frameworks to enhance spiritual intelligence among teachers. The results emphasize the importance of fostering spiritual development not only for personal well-being but also for creating a nurturing educational environment that benefits both teachers and students.

#### **5. CONCLUSION**

The analysis indicates that the implementation of Yogic interventions has a significant positive effect on the spiritual intelligence of prospective teachers. Initially, both the control and experimental groups exhibited similar levels of spiritual intelligence, suggesting no notable differences prior to the intervention. However, following the nine-week period of Yogic practices, the experimental group demonstrated a marked improvement in their spiritual intelligence scores, while the control group experienced a slight decline.

The statistical comparison of pre-test and post-test scores reveals that the experimental group not only increased their average score but also exhibited a shift towards a more symmetrical distribution of scores, suggesting greater overall enhancement in spiritual intelligence. In contrast, the control group maintained a stable yet lower score, highlighting the effectiveness of the Yogic interventions.

Overall, the findings underscore the value of incorporating Yogic practices in educational settings to foster spiritual development among prospective teachers. This study provides evidence supporting the hypothesis that Yogic interventions can significantly enhance spiritual intelligence, suggesting a beneficial avenue for personal and professional growth within the teaching profession. Further research could expand on these findings to explore long-term effects and additional benefits of Yogic practices in educational contexts.

#### **6. ACKNOWLEDGMENT**

Nil.

#### **7. AUTHOR'S CONTRIBUTIONS**

All the authors contributed equally to the design and execution of the article.

## 8. FUNDING

Nil.

## 9. ETHICAL APPROVALS

The study was approved by the Chandigarh Yog Institutional Ethical Committee (CYIEC).

## 10. CONFLICTS OF INTEREST

Nil

## 11. DATA AVAILABILITY

This is an original manuscript, and all data are available for review purposes only from principal investigators.

## 12. PUBLISHERS NOTE

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Table No. 1: Descriptive Statistics of Spiritual Intelligence for Pre- and Post-Phase of the Control Group of Prospective Teachers

Spiritual Intelligence (Control Group)		
	Pre-test	Post-test
N	30	30
Mean	198.31	197.55
Median	199.00	198.50
Std. Deviation	18.44	19.59
Minimum	179.500	176.500
Maximum	219.500	221.500

Table No. 2 - Descriptive Statistics of Spiritual Intelligence for Pre- and Post-Phase of the Interventional Group of Prospective Teachers

Spiritual Intelligence (Interventional Group)		
	Pre-test	Post-test
N	30	30
Mean	199.55	215.27
Median	199.50	215.00
Std. Deviation	20.89	21.076
Minimum	176.500	193.000
Maximum	222.500	237.500

Table No. 3: Descriptive Statistics of Spiritual Intelligence at Pre-test and Post -test Scores of Control and Experimental Groups of Prospective Teachers

Groups	N	Mean	S.D	SE <sub>D</sub>	t-value	Level of Significance
Pre-Test Control Group	30	198.31	18.44			
Experimental Group	30	199.55	20.89	5.087	0.2437	Not Significant
Post-Test Control Group	30	197.55	19.59			
Experimental Group	30	215.27	21.076	5.253	3.3730	Significant

