CHAPTER-V

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5.1 Introduction
In quantitative research, the amount of data measured can be enormous. Data not prepared to be analyzed is called "raw data". The raw data is often summarized as something called "output data", which typically consists of one line per subject (or item). A cell of the output data is, for example, an average of an effect in many trials for a subject. The output data is used for statistical analysis, e.g. significance tests, to see if there really is an effect.

The aim of an analysis is to draw a conclusion, together with other observations. The researcher might generalize the results to a wider phenomenon, if there is no indication of confounding variables "polluting" the results.

If the researcher suspects that the effect stems from a different variable than the independent variable, further investigation is needed to gauge the validity of the results. An experiment is often conducted because the scientist wants to know if the independent variable is having any effect upon the dependent variable. Variables correlating are not proof that there is causation.

Experiments are more often of quantitative nature than qualitative nature, although it happens.

5.2 Major findings of the research:- (1 to 13)

5.2.1 From the 3-Way ANOVA Table-1 for Experiment Group-

1. i) Observed F for Category (i.e. General and SC/ST) and Interactions are not significant for the Experiment Group.

ii) The Null Hypothesis is not accepted for Tests (Pre Test and Post Test) and Gender (i.e. Boys and Girls) because these factors affect the performance of the mental health test significantly for the Experiment Group.
5.2.2 From the 3-Way ANOVA Table-2 for Control Group-

2. i) Observed F for Category (i.e. General and SC/ST), Two-way interactions (except the interaction effect of Test and Gender) and the Three-way interaction are not significant for the Control Group.

   ii) The Null Hypothesis is not accepted (at 0.05 level) for the interaction effect of Test and Gender. Hence it is seen that Test and Gender are not independent to each other for the Control Group.

   iii) From the above table it is seen that the Null Hypothesis is not accepted (at 0.01 level) for Tests (Pre Test and Post Test) and Gender (i.e. Boys and Girls). But, as their interaction is significant, the main effects (i.e. Test and Gender) involving terms of the significant interaction are not considered meaningful for the Control Group.

5.2.3 From the t-Test table-1 (Control Group Vs. Experiment Group of Students)

It is observed (Control Group and Experiment Group of Students) that-

1. In case of dimensions A, B, E, F, G and Total (i.e. combining all the dimensions), the average responses of Students of Experiment Group are comparatively better than Control Group and for dimensions C and D, the average responses of Students of Control Group are more or less equal to Experiment Group.

2. In case of dimensions A, B, F, G and Total (i.e. combining all the dimensions), the mean differences between the scores obtained by the students of Control Group and Experiment Group are significant at 0.01 level and for the dimension E, the same is significant at 0.05 level.

3. In case of dimensions C and D, the mean difference between the scores obtained by the students of Control Group and Experiment Group are not significant at both levels

   A- Self Confidence, B- Anxiety, C-Emotion, D-Mental Conflict, E- Frustration, F-Depression, and G-Tension.)

   So Null Hypothesis is rejected totally.
5.2.4 From the t-Tests table-2 (Control Group Vs. Experiment Group of Boys):

It is observed (Control Group and Experiment Group of Boys) that-

3) i) In case of all the dimensions A to G (i.e. Self-Confidence-A, Anxiety-B, Emotion-C, Mental Conflict-D, Frustration-E, Depression-F, and Tension-G) (separately & jointly), the average response of Experiment Group (Boys) is comparatively better than the Control Group (Boys) in Post test.

   ii) In case of the dimensions Self-Confidence, Anxiety, Frustration, Depression, Tension and Total (i.e. combining all the dimensions), the mean difference between Control Group (Boys) and Experiment Group (Boys) are significant at 0.01 level and in case of dimension C, the same is significant at 0.05 level.

   iii) In case of dimension D i.e. Mental Conflict, the mean difference between Control Group (Boys) and Experiment Group (Boys) are not significant at both levels. So Null Hypothesis is rejected totally.

