Chapter - V
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FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY

An attempt has been made in this chapter to highlight the findings and the conclusion on the basis of the results arrived at during the course of the study. The wide range of implications emerging during the discussion has also been examined. The potential areas for further research in the field related to this study have been highlighted.

5.1 FINDINGS

The important findings of this study are as follows:

(i). One of the most important findings of the study is that 12 weeks yogic intervention programme resulted in positive, statistically significant changes in all three variables of the study namely: self-concept, feeling of well-being and emotional maturity. Prior to implementation of yogic intervention; the self-concept, feeling of well-being and emotional maturity of students with disabilities were found to be low. It was found that intervention programme helped the orthopedically-challenged, visually-challenged and hearing-challenged students in developing their positive perception about the self, better feeling of satisfaction and happiness and improvement of emotions. The difference in pre-test/post-test mean scores showed that yogic intervention had significant positive effect in developing self-concept, feeling of well-being and emotional maturity of students with disabilities. Tables 4.1 to 4.4 support it. There is a significant difference between pre-test and post-test levels of self-concept of students with disabilities after the exposure to yogic intervention. The ‘t’ value i.e.33.48 is significant at 0.01 level which
means that there is significant effect of yogic intervention on self-concept of students with disabilities. Hence, the hypothesis one which states that, “after the exposure to yogic intervention, there is a significant difference between pre-test and post-test levels of self-concept of students with disabilities”, is accepted at 0.01 level.

(ii). There is a significant difference between pre-test and post-test levels of feeling of well-being among students with disabilities. The post-test scores are greater than pre-test scores which mean that change in the feeling of well-being occurred due to yogic intervention. Moreover, the ‘t’ value i.e. 40.12 is significant at 0.01 level. Hence, the hypothesis two which states that, “after the exposure to yogic intervention, there is a significant difference between pre-test and post-test levels of feeling of well being of students with disabilities”, is accepted at 0.01 level.

(iii). There is a significant difference between pre-test and post-test levels of emotional maturity among students with disabilities. The emotional maturity level of students increased after their exposure to intervention programme as indicated earlier. The ‘t’ value i.e. -42.86 is significant at 0.01 level which means that yogic intervention had significant effect on emotional maturity of students with disabilities. Hence, the hypothesis three which states that, “after the exposure to yogic intervention, there is a significant difference between pre-test and post-test levels of emotional maturity of students with disabilities”, is accepted at 0.01 level.

(iv). There exists a significant interactive effect of feeling of well-being and emotional maturity on self-concept of students with disabilities. It indicates that increase in the level of self-concept after exposure to yoga leads to increase in the level of feeling of well-being and emotional maturity and vice-versa. It was also found that at least one of three types of students with disabilities has significantly different interactive effect of yoga on the change in self-concept than that on the others. The visually-challenged
students have significantly smaller mean score change in self-concept after
the exposure to yoga than the orthopedically-challenged and hearing-challenged students, whereas the orthopedically-challenged and hearing-challenged students have almost similar changes in mean scores for self-concept after the exposure to yoga.

(v). There exists no significant interactive effect of self-concept and
emotional maturity on feeling of well-being of students with disabilities.
It indicates that change in the level of feeling of well-being after
exposure to yogic intervention does not lead to change in the levels of
self-concept and emotional maturity of students with disabilities. It was
also found that mean changes in the feeling of well-being for all the
three types of groups of students with disabilities are statistically equal.
It means that there is no such difference in the level of well-being
among the three types of individuals after the exposure to yoga.

(vi). There exists a significant interactive effect of self-concept and feeling of
well-being on emotional maturity of students with disabilities. It indicates
that change in the level of emotional maturity after the exposure to yogic
intervention lead to change in the levels of self-concept and feeling of well-being of students. It was also found that, at least, one of three types of
groups of students with disabilities has significantly different interactive
effect of yoga on the change in total scores of emotional maturity than on
the others. The hearing-challenged students have significantly smaller
change in mean scores for emotional maturity in totality after the exposure
to yoga than the orthopedically-challenged and visually-challenged
students, whereas after the exposure to yoga the orthopedically-challenged
and visually-challenged students have similar mean score change in self-concept. Hence, the hypothesis four which states that, “after the
exposure to yogic intervention, there are significant interactive effects
on self-concept, feeling of well being and emotional maturity of the
students with disabilities”, is accepted for self-concept and emotional
maturity variable at 0.05 level whereas it is rejected for feeling of well-being variable of students with disabilities.

5.2 CONCLUSIONS

The findings of the present study revealed that 12 weeks yogic intervention programme resulted in positive, statistically significant changes in all the three variables of the study namely, self-concept, feeling of well-being and emotional maturity of students with disabilities. It was found that intervention programme helped the orthopedically-challenged, visually-challenged and hearing-challenged students in developing their positive perception about the self, better feeling of satisfaction and happiness and improvement in emotions. The results of the present study were supported by Gupta (2007) who also reported that the practice of yoga had a significant impact on different areas of adjustment as well as in building a positive image about oneself. Jadhav (2008) and Dubey (2011) also reported that yoga helps in developing positive self-concept in the practitioners. Harinath et al., (2004) and Kumar (2006) also reported that yoga nidra positively increased the general well-being of the subjects. Hadi (2007) and Sharma, Gupta and Bijlani (2008) also had found that yoga can improve physical and mental health, and well-being.

