CHAPTER- VI

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The present research work highlighted the problems of secondary school children. The researcher has pointed out mainly the mental health problems of those school children. Before entering into the actual study the investigator has discussed the role of Yoga in human life. In the perspective of 21st century, many philosophers and scientists are getting deeply concerned about the destructive and harmful tendencies like aggressiveness, delinquency, frustration, depression, tension etc in the modern civilization. Yoga, therefore is the need of the hour for reducing the harmful tendencies. Yoga can be understood in 21st century by the following guidelines:

1. Through Yoga practice, the body of an individual gradually acquires a pleasant lightness and puppleness. Regular practice of Yogasanas helps to keep the body fit, control blood pressure, strengthens the heart, reduces frustration and depression and also reduces physical stress and strain. It improves figure posture, sight, hearing, voice and general appearance and the individual becomes more active and alert.

2. Regular practice of Yoga improves mental health of a person. The mind becomes more calm and serene and tensions are released.

3. Pranayama is the scientific breathing technique. It releases mental tension and anxieties. Yoga nidra supplements the need for sleep and soothes the physiological system. It encourages creative thinking in person.

4. Practice of meditation ensures mental peace, better concentration of mind and develops greater will power in an individual. In this study meditation is not included.

Regular practice of asanas and pranayama can cure diseases like diabetes, blood pressure, asthma, indigestion and so on. Yoga develops the forces and potentialities that are already in men. Beginning with the improved health, it also expands the power of his mind and then awakens his consciousness.
So it is most relevant for us to study on Yoga in the mental viewpoint. The statement of the problem is “A Study of the Relationship of ‘Yoga’ and Mental Health among Secondary School Children.”

The researcher has made experiments on relationship of Yoga and mental health. Seven important mental health dimensions such as Self-Confidence, Anxiety, Emotion, Mental Conflict, Frustration, Depression and Tension are in his experimentation. On basis of mental viewpoint the researcher has pointed out all of his ideas around a basic research question: Is there any relationship between Yoga and mental health among secondary school children?

Objectives of the study

1. To find out the affect of the performances of the mental health test of those school students in relation to Gender and Category for Pre test of Experiment group.

2. To find out the affect of the performances of the mental health test of those school students in relation to Gender and Category for Post test of Experiment group.

3. To find out the differences in mental health between the Control group and the Experiment group of boys.

4. To find out the differences in mental health between the control group and the Experiment Group of Girls.

5. To find out the differences in mental health between the Control group and the Experiment group of General students.

6. To find out the differences in mental health between the Control group and the Experiment group of SC/ST students.

7. To find out the differences in mental health between the both Boys and Girls students of Experiment group.

8. To find out the differences in mental health between the General group and SC/ST students of Experiment group.

9. To find out the differences in mental health between the Pre test and the Post test of Boys students of Experiment group.
10. To find out the differences in mental health between the Pre test and the Post test of Girl students of Experiment group.

11. To find out the differences in mental health between the Pre test and the Post test of General students of Experiment group.

12. To find out the differences in mental health between the Pre test and the Post test of SC/ST students of Experiment group.

**Hypotheses of the study**

The researcher has framed Null Hypotheses (N/Ho) as under:

**N/Ho1:** In case of the Experiment Group, the Tests (i.e. Pre and Post), Gender (i.e. Boys and Girls) and the Category (i.e. General and SC/ST) of the students do not significantly affect the performance of the mental health test of the school students.

**N/Ho2:** In case of the Control Group, the Tests (i.e. Pre and Post), Gender (i.e. Boys and Girls) and the Category (i.e. General and SC/ST) of the students do not significantly affect the performance of the mental health test of the school students.

**N/Ho3:** In case of each dimension of Mental Health Test (separately and jointly) there is no significant difference between the Control Group and Experiment Group of students on the basis of Post Test.

**N/Ho4:** In case of each dimension of Mental Health Test (Separately and jointly) there is no significant difference between the Control group and Experiment Group of Boys on the basis of Post test.

**N/Ho5:** In case of each dimension of Mental Health Test (Separately and jointly) there is no significant difference between the Control group and Experiment Group of Girls on the basis of Post test.

**N/Ho6:** In case of each dimension of Mental Health Test (Separately and jointly) there is no significant difference between the Control group and Experiment Group of General students on the basis of Post test.

**N/Ho7:** In case of each dimension of Mental Health Test (Separately and jointly) there is no significant difference between the Control group and Experiment Group of SC/ST students on the basis of Post test.
N/H08: In case of each dimension of Mental Health Test (Separately and jointly) there is no significant difference between the Boys & Girls of Experiment Group on the basis of Post test.

