CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND SUGGESTIONS

5.1 STUDY IN RETROSPECT
5.2 MAJOR FINDINGS
5.3 CONCLUSIONS
5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY
5.5 SUGGESTIONS AND RECOMMENDATIONS
5.6 SUGGESTION FOR FURTHER RESEARCH
5.1 STUDY IN RETROSPECT

The various aspects related to different stages in the execution of the present study like objectives, hypotheses, variables, methodology are given in a nutshell.

5.1.1 Restatement of the Problem

The present study is restated as:

EFFECTIVENESS OF AN INSTRUCTIONAL PACKAGE IN YOGA FOR IMPROVING THE EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN KERALA

5.1.2 Objectives of the Study

1. To prepare an Instructional Package in Yoga for improving the Emotional Intelligence and Academic Achievement of Secondary School students.

2. To study the effectiveness of the Instructional Package in Yoga for improving the Emotional Intelligence of the Secondary School students for the total sample.

3. To study the effectiveness of the Instructional Package in Yoga for improving the following components of Emotional Intelligence among Secondary School students:

4. To compare the effectiveness of the Instructional Package in Yoga for improving the Emotional Intelligence of the Secondary School students for the subsample based on gender.
5. To study the effectiveness of the Instructional Package in Yoga for improving the Academic Achievement of the Secondary School students for the total sample.

6. To study the effectiveness of the Instructional Package in Yoga for improving the Academic Achievement in the following subject groups of the Secondary School students.
   i) Languages    ii) Social science    iv) Science    v) Mathematics

7. To compare the effectiveness of the Instructional Package in Yoga for improving the Academic achievement of the Secondary School students for the subsample based on gender

5.1.3 Hypotheses

The major hypotheses of the study are the following:

1. The Instructional Package in Yoga will be effective for improving the Emotional Intelligence of the Secondary School students for the total sample.

2. The Instructional Package in Yoga will be effective for improving the following components of Emotional Intelligence among secondary school students.
   i) Self-awareness    ii) Self –confidence    iii) Self-control
   iv) Empathy    v) Motivation    vi) Social competency

3. There will be significant difference in the Emotional Intelligence of boys and girls in the Secondary Schools after implementing the Instructional Package in yoga.

4. The Instructional Package in Yoga will be effective for improving the Academic Achievement of the Secondary School students for the total sample.
5. The Instructional Package in Yoga will be equally effective in improving the Academic Achievement of the following subject groups of the Secondary School students:
   i) Languages   ii) Social science   iv) Science   v) Mathematics

6. There will be significant difference in the Academic Achievement of boys and girls in the Secondary Schools after implementing the Instructional Package in Yoga.

5.1.4 Variables in the Study

In the present study, Yoga practice is the independent variable. The Emotional Intelligence and Academic Achievement of the Secondary School students are the dependent variables of the study.

5.1.5 Methodology

Design of the study

The present study was Experimental in nature and was intended to develop an Instructional Package in yoga suitable for improving the Academic Achievement and Emotional Intelligence of Secondary School students. The investigator adopted Pre-test Post-test Non Equivalent Group experimental Design for the present study. The Academic Achievement of these students is collected from the school records. The adapted version of an Emotional Intelligence Inventory was used to measure the Emotional Intelligence of the students. Yoga classes were conducted for the Experimental group based on a specially designed Instructional Package named as Yoga for improving Emotional Intelligence and Academic Achievement of Secondary school students – YEIAA Package.
Sample

The sample was a representative group of 80 students of Std IX at Secondary School level in Kerala from St. Thomas High School Thiruvalla, Pathanamthitta district, of which 40 students were treated as Control group and 40 as the Experimental group.

Tools and Materials

Tools

1. Emotional Intelligence Inventory (Santhosh and Geetha, 2010)

2. Evaluation Schedule for Instructional Package in Yoga (Santhosh and Geetha, 2010).

Material

1. Instructional Package in Yoga: Yoga for improving Emotional Intelligence and Academic Achievement of Secondary school students – YEIAA Package (Santhosh and Geetha, 2010).

Statistical Techniques Used

1. Arithmetic mean

2. Standard deviation,

3. t-test

4. ANOVA

5. ANCOVA

6. Scheffé test of post hoc comparison
Chapter V
Summary, Findings, Conclusions and Suggestions

5.2 MAJOR FINDINGS OF THE STUDY

The major findings of the study are given below.

5.2.1 Findings based on the analysis of the Pre-test and Post-test scores of Emotional Intelligence

1) There is significant difference in the Pre-test Emotional Intelligence scores of students in the Experimental and Control groups (t=2.74; p< 0.01).

2) There is significant difference in the Post-test Emotional Intelligence scores of students in the Experimental and Control groups (t=4.87; p< 0.01).

3) The Fx value obtained (Fx=14.17; p<0.01) is significant, showing that there is significant difference in the Pre-test Emotional Intelligence scores of students in the Experimental and Control groups.

4) The Fy value obtained (Fy=461; p<0.01) is significant at 0.01 level which shows that there is significant difference in the Post-test Emotional Intelligence scores of students in the Experimental and Control groups.

5) The Fy.x (Fy.x=378.28; p<0.01) is significant at 0.01 level which shows that the two final mean scores of Emotional Intelligence of students in the Experimental and Control groups differ significantly after they have been adjusted for difference in the Pre-test scores.