Singh (2000) also reported that yoga helps in removing anxiety and improves the emotional stability of experimental group. Singh (2006) also stated that yogic practices improve self-confidence, over all adjustment, emotional stability, intelligence and mental health of the practitioners. Sidhaye and Anaspure (2008) concluded that yoga and meditation had a significantly positive effect on emotional intelligence of students.

Significant interactive effect of feeling of well-being and emotional maturity on self-concept was found. It means that increase in the level of self-concept after the exposure to yoga leads to increase in the levels of feeling of
well-being and emotional maturity and vice-versa. Similarly, a significant interactive effect of self-concept and feeling of well-being on emotional maturity of students with disabilities was observed. It shows that increase in the level of emotional maturity after the exposure to yoga leads to increase in the levels of self-concept and feeling of well-being and vice-versa.

However, no significant interactive effect of self-concept and emotional maturity on feeling of well-being of students with disabilities was found. It indicates that increase in the level of felling of well-being after exposure to yoga does not have any effect on the levels of self-concept and emotional maturity.

Hence, to conclude, it can be inferred that yogic intervention programme had significant effect on improving the self-concept, feeling of well-being and emotional maturity of students with disabilities. Hypotheses of the study have been upheld in that the mean pre-test and post-test scores shows that the students with disabilities have low self-concept, feeling of well-being and emotional maturity prior to execution of the intervention programme and the yogic intervention programme has significantly increased the self-concept, feeling of well-being and emotional maturity among students with disabilities.

5.3 EDUCATIONAL IMPLICATIONS

The present study gives evidence that yogic intervention programme was instrumental in generating positive self-concept, feeling of well-being and emotional maturity among students with disabilities. Hence, in many ways the findings of the present study can be beneficial to students, teachers, researchers, parents, yoga instructors and society as a whole. The usefulness of present study lies in the following ways:

(i). The findings of the study strengthen the case of those who advocate the inclusion of yoga in school curricula. One of the most important objectives of school education, i.e. all round development of personality
of students, can be realized by exposing students to yoga because it is extremely helpful in developing the characteristics of their sound personality.

(ii). Reducing negatives thoughts about the perception of the self, improving satisfaction, happiness and developing positive emotional stability, adjustment can be extremely helpful in enhancing the level of concentration of students with disabilities, enabling them to study for a longer period without any stress, which, in turn, improves their academic achievement.

(iii). Helping in eradication of deep-rooted misconceptions and myths about the use of yoga for students with disabilities.

(iv). Advising parents for encouraging their normal as well as disabled wards to practise yoga regularly for shaping their personality.

(v). Introducing yoga in the curriculum of pre-service and in-service teacher training programme at different levels.

(vi). Enabling the educational policy makers to plan and execute more yogic interventions for students with disabilities.

(vii). Generating insights in authorities in the field of education to organize workshops, seminars, lectures and conferences on yoga. Such efforts will be helpful in creating awareness among teachers, students, administrators, members of the school management committee, parents, special educators, social workers, media personnel; working in the field of special and inclusive education.

5.4 SUGGESTIONS FOR THE FURTHER RESEARCH

In the light of the experiences gained during the present study, investigator outlines following suggestions for the further research.
(i). The sample of the present study was taken from limited number of special schools. For better generalization of results, a study can be undertaken in large number of special schools in Haryana state.

(ii). Similar study can also be conducted by taking the sample of those students with disabilities who were not covered by the present study. The other type of disabled students such as autistic, learning challenged, mentally challenged etc. may also be exposed to yogic intervention programmes and its effect may be measured on different parameters of human personality.

(iii). An experimental study can be taken up to see whether the yoga practice has an effect on different variables such as creativity, physical and mental health, anxiety, alienation, stress, depression, intelligence, emotional intelligence, adjustment, attention span, academic achievement etc. of students with disabilities.

(iv). Combined effect of yoga and physiotherapy on students with disabilities can also be assessed.

(v). Effect of Bikram yoga, Iyanger yoga on disabled students can be assessed by taking some other psychological variables.

(vi). A study can also be undertaken on opinions of community members/members from different religions for introducing yoga as core subject at school level.

(vii). A study can also be undertaken to find out the awareness, knowledge and beliefs of community members about yoga.

(viii). The similar study can be undertaken covering wider geographical area and different socio-cultural contexts.

(ix). A similar study can be undertaken by taking a control group.

(x). A study can also be undertaken on senior secondary school students and college going students.
(xi). Effect on yogic intervention studies can be assessed on students studying in special schools and inclusive schools by comparing them on some psychological variables.

(xii). An experimental study may be planned to see the effects of yogic intervention for a much longer period i.e. a longitudinal study is required to be done.

(xiii). A study may be planned by placing gender at central stage.