N/H09: In case of each dimension of Mental Health Test (Separately and jointly) there is no significant difference between the General& SC/ST students of Experiment Group on the basis of Post test.

N/H010: In case of each dimension of Mental Health Test (Separately and jointly) there is no significant difference between the Pre test and Post test of Boys of Experiment Group.

N/H011: In case of each dimension of Mental Health Test (Separately and jointly) there is no significant difference between the Pre test and Post test of Girls of Experiment Group.

N/H012: In case of each dimension of Mental Health Test (Separately and jointly) there is no significant difference between the Pre test and Post test of General students of Experiment Group.

N/H013: In case of each dimension of Mental Health Test (Separately and jointly) there is no significant difference between the Pre test and Post test of SC/ST students of Experiment Group.

Method of the study

This chapter deals with Method and Procedure of the study. The method consists of research design, population, sample, variables, and tools of the study.

Research Design

Experimental method was used in the study.

Paradigm for Design: Non-randomized Control-group, Pre-test-Post-test Design

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Population
Students of class IX and X under the West Bengal Board of Secondary Education having Bengali as the medium of instruction were taken as the population for the present study.

Sample of the study
In the present study 600 (six hundred) students consisting 300 boys and 300 girls were selected for the experiment.

i) Six schools were purposively selected for the experiment from the three districts of West Bengal (i.e. South 24 Pgs., East Midnapur and West Midnapur).

ii) The schools were selected:
(a) East Midnapur; Paramanandapur J. Institution, School No.-6 and Donachak D.B. M. High school, School No.-2;
(b) West Midnapur; Jalchak N.N. Vidyayatan, School No.- 4 and Jalchak Balika Vidyalaya, School No.-3;
(c) South 24 Pgs; Vidyanagar M.P. High School, School No.-5 and Vidyanagar Balika Vidyalaya, School No.-1.

iii) One hundred students (boys) from Paramanandapur J. Institution, one hundred students (girls) from Donachak D.B.M. High School, one hundred students (boys) from Jalchak N.N. Vidyayatan, one hundred students (girls) from Jalchak Balika Vidyalaya, one hundred students (boys) from Vidyanagar M.P. High School and one hundred students (girls) from Vidyanagar Balika Vidyalay were selected as a sample for this experiment.

Variables of the study
Three types of variables were used in the present study- independent, dependant and intervening.

Independent variable – the main independent variable in this study was Yoga and Pranayama Package (YPP) treatment.

Dependent variable – the dependent variable in this study was mental health.
Intervening variable - there were some variables which could not be measured directly but that might have important effects upon the exercise on Yoga. The intervening variables were considered –

i) Socio-economic status of the students;

ii) Teacher;

iii) School;

iv) Learner and

v) Physical environment of the class room.

Tools
The researcher used two types of Tools (i) Learning Tool (YPP) and (ii) Assessment Tool.

i) Learning Tool: Yoga and Pranayama Package (YPP) with various Yoga posture such as Padma Asana, Vajra Asana, Matsyendra Asana, Bhujanga Asana etc. and seven types of sahaja pranayama were performed only with the help of Purak and Rechak (Purak means sit in any of the asana inhale fully through both nostril and Rechak means exhale air through the mouth) were used in this study.

ii) Assessment Tools: The researcher prepared a questionnaire on mental health which was given to 6 (Six) experts in the field of education. Finally 98 items were retained. It was also standardization (validated) with Prof. A. Sen’s moderated mental health test by Co-relation (Test-Re-test Method).

Results
To analyse the obtained data for testing the Null Hypotheses (N/Ho), statistical measures of Means, Standard Deviations, Skewness, Kurtosis and Graphical representations of different Experiment Group s were computed for descriptive statistics, and for in inferential statistics, ‘t-test’ and 3-way ANOVA were computed. From the analyses of results it was found that Null Hypotheses N/Ho1 and N/Ho3 to N/Ho13 were rejected totally. But in the case of N/Ho2, it was observed that N/Ho was not accepted (at 0.01 level) for Tests (Pre Test and Post Test) and Gender (i.e. Boys and
Girls). But, as their interaction was significant, the main effects (i.e. Test and Gender) involving terms of the significant interaction was not considered meaningful.