5.2.5 From the t-Table-3 (Control Group Vs. Experiment Group of Girls):

It is observed (Control Group and Experiment Group of Girls) that-

4) i) In case of dimensions Self-Confidence-A, Anxiety-B, Tension-G And Total (i.e. combining all the dimensions), the average response of Experiment Group (Girls) is comparatively better than the Control Group (Girls) in Post test.

   ii) In case of dimensions Self-Confidence-A, Anxiety-B, Mental Conflict-D, Tension-G and Total (i.e. combining all the dimensions), the mean differences between Control Group (Girls) and Experiment Group (Girls) are significant at 0.01 level and in case of dimension Emotion-C, the same is significant at 0.05 level.

   iii) In case of dimensions Frustration-E and Depression-F, the mean differences between Control Group (Girls) and Experiment Group (Girls) are not significant at both levels. So Null Hypothesis is rejected totally.
5.2.6 From the t-Table-4 (Control Group Vs. Experiment Group of General Students):

It is observed (Control Group and Experiment Group of General Students) that-

5) i) In case of dimensions Self-Confidence, Anxiety, Frustration, Depression, Tension and Total (i.e. combining all dimensions), the average response of Experiment Group (General Students) is comparatively better than the Control Group (General Students) in Post test.

ii) In case of dimensions Self-Confidence, Anxiety, Tension, and Total (i.e. combining all the dimensions), the mean differences between Control Group (General Students) and Experiment Group (General Students) are significant at 0.01 level and in case of dimension Depression, the same is significant at 0.05 level.

iii) In case of dimensions Emotion, Mental Conflict, and Tension, the mean differences between Control Group (General Students) and Experiment Group (General Students) are not Significant at both levels. So Null Hypothesis is rejected totally.

5.2.7 From the t-Table-5 (Control Group Vs. Experiment Group of SC/ST Students):

It is observed (between Control Group and Experiment Group of SC/ST Students) that-

6) i) In the case of dimensions Self-Confidence, Anxiety, Emotion, Frustration, Tension and Total (i.e. combining all the dimensions), the Average response of Experiment Group (Schedule Cast & Schedule Trive i.e. SC/ST) is comparatively better than the Control Group (SC/ST, i.e. Schedule Cast & Schedule Trive) in Post test.

ii) In case of dimensions Self-Confidence, Anxiety, Tension and Total (i.e. combining all the dimensions), the mean differences between Control Group (SC/ST) and Experiment Group (SC/ST) are Significant at 0.01 level.

iii) In case of dimensions Emotion, Mental Conflict, Frustration and Depression, the mean differences between Control Group (SC/ST) and Experiment Group (SC/ST) are not significant at the both levels. So Null Hypothesis is rejected totally.

5.2.8 From the t-Table-6 (Boys Vs. Girls of Experiment Group)

It is observed (between Boys & Girls of Experiment Group) that-
7) i) In case of dimensions Self-Confidence, Emotion, Mental Conflict, Frustration, Depression and Total (i.e. combining all the dimensions), the average responses of Boys are comparatively better than Girls of Experiment Group in Post test and for the rest of the dimension Girls’ average responses are better than the Boys.

ii) In case of dimensions, Emotion, Mental Confidence Frustration, Depression and Total (i.e. combining all the dimensions), the mean differences between Boys and Girls of Experiment Group are significant at 0.01 level.

iii) In case of dimensions Self-Confidence, Anxiety and Tension, the Mean differences between Boys and Girls of Experiment Group are not significant at both levels. So Null Hypothesis is rejected totally.

5.2.9 From the t-Table-7 (General Vs. SC/ST Students of Experiment Group)
It is observed (between General & SC/ST Students of Experiment Group) that-

8) i) In case of all dimensions and Total (i.e. combining all the dimensions), the average responses of SC/ST students are comparatively better than General Group students of Experiment Group in Post test.

ii) In case of dimensions Self-Confidence, Emotion, Mental Conflict, Frustration, Tension and (i.e. combining all the dimensions), the mean differences between General students and SC/ST students of Experiment Group are significant at 0.01 level.

iii) In case of dimensions Anxiety and Tension, the mean differences between General students and Sc/ST students of Experiment Group are not significant at both levels. So Null Hypothesis is rejected totally.

5.2.10 From the t-Table-8 (Pre Test Vs. Post Test of Boys):
It is observed (between Pre & Post Test of Boys) that-

9) i) In case of all dimensions and Total (i.e. combining all the dimensions), The average responses of Experiment Group of Boys in Post test are comparatively better than the Boys in Pre test.
ii) In case of dimensions Self-Confidence, Emotion, Mental Conflict, Frustration, Depression, Tension and Total (i.e. combining all the dimensions), the mean differences between the Pre test and Post Test of Experiment Group of Boys are significant at 0.01 level and in case of dimension Anxiety, the same is significant at 0.05 level. So Null Hypothesis is rejected totally.

