CHAPTER - V

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5.0 Introduction

In the present investigation, an attempt has been made to find out the effectiveness of Positive Therapy in managing the anxiety and enhancing the self-esteem of students studying in Standard X. This chapter summarizes the findings which have been analyzed in different sections of the chapter IV. The salient findings of the study are brought together in this chapter. Besides the major findings emerging from the study, the researcher also presents areas for further research and the recommendations of the study in the light of the present investigation. The salient findings of the study are summarized below:

5.1 Inferences through Anxiety Inventory

The Findings emerged out of this study are summarized below:

1. Positive Therapy reduced the Negative Emotions of students. Gender did not influence the Negative Emotions.

2. Introduction of Positive Therapy was found to be significantly beneficial to the students reducing the overall Anxiety and Anxiety Type I, II, III and IV.

3. Both Boys and Girls showed reduction in Anxiety level after introduction of Positive Therapy. However there was no significant difference between Boys and Girls in Anxiety level.

4. The students from Urban and Rural areas did not show any significant difference in their Anxiety. However in Type III Anxiety, the students from Urban locality showed significant reduction (M=6.75) than students from Rural locality (M=8.33).
5. When comparing the influence of Income on Anxiety level, there was a significant difference in the posttest scores of students. The students belonging to the Family Income between 3001-6000, showed significant reduction ($t=2.84$) in their Anxiety than students in other Income groups. But in Anxiety Type III there was a significant difference between the Pretest scores of different Income groups. The students belonging to Income group 6001-10000 showed reduced Anxiety ($t=2.54$) followed by students belonging to the Income group 3001-6000 ($t=2.8$), than all other groups.

6. Order of birth did not influence the Anxiety of students. Students in different order of birth exhibited same level of Anxiety.

7. Educational Status of Father did not influence the Anxiety level. However it was found that in the pretest score of Anxiety Type I the students whose Father possessed Graduation manifested higher Anxiety than students whose Father possessing Higher Secondary or High school education.

8. The Education of Mother did not influence the Anxiety level of the students. However the students whose Mothers possessed Graduation showed greater anxiety in Type III (Posttest) than illiterate mothers, mothers with High and Higher Secondary Education.

9. Occupation of Father did not influence the Anxiety level of students.

10. Anxiety was found to be interactive between Gender and Locality.

5.2 Inferences through Self-Esteem Scale

1. Positive Therapy helped to enhance the Self-Esteem of the sample.

2. Self Esteem was found to be independent of interaction between Gender and Locality.
3. Family Income did influence the Self Esteem of students. The students belonging to the Family Income of above Rs. 10,000/- showed high Self Esteem than students belonging to less than 10,000 rupees Family Income.

4. Education of Father and Order of Birth did not influence Self Esteem. However Education of Mother influences Self Esteem. Children whose Mothers possessing collegiate education showed higher Self Esteem than all other lower educational status of mothers.

5. Occupation of Father did not influence Self Esteem of students.

6. There is a significant negative correlation between Anxiety and Self-Esteem.

5.3 Discussion

In any research study, it is desirable to discuss the results in the light of the previous research findings to make certain recommendations. In the present investigation, the investigator studied the efficacy of positive therapy in the management of anxiety and enhancement of self esteem. Six main variables namely the gender, locality, educational status of father, educational status of mother, family income and order birth were used to find out the difference if any, in the management of anxiety and enhancement of self esteem. Though studies on anxiety and self esteem have been pursued by earlier researches, specific researches on the selected variables of this study were not explored. The past research findings support the present findings and they are discussed below:

The first objective of this investigation was to study the influence of positive therapy on negative emotions. The present finding revealed that positive therapy reduced the negative emotions. This finding is supported by Gains (2008), Tiffany et al. (1996) and Rasaid and Parish (1998) which showed
that relaxation and stress reduction techniques like breathing exercises reduced the negative emotions such as aggressive behaviour.

While analyzing the efficacy of positive therapy on reduction of anxiety, it was found that positive therapy reduced the level of anxiety. This finding conforms to the result of the study by Johnson et al (2009) showed a significant decrease in the mean anxiety scores of experimental group due to relaxation therapy.

Another objective was to find out the influence of family income on self esteem of students. The findings showed that students belonging to higher income group (above Rs. 10000/-) in the present study showed that high self esteem than students of low family income. The higher family income in the study showed higher social and economic effects of the family. This finding is consistent with the study conducted by Mark (2006), Mandara and Murrey (2000) and James (1989).

One of the objectives of the study was to investigate the influence of gender on anxiety. In analyzing the data related to this objective, gender did not significantly influence anxiety level.

The present finding is inconsistent with the results of this study conducted by Byrne (2000) which showed that boys exhibited significant decrease in anxiety than girls.