Findings and Conclusion

1. a) From the ANOVA Table-1 the Researcher has concluded that

   i) F for Category (i.e. General and SC/ST) and Interactions was not significant.

   ii) The Null Hypothesis (1) was 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.

   b) From the ANOVA Table-2 the Researcher has concluded that

   i) 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 were not significant.

   ii) The Null Hypothesis (2) was not accepted (at 0.05 level) for the interaction effect of Test and Gender. Hence it was seen that Test and Gender were not independent of each other.

   iii) From the ANOVA Table-2 it was seen that the Null Hypothesis (2) was not accepted (at 0.01 level) for Tests (Pre Test and Post Test) and Gender (i.e. Boys and Girls). But, as their interaction was significant, the main effects (i.e. Test and Gender) involving terms of the significant interaction were not considered meaningful.

2. From the t-test Table-1 the researcher has concluded that in the case of dimensions Self Confidence (A), Anxiety (B), Depression (F), Tension (G) and Total (i.e. combining all the dimensions), the mean differences between the scores obtained by the students of Control Groups and Experiment Group were significant at 0.01 level and for the dimension Frustration (E) the same was significant at 0.05 level.

   But in case of dimensions, Emotion (C) and Mental Conflict (D) the mean difference between the scores obtained by the students of Control Group and Experiment Group were not significant at both levels (t(1)-Value- 0.642 and 1.521 respectively).
So the Null Hypothesis (3) for the dimensions A, B, E, F, G and Total (i.e. combining all the dimensions) was rejected. But for dimensions Emotion (C) and Mental Conflict (D), the same were retained.

3. Separately the cases of Boys, Girls, General and SC/ST students of Experiment Group of Post Test were studied and following results were observed:

From the t-test Table-2 the researcher has concluded that in the case of dimensions Self Confidence (A), Anxiety (B), Frustration (E) Depression (F), Tension (G) and Total (i.e. combining all the dimensions), the mean differences between the scores obtained by the students of Control Groups and Experiment Group Boys were significant at 0.01 level and for the dimension Emotion (c) the same was significant at 0.05 level.

But in case of dimensions Mental Conflict (D) the mean difference between the scores obtained by the students of Control Group and Experiment Group were not significant at both levels (tll-Value- 1.335).

So the Null Hypothesis (4) for the dimensions A, B, C, E, F, G and Total (i.e. Combining all the dimensions) was rejected. But for dimensions Mental Conflict (D), the same was retained.

4. From the t-test Table-3 the researcher has concluded that in the 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 the scores obtained by the students of Control Groups and Experiment Group Girls were significant at 0.01 level and for the dimension Emotion (c) the same was significant at 0.05 level.

But in case of dimensions Frustration (E) and Depression (F), the mean difference between the scores obtained by the students of Control Group and Experiment Group of Post Test were not significant at both levels (tll-Value-.349 &.754 respectively).

So the Null Hypothesis (5) for the dimensions A, B, C, D, G and Total (i.e. Combining all the dimensions) was rejected. But for dimensions Frustration (E) and Depression (F), the same was retained.
5. From the t-test Table-4 the researcher has concluded that in the case of dimensions Self Confidence (A), Anxiety (B), Tension (G) and Total (i.e. combining all the dimensions), the mean differences between the scores obtained by the students of Control Groups and Experiment Group of General in the Post Test were significant at 0.01 level and for the dimension Depression (F) the same was significant at 0.05 level.

But in case of dimensions Emotion (C), Mental Conflict (D), and Frustration (E) the mean difference between the scores obtained by the students of Control Group and Experiment Group of Post Test were not significant at both levels (t(1)-Value-1.090, 1.689 & 1.388 respectively).

So the Null Hypothesis (6) for the dimensions A, B, F, G and Total (i.e. Combining all the dimensions) was rejected. But for the dimensions Emotion (C), Mental Conflict (D), and Frustration (E), the same was retained.

6. From the t-test Table-5 the researcher has concluded that in the case of dimensions Self Confidence (A), Anxiety (B), Tension (G) and Total (i.e. combining all the dimensions), the mean differences between the scores obtained by the students of Control Groups and Experiment Group of SC/ST Students in the Post Test were significant at 0.01 level.

But in case of dimensions Emotion (C), Mental Conflict (D), Frustration (E) and Depression (F) the mean difference between the scores obtained by the students of Control Group and Experiment Group of Post Test were not significant at both levels (t(1)-Value-1.58, 1.186, 1.416 and 1.404 respectively).

So the Null Hypothesis (7) for the dimensions A, B, G and Total (i.e. Combining all the dimensions) was rejected. But for dimensions Emotion (C), Mental Conflict (D), Frustration (E) and Depression, the same was retained.