5.2.11 From the t-Table-9 (Pre Test Vs. Post Test of Girls)

It is observed (between Pre & Post Test of Girls) that-

10) i) In case of all dimensions and Total (i.e. combining all the dimensions), Except dimension Emotion, the average responses of Experiment Group of Girls in Post test are comparatively better than the Girls in Pre test.

ii) In case of all dimensions Self-Confidence, Anxiety, Frustration, Depression, Tension and Total (i.e. combining all the dimensions), the mean differences between the Pre test and Post test of Experiment Group of Girls are significant at 0.01 level.

iii) In case of dimensions Emotion and Mental Conflict, the mean differences between the Pre test and Post test of Experiment Group of Girls are not significant at both levels. So Null Hypothesis is rejected totally.

5.2.12 From the t-Table-10 (Pre Test Vs. Post Test of General Students)

It is observed (between Pre & Post Test of General Students) that-

11) i) In case of all dimensions and Total (i.e. combining all the dimensions), the average responses of Experiment Group of General students in Post test are comparatively better than the General students in Pre test.

ii) In case of dimensions Self-Confidence, Anxiety, Frustration, Depression, Tension and Total (i.e. combining all the dimensions), the Mean differences between the Pre test and Post test of Experiment Group of General students are significant at 0.01 level.

iii) In case of dimensions Emotion and Mental Conflict, the Mean differences between the Pre test and Post test of Experiment Group of General students are not significant at both levels. So Null Hypothesis is rejected totally.
5.2.13 From the t-Table-11 (Pre Test Vs. Post Test of SC/ST Students)
It is observed (between Pre & Post Test of SC/ST Students) that-

12) i) In case of all dimensions and Total (i.e. combining all the dimensions), the average responses of Experiment Group of SC/ST students in Post test are comparatively better than the SC/ST students in Pre test.

   ii) In case of dimensions Self-Confidence, Anxiety, Mental Conflict, Frustration, Depression, Tension and Total (i.e. combining all the dimensions), the mean differences between the Pre test and Post test of Experiment Group of SC/ST students are significant at 0.01 level.

   iii) In case of dimension Emotion, the mean differences between the Pre test and Post test of Experiment Group of SC/ST students are not significant at both levels. So Null Hypothesis is rejected totally.

5.2.14 From the Corelation Coefficient (Yoga and Mental Health):

13) This Coefficient Corelation result (+0.066) means that when the Yoga Score increases, the Mental Health Test Score also tends to increase; but this corelation coefficient value is very weak and also not significant.

   Therefore the researcher finally concludes that Yoga has an affect on mental health.

5.3 Discussion
Throughout the experimental research made by the researcher over the year it has been realized in every step of experiment that the Yoga associated with Indian civilization from its dawn had spread its wings not only over the cultural life but also over the economic and social life of human beings all over the globe. Irrespective of its spiritual side, Yoga has a vital role to play over the therapeutic value of human beings. The practice of Yoga may lead a human being to explore the whole world with its magic strength as an atom can do through its explosion.

   Lord Krishna the most colourful character of Mahavaratian age controlled the whole war of Kurukshetra as he was Yogashwar, the king of Yoga. Where the Lord Krishna, the king of Yoga, rides on a same boat with Partha, the Lord of arms, nothing
In the present age of advanced technology associated with stress, tension, depression and frustration, Yoga may be the rader of life which can lead a life of depression to an ocean of tranquility. Over last few decades researchers have been made over Yoga following the scientific methodology and undoubtedly it has been proved that Yoga has defensive, sustensive and remedial power to overcome the negative elements of mental health. It is needless to say that mental health is no less important than physical health to get success in every sphere of life.

We have started a new century. In true sense we are the members of the globe covered by globalization, netted by the internet and communicated by universal communication system, the new children of modern civilization but we are anxious about the fate of 21st century where the fear of third world war is near a child but dionosaur of frustration, depression and tension may lead the whole human nation to the fate of the vast world.

The black side of economic, technical and scientific development of the world has touched every corner. Even the school students are not out of its purview. The students, particularly in the age group of adolescence period are very much sensitive to the negative factors of mental health. In return they are being affected by loss of memory, diabetic, restlessness, loss of mental peace and on the other side criminal activity among the students are increasing. Here Yoga has an important role to play. During the experimental study it has been noticed that school students have very positive attitude towards Yoga and Pranayama and they enjoyed the task very much followed by sensitive and overwhelming response to Yoga teacher.