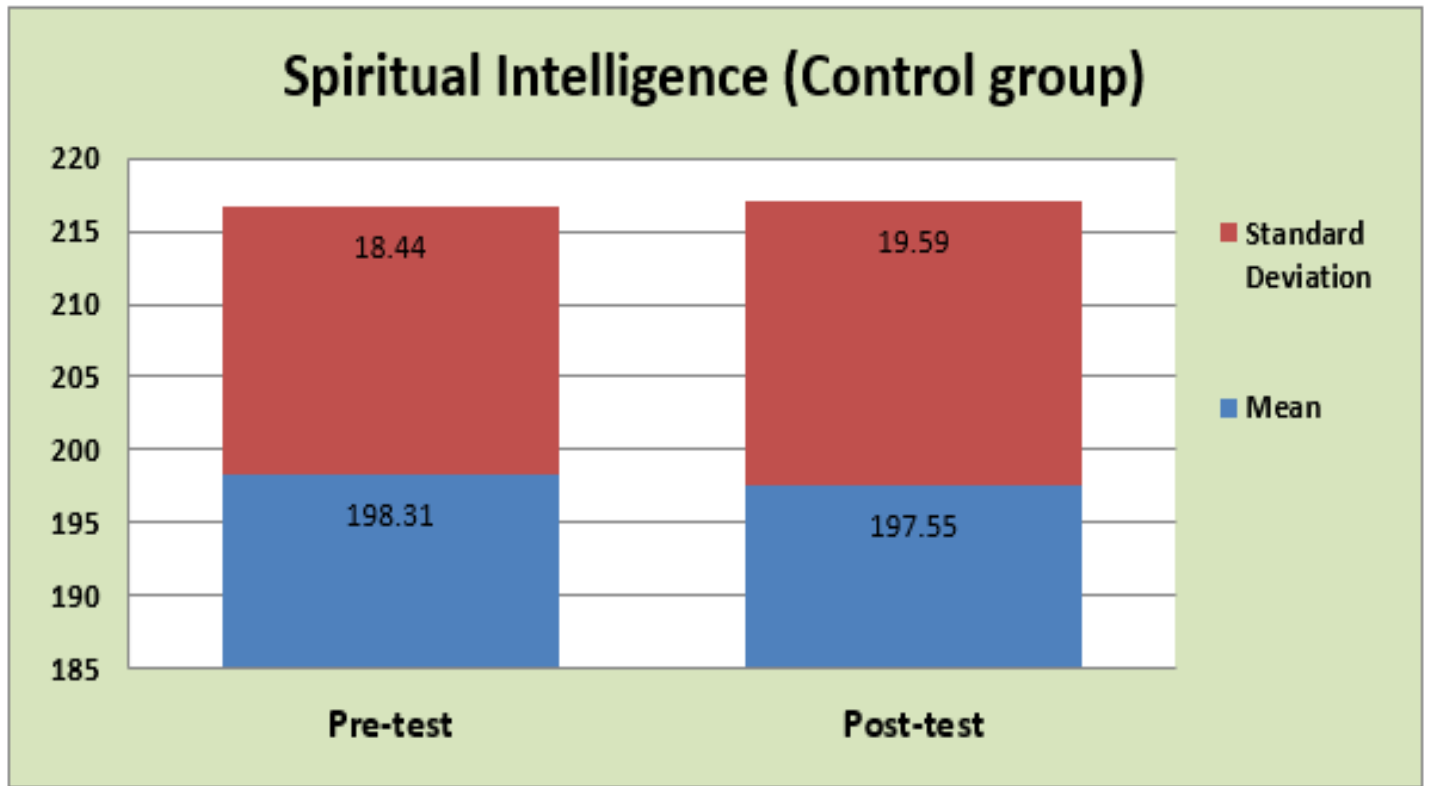


Figure No. 1: Mean value and SD of Spiritual Intelligence for Pre- and Post-Phase of Control Group of Prospective Teachers