7. From the t-test Table-6 (Boys Vs. Girls of Experiment Group on the basis of Post Test) the researcher has concluded that in the case of dimensions Emotion (C), Mental Conflict (D), Frustration (E), Depression (F) and Total (i.e. combining all the dimensions), the mean differences of scores between Boys and Girls of Experiment Group were significant at 0.01 level.
But in case of dimensions A, B and G the mean difference between Boys and Girls of Experiment Group were not significant at both levels.

So the Null Hypothesis (8) for the dimensions C, D, E, F, and Total (i.e. Combining all the dimensions) was rejected. But for the dimensions Self Confidence (A), Anxiety (B), and Tension (G), the same was retained (t_l- Value-187, .355, and 1.761 respectively).

8. From the t-test Table-7 (General Vs. SC/ST Students of Experiment Group on the basis of Post Test) the researcher has concluded that in the case of dimensions Self Confidence (A), Emotion (C), Mental Conflict (D), Frustration (E), Depression (F) and Total (i.e. combining all the dimensions), the mean differences of scores between General and SC/ST students of Experiment Group were significant at 0.01 level.

But in case of dimensions B and G the mean difference between General and SC/ST students of Experiment Group were not significant at both levels.

So the Null Hypothesis (9) for the dimensions A, C, D, E, F, and Total (i.e. Combining all the dimensions) was rejected. But for the dimensions Anxiety (B), and Tension (G) the same was retained (t_l- Value-.762 and .559 respectively).

9. From the t-test Table-8 (Pre Test Vs Post Test of Boys of Experiment Group) the researcher has concluded that in the case of dimensions Self Confidence (A), Emotion (C), Mental Conflict (D), Frustration (E), Depression (F), Tension (G) and Total (i.e. combining all the dimensions), the mean differences of scores between the Pre Test and Post Test of Boys of Experiment Group were significant at 0.01 level and in case of dimension Anxiety (B), the same was significant at 0.05 level.

So the Null Hypothesis (10) for the dimensions A, B, C, D, E, F, G and Total (i.e. Combining all the dimensions) was rejected.

10. From the t-test Table-9 (Pre Test Vs Post Test of Girls of Experiment Group) the researcher has concluded that in the case of dimensions Self Confidence (A), Anxiety (B), Frustration (E), Depression (F), Tension (G) and Total (i.e. combining all the dimensions), the mean differences of scores between the Pre Test and Post Test of Girls of Experiment Group were significant at 0.01 level and in case of dimension Emotion (C) and Mental Conflict (D), the same were not significant at both levels.
So the Null Hypothesis (11) for the dimensions A, B, E, F, G and Total (i.e. Combining all the dimensions) was rejected. But for the dimensions Emotion (C) and Mental Conflict (D), the same was retained (ltl- Value-.608 and 1.103 respectively).

11. From the t-test Table-10 (Pre Test Vs Post Test of General students of Experiment Group), the researcher has concluded that in the case of dimensions Seif Confidence (A), Anxiety (B), Frustration (E), Depression (F), Tension (G) and Total (i.e. combining all the dimensions), the mean differences of scores between the Pre Test and Post Test of General students of Experiment Group were significant at 0.01 level and in case of dimension Emotion (C) and Mental Conflict (D), the same were not significant at both levels (ltl- Value-.600 and 1.430 respectively).

So the Null Hypothesis (12) for the dimensions A, B, E, F, G and Total (i.e. Combining all the dimensions) was rejected. But for the dimensions Emotion (C) and Mental Conflict (D), the same was retained (ltl- Value-.600 and 1.430 respectively).

12. From the t-test Table-11 (Pre Test Vs Post Test of SC/ST students of Experiment Group), the researcher has concluded that in the case of dimensions Seif Confidence (A), Anxiety (B), Mental Conflict (C) Frustration (E), Depression (F), Tension (G) and Total (i.e. combining all the dimensions), the mean differences of scores between the Pre Test and Post Test of SC/ST students of Experiment Group were significant at 0.01 level and in case of dimension Emotion (C), the same was not significant at both levels (ltl- Value-1.213).

So the Null Hypothesis (13) for the dimensions A, B, E, F, G and Total (i.e. Combining all the dimensions) was rejected. But for the dimension Emotion (C), the same was retained (ltl- Value-1.218).

From the above study the Researcher can come to a global conclusion that there was a relationship between Yoga and Mental health.