Thanks to the behavioural scientist, researchers and mankind-well-wishers, who have sacrificed their lives, spirits and everything to overcome, or to reduce the effect of black hole created by negative elements of mental health over human life. It has been also proved that Yoga and Pranayama can lead a human being to achieve a fruitful and unbound life through normal practice, continuity and positive habit.

Practice of Yoga will raise the level of self-confidence, make an emotional man stable, settle the mental conflict and will reduce the level of frustration, tension,
The researcher found that his findings are supported by various research works made by previous research workers on the light of studied subject, some of which may be referred to as follows-

1. **Khumar, S. S, Kaur P. & Kaur S. (1993).** Effectiveness of Shavasana on depression among university students. In this study the results revealed that (1) Yoga was an effective technique for alleviating depression and (2) continuation of the treatment for a longer period resulted in a significantly increased positive change in the Ss (Shavasana). (National study.)

2. **Murugesan R., Govindarajulu, N., & Bera, TK. (2000).** Effect of selected yogic practices on the management of hypertension. The result of pre-post test revealed that both the treatment stimuli (i.e., yoga and drug) were effective in controlling the measures of hypertension. National study.

3. **Woolery, A., Myers, H., Sternlieb, B. & Zeltzer L. (2004).** A yoga intervention for young adults with elevated symptoms of depression. In this study, subjects who participated in the yoga course demonstrated significant decreases in self-reported symptoms of depression and trait anxiety. (International study.)

4. **Michalsen, A., Grossman, P., Acil, A., Langhorst, J., Ludtke, R., Esch, T., Stefano, G.B. & Dobos, G.J. (2005).** Rapid stress reduction and anxiolysis among distressed women is a consequence of a three-month intensive yoga programme. In this study, women who participated in the yoga-training demonstrated significant improvements in perceived stress, State and Trait Anxiety, well-being, vigour, fatigue and depression. (International study.)

5. **John, P., Sharma, N., Sharma, C. & Kankane, A. (2007).** Effectiveness of yoga therapy in the treatment of migraine without aura: a randomized controlled trial. In this study secondary outcomes were anxiety and depression. Anxiety and depression scores, symptomatic medication use were significantly lower in the yoga group compared to the self-care group. (National study.)

findings support the potential of yoga as a complementary treatment of depressed patients. (International study.)


8. Javnbakht, M., Hejazi Kenari, R., and Ghasemi, M. (2009). Effects of yoga* on depression and anxiety of women. In this study it is concluded that participation in a two-month yoga* class can lead to significant reduction in perceived levels of anxiety in women who suffer from anxiety disorders. (International study.)

9. Murthy, S.N., Rao, N.S.N., Nandkumar, B., and Kadam, A. (2010). Role of naturopathy and yoga* treatment in the management of hypertension. Conclusion of the above study is: Naturopathy and yoga* therapy can be considered as a valuable nonpharmacological approach in treatment of hypertension. (National study.)

10. Nauert, R. (2010). Yoga Enhances Mood, Relieves Anxiety. This new research study suggests that the performance of yoga provides specific benefits for improving mood and reducing anxiety. (International study.)

11. Srivastava, Malini, Talukdar, Uddip. And Lahan, Vivek. (2011). Meditation for the management of adjustment disorder anxiety and depression. In this study after 28 weeks of meditation practice the changes were more significant in pre and post assessment at Experiment Group. (National study.)


Effect of yoga on mental health: Comparative study between young and senior subjects in Japan. Decrease in Salivary amylase activity may be due to reduction in sympathetic response. Reduction in State and Trait anxiety score signifies that yoga has both immediate as well as long-term effect on anxiety reduction. (International study).

So Yoga is a scientific tool and also fruitful armour. We are thankful to our forefathers, who at the very dawn of Indian civilization have developed such armour to protect us from the evil elements of life. Now a day whole world owes to India for peace and tranquility, the essence of successful life.
5.4 **Limitations**

i) Only the three districts are selected for this study from all over West Bengal;

ii) Only two schools are taken in to consideration in this study from each of the three districts

iii) Only six rural schools are selected for this study.

iv) All dimensions of the mental health are not considered in this work.

5.5 **Scope for further study**

Following matters would be taken in to consideration:

i) More long term investigation;

ii) Large sample than that;

iii) Various measures for controlling variables.
References