6) The adjusted mean score of Emotional Intelligence of the Experimental group (117.6) is higher than the adjusted mean score of the Control group (94.6). The obtained t-value is significant (t=21.4; p<0.01). This means that the Experimental group is superior to Control group in terms of Emotional Intelligence after the administration of the Instructional Package in Yoga. That
is, the Instructional Package developed for learning Yoga is effective in enhancing the Emotional Intelligence of students in the Experimental group.

Thus the first hypothesis is accepted. That is, the Instructional Package in Yoga is effective for improving the Emotional Intelligence of the Secondary School students for the total sample.

5.2.2 Findings based on the effectiveness of the Instructional Package in Yoga on Self- awareness component of the Emotional Intelligence of Secondary School students.

1) There is significant difference in the Pre-test score of Self-awareness component of Emotional Intelligence of students in the Experimental and Control groups (t=2.34; p< 0.05)

2) There is significant difference in the Post-test score of Self-awareness component of Emotional Intelligence of students in the Experimental and Control groups (t=3.32; p< 0.01)

3) The Fx value obtained (Fx=5.48; p<0.05) is significant, showing that there is significant difference in the Pre–test scores of Self-awareness component of Emotional Intelligence of students in the Experimental and Control groups.

4) The Fy value obtained (Fy=11.04; p<0.01) is significant at 0.01 level which shows that there is significant difference in the Post-test score of Self-awareness component of Emotional Intelligence of students in the Experimental and Control groups.
5) The Fy.x (Fy.x=21.10; p<0.01) is significant at 0.01 level which shows that the two final mean scores of Self- awareness component of Emotional Intelligence scores of students in the Experimental and Control groups differ significantly after they have been adjusted for difference in the Pre- test scores.

6) The adjusted mean score of Self- awareness component of Emotional Intelligence of the Experimental group (21.3) is higher than the adjusted mean score of the Control group (19.3). The obtained t-value is significant (t= 4.75; p<0.01). This means that the Experimental group is superior to Control group in terms of Self- awareness component of Emotional Intelligence after the administration of the Instructional Package in Yoga. That is, the Instructional Package in Yoga developed is effective in enhancing Self-awareness component of the Emotional Intelligence of students in the Experimental group.

5.2.3 Findings based on the effectiveness of the Instructional Package in Yoga on Self-confidence component of the Emotional Intelligence of Secondary School students.

1) There is no significant difference in the Pre-test score of Self-confidence component of Emotional Intelligence of students in the Experimental and Control groups (t=1.68; p> 0.05).

2) There is significant difference in the Post-test score of Self-confidence component of Emotional Intelligence of students in the Experimental and Control groups (t=2.56; p< 0.05)
3) The Fx value obtained (Fx=2.81; p<0.01) is significant showing that there is significant difference in the Pre-test score of Self-confidence component of Emotional Intelligence of students in the Experimental and Control groups.

4) The Fy value obtained (Fy = 6.55; p<0.05) is significant at 0.05 level which shows that there is significant difference in the Post-test score of Self-confidence component of Emotional Intelligence of students in the Experimental and Control groups.

5) The Fy.x (Fy.x=12.91; p<0.01) is significant at 0.01 level which shows that the two final mean scores of Self-confidence component of Emotional Intelligence of students in the Experimental and Control groups differ significantly after they have been adjusted for difference in the Pre-test scores.

6) The adjusted mean score of Self-confidence component of Emotional Intelligence of the Experimental group (19.2) is higher than the adjusted mean score of the Control group (17.5). The obtained t-value is significant (t= 3.66; p<0.01). This means that the Experimental group is superior to Control group in terms of Self-confidence component of Emotional Intelligence after the administration of the Instructional Package in Yoga. **That is, the Instructional Package in Yoga developed is effective in enhancing the Self-confidence component of Emotional Intelligence of students in the Experimental group.**
5.2.4 Findings based on the effectiveness of the Instructional Package in Yoga
on Self-control component of the Emotional Intelligence of Secondary School students.

1) There is no significant difference in the Pre–test score of Self-control component of Emotional Intelligence of students in the Experimental and Control groups (t=1.68; p> 0.05)

2) There is significant difference in the Post–test score of Self-control component of Emotional Intelligence of students in the Experimental and Control groups (t=2.56; p< 0.05)

3) The Fx value obtained (Fx=1.51; p>0.05) is not significant, showing that there is no significant difference in the Pre-test score of Self-control component of Emotional Intelligence of students in the Experimental and Control groups.

4) The Fy value obtained (Fy=6.72; p<0.05) is significant at 0.05 level which shows that there is significant difference in the Post-test score of Self-control component of Emotional Intelligence of students in the Experimental and Control groups.

5) The Fy.x (Fy.x = 19.96; p<0.01) is significant at 0.01 level which shows that the two final mean scores of Self-control component of Emotional Intelligence of students in the Experimental and Control groups differ significantly after they have been adjusted for difference in the Pre test scores.

6) The adjusted mean score of score of Self-control component of Emotional Intelligence of the Experimental group (19.2) is higher than the adjusted mean score of the Control group (17.3). The obtained t-value is significant (t= 4.51;
p<0.01). This means that the Experimental group is superior to Control group in terms of Self-control component of Emotional Intelligence after the administration of the Instructional package in yoga. That is, the Instructional Package in Yoga developed is effