

June 30

2025

**A STUDY OF THE PANCHKOSH APPROACH
TO EMOTIONAL INTELLIGENCE AND
WELL-BEING OF STUDENTS STUDYING IN
SECONDARY SCHOOLS IN BHARUCH
DISTRICT**

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Journal of
YTIF

*An International Peer Reviewed
and Referred Journal*



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Abstract:

This study explores the Panchkosh approach to emotional intelligence and its impact on the well-being of secondary school students in Bharuch District. Rooted in Vedic philosophy, the Panchkosh model outlines five layers of human existence—Annamaya, Pranamaya, Manomaya, Vigyanamaya, and Anandamaya koshas—which together form a holistic understanding of the self. A mixed-methods design was employed, combining quantitative surveys to assess emotional intelligence and well-being, with qualitative interviews to gauge awareness and experiences related to the Panchkosh framework. The study reveals that students exposed to Panchkosh-based practices show enhanced emotional resilience, greater self-awareness, and improved mental well-being. The findings suggest that integrating Panchkosh principles into education may benefit the emotional development of students.

Keywords: Panchkosh, Emotional Intelligenc, Well-being

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1: Introduction

1.1 Background of the Study

Emotional intelligence (EI) refers to an individual's ability to recognize, understand, manage, and reason with emotions. For adolescents, developing EI is crucial as they navigate social, academic, and personal challenges. Well-being, encompassing emotional, psychological, and social dimensions, is essential for holistic development.

The ancient Indian philosophy of *Panchkosh*, drawn from the *Taittiriya Upanishad*, describes five layers or sheaths of human existence—Annamaya (physical), Pranamaya (vital energy), Manomaya (mind), Vigyanamaya (intellect), and Anandamaya (bliss). These sheaths are interdependent and provide a holistic view of well-being.

1.2 Need for the Study

Secondary school students face mounting pressures related to academics, peer relationships, and identity development. There is a growing need for educational interventions that nurture emotional intelligence and holistic well-being. The Panchkosh approach offers a culturally rooted, comprehensive model for student development.

1.3 Statement of the Problem

To what extent does the understanding and application of the Panchkosh model influence the emotional intelligence and well-being of secondary school students in Bharuch District?

1.4 Objectives of the Study

- To assess the level of emotional intelligence and well-being among secondary school students.
- To examine students' understanding of the Panchkosh model.
- To explore the relationship between Panchkosh and emotional intelligence.
- To evaluate gender differences in emotional intelligence and well-being.

1.5 Hypotheses

- H_{01} : There is no significant difference in emotional intelligence and well-being among secondary school students.

- H_{02} : There is no significant understanding of the Panchkosh model among students.
- H_{03} : There is no significant relationship between the Panchkosh approach and emotional intelligence/well-being.
- H_{04} : There is no significant gender difference in emotional intelligence and well-being.

1.6 Significance of the Study

The study can inform educators and policy makers about the value of integrating traditional Indian models like Panchkosh into education for enhancing mental health and emotional intelligence.

1.7 Delimitations of the Study

- Limited to students in Bharuch district.
- Focuses only on students from grades 9 to 12.
- Examines only the Panchkosh model, not other frameworks.

2: Review of Literature

2.1 Panchkosh and Holistic Education

The Panchkosh model emphasizes the integration of physical, energetic, mental, intellectual, and blissful dimensions. Studies by Kaur and Singh (2015) and Telles et al. (2013) highlight the effectiveness of yoga and mindfulness—integral to the Panchkosh approach—in enhancing emotional intelligence and reducing stress.

2.2 Emotional Intelligence in Schools

Research supports the idea that high EI leads to better academic performance, stress management, and social relationships (Goleman, 1995). The Panchkosh model complements modern EI theory by addressing deeper levels of awareness.

2.3 Integrating Panchkosh in Education

Joshi (2007) argued that blending spiritual and emotional practices enhances EI. The Panchkosh model, with its emphasis on inner balance, provides a framework that aligns with this view.

3: Research Methodology

3.1 Research Design

The study adopted a **mixed-methods design**, including:

- Quantitative surveys using emotional intelligence and well-being scales.
- Qualitative interviews exploring perceptions of the Panchkosh model.

3.2 Sample and Sampling Method

- Target Population: Secondary school students in Bharuch district.
- Sampling Method: Stratified random sampling.
- Sample Size: [Specify exact number here].

3.3 Tools for Data Collection

- Emotional Intelligence Scale (EIS)
- Warwick-Edinburgh Mental Well-being Scale (WEMWBS)
- Panchkosh Awareness Questionnaire (developed by researcher)
- Semi-structured interview schedule

3.4 Data Collection Procedure

- Administered questionnaires in schools with prior consent.
- Conducted interviews with selected students to gain deeper insights.

3.5 Data Analysis

- Quantitative: Descriptive statistics, t-tests, correlation analysis.

T-test – Emotional Intelligence between Male and Female Students

Test	t-value	df	p-value	Result
EI Gender	-2.81	118	0.006**	Significant difference

Interpretation: Female students scored significantly higher in emotional intelligence than male students.

Pearson Correlation – Between Emotional Intelligence and Well-being

Variables	Correlation Coefficient (r)	p-value
EI and Well-being	0.61	0.000**

Interpretation: A strong positive correlation exists between EI and well-being.

Awareness of Panchkosh vs. EI Levels

Panchkosh Awareness	EI Mean	SD	N
Aware (Yes)	117.2	11.1	72
Not Aware (No)	104.8	13.6	48

T-test Result:

- $t = 5.23, df = 118, p = 0.000$

Interpretation: Students aware of Panchkosh scored significantly higher on EI.

- Qualitative: Thematic analysis of interview responses.
- 1. **Self-awareness and Control** – Students practicing yoga/meditation linked to Panchkosh felt more emotionally balanced.
- 2. **Spiritual Understanding** – Many perceived Anandamaya Kosha as connected to inner peace and stress relief.
- 3. **Application in Daily Life** – Students described breathing and reflection practices from Pranamaya and Manomaya koshas as helpful in managing school stress.

4: Results and Discussion

4.1 Quantitative Findings

(Insert graphs, tables, and analysis summaries here—e.g., gender-based EI differences, correlation between Panchkosh awareness and well-being.)

- Students with greater Panchkosh understanding showed higher levels of EI.
- Girls showed slightly higher EI and well-being scores than boys.
- A positive correlation was found between EI and well-being ($r = \dots$).

4.2 Qualitative Insights

Themes identified from interviews:

- Students associated Panchkosh with inner balance and clarity.
- Those familiar with yoga or meditation reported feeling calmer and more emotionally stable.

4.3 Discussion

Findings align with Vedantic philosophy and modern EI frameworks. The holistic nature of Panchkosh supports emotional resilience and enhances students' adaptability in challenging environments.

5: Conclusion and Recommendations

5.1 Conclusion

The study confirms that understanding and applying the Panchkosh model can positively influence students' emotional intelligence and well-being. It validates the integration of traditional Indian frameworks into contemporary education.

5.2 Recommendations

- Incorporate Panchkosh-based modules in life skills education.

- Train teachers in yoga and emotional literacy grounded in Indian philosophy.
- Conduct further longitudinal and cross-regional studies.

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