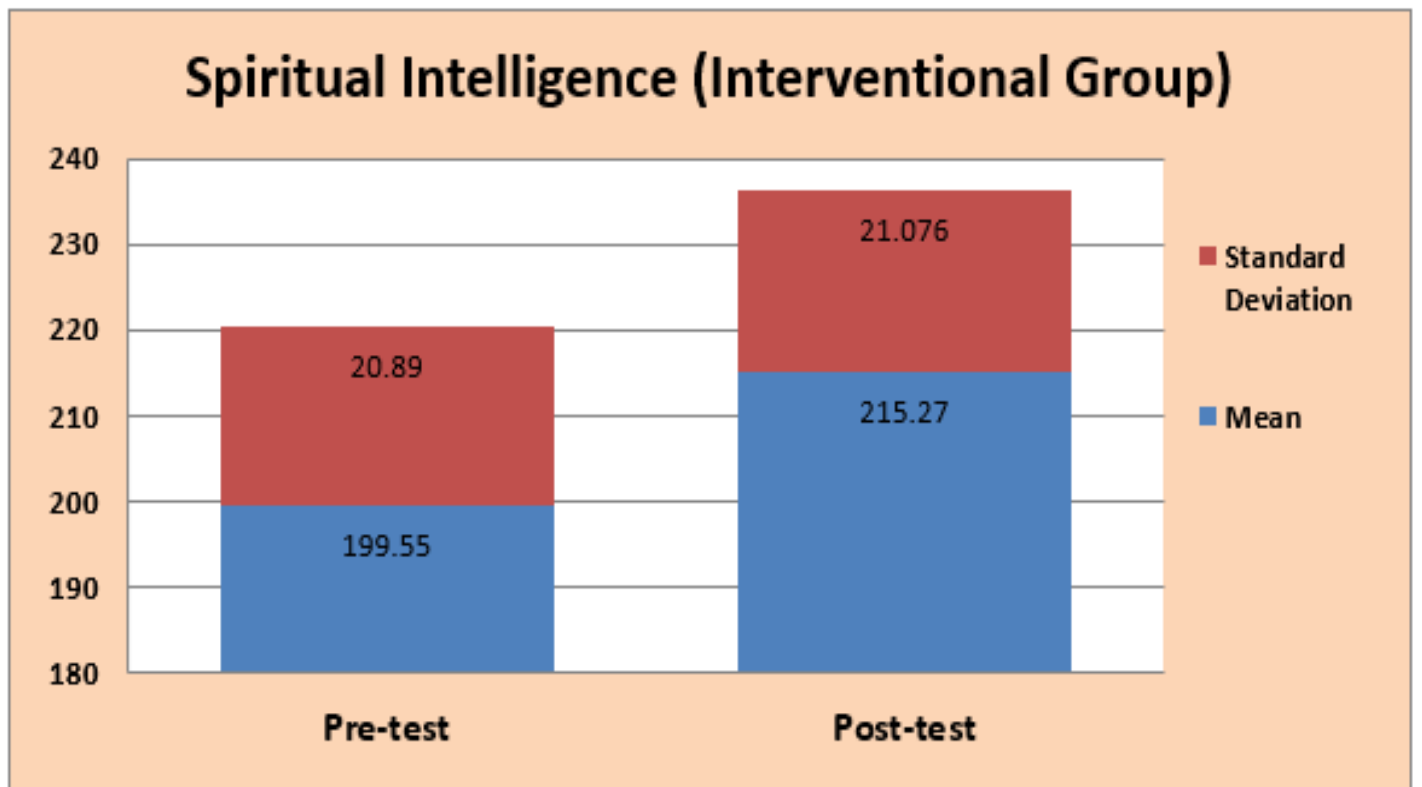


Figure No. 2: Mean value and SD of Spiritual Intelligence for Pre- and Post-Phase of Interventional Group of Prospective Teachers

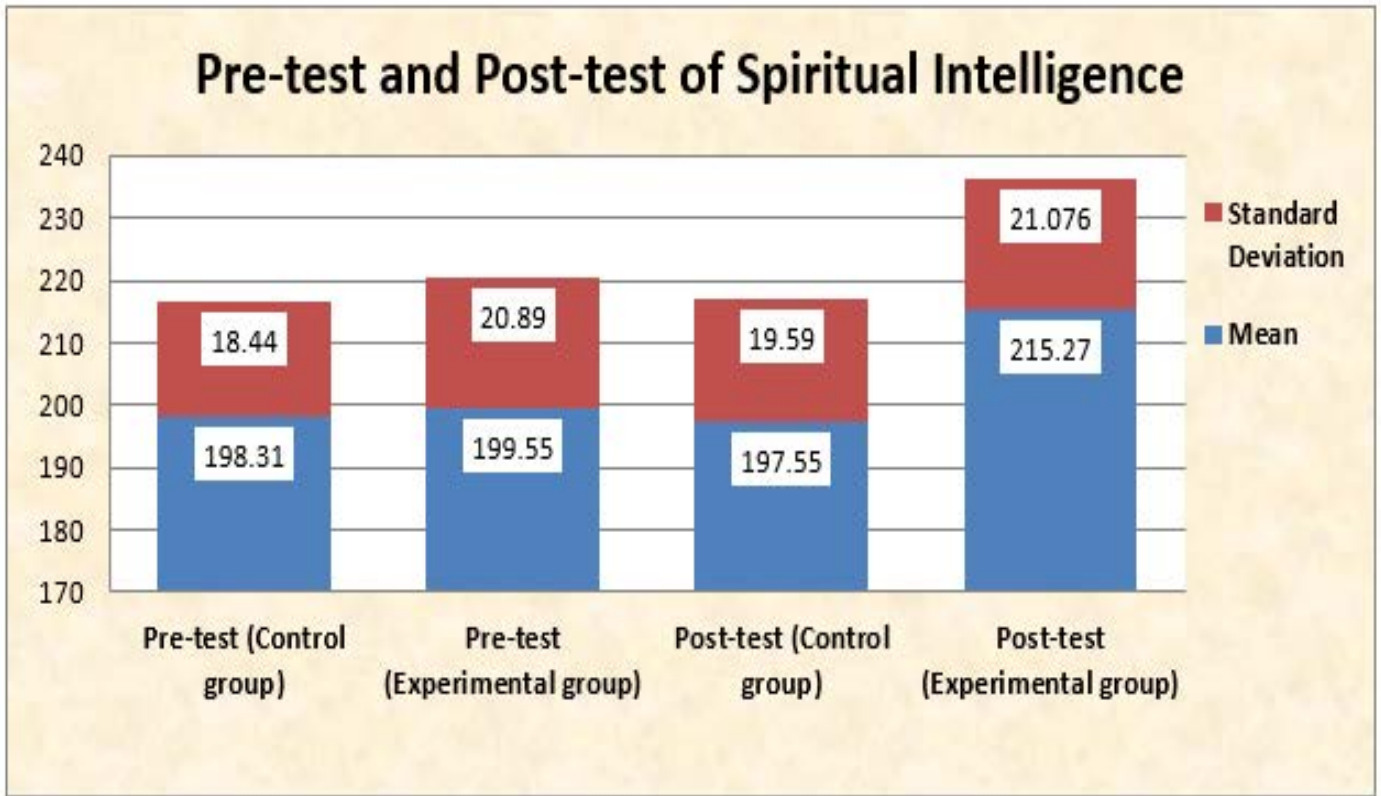


Figure No. 3: Mean Scores with Standard Deviation of Pre-test and Post-test Scores of Spiritual Intelligence of Prospective Teachers