An other objective was to identify the correlation between anxiety and Self-Esteem. The finding showed that greater the anxiety, lower the Self-Esteem. This finding is consistent with many studies conducted earlier. Moretti and Higgins (1990) and Brown (1998) inferred that high Self-Esteem is related to many positive behaviours and life outcomes. Robert (1996) found that low Self-Esteem seems to operate as a predisposing and contributing factor in the development of depression and anxiety.
5.4 Recommendations of the Study

The present investigation is a need based one. When the present world is galloping towards new developments, people have become mechanical in their life style, and the stress and strain due to anxiety invade the happiness of the human from infant to the aged, a research like this attempted to study the effectiveness of positive therapy, indeed, contributes significantly towards students, parents, managements of schools and policy making as well. The recommendations based on the results of the study are as follows:

The study revealed that the positive therapy helps in reducing the negative emotions and the anxiety of the students significantly. It is also inferred from the study that the self-esteem of students improved significantly through positive therapy. Hence the study recommends that,

- Students may be given thorough orientation on the nature, the functions, and the techniques to identify and manage the negative emotions and the level of anxiety. It also be the recommendation that students may be given knowledge and training on the methods of enhancing their self-esteem.

- School life brings variety of stressors in different situations to different learners. Hence the present study recommends that the academicians and the authorities may work out modalities to develop lifelong habits that will help the students achieve success in their life.

- Anxiety and negative emotions are common among a majority of the school children. Hence this study recommends that, the teachers must be trained to identify and learn about the social, academic, and other hidden causes for anxiety among their children and offer anxiety releasing therapy to them.

- The government and the authorities should insist the management of schools to have a counsellor cell in their institution to help children with
psychological problems like anxiety, negative emotions, low self-esteem etc., and to guide those children to involve into developmental activities.

- The study recommends that the positive therapy may be incorporated in the curriculum and necessary measures may be taken to facilitate students to practise the therapy regularly to improve their psychological well beings.

- The schools must have a place which is accessible to students and teachers to practice the therapy freely and flexibly. One therapist may be appointed in schools to provide necessary practises to students and teachers.

- Families, school authorities and the society may help children to have positive social relationship by creating a supportive environment that can bolster student’s self-esteem.

- Students need to be encouraged to read motivational books as they encourage an individual to continue and pursue their goal of achieving self-esteem.

5.5 Suggestions for Further Research

A research study would be incomplete if it does not provide necessary guidelines as well as potential research topics, for further exploration. The following suggestions are made for further research in this area.

- This study was conducted in Coimbatore district only. This may be extended to other districts in the State and other States in the country.

- Only the students studying in standard X were taken for this study. This can be extended to other levels like higher secondary, arts and science colleges and professional colleges also.
The students who are in normal behaviour were taken for this research study. A study may be conducted among dyslexic children and also gifted students.

Only the effectiveness of positive therapy on anxiety and self-esteem were considered for this study. A study may be conducted to find out the effectiveness of positive therapy on the achievement of students.

This study was conducted for the students of State Board Education only. This may be extended to the students of other patterns of education such as Matriculation education, CBSE and ICSE.

A comparative study may be conducted to find out the relationship between the self-esteem and academic achievement of students.

A study may be conducted to identify the relationship between the parenting methods and anxiety.

A study may be conducted to identify the relationship between the type of family and its influences on self-esteem of the children.

5.6 Conclusion

A research activity in a specific area is just the beginning of the exploration of the unidentified treasures in that area. In the prevailing mechanical environment the life of present generation are in the clinches of the internal enemies like the anxiety, which has eaten away the normal living of the pupil, and the low self-esteem, which brings down the ability to the level less than the required. The management of anxiety and the enhancement of self-esteem are the need of the day. Hence, the best method to invade these enemies is to know them thoroughly. Many therapies have come up to fight against these enemies, but they could not reap the expected result. Therefore the present study has opened up new horizons in the midst of pupils, parents, management of schools, and the society. Practising any therapy without knowing its effectiveness may produce an adverse effect on the future of the
student community and it may suppress the ability of the children. Hence, the awareness on the effectiveness of the therapy certainly rescues the students from the adverse effects.

It is inferred from the study that the positive therapy yields effective results in reducing the negative emotions of students and managing the anxiety. It also increases the self-esteem of the students who practised the therapy. So, along with the school routine, a suitable time may be allotted for students to practise the therapy in schools. This study also help the administrators and the policy makers to know the positive effects of the therapy and pave the way in taking the right decision in redesigning the curriculum and restructuring the school activities to fulfill the psychological gap of the learners. In this stressful society, the future of education and life of young buds depend upon how well a strong network is created between the academic ability and the psychological stability of students. The better awareness on the effectiveness of the positive therapy can really help pupils, parents, and the society in making a better choice on the therapy and that have a direct influence on the personality development and overall performance of students. This is a kind of situation that the country will be looking for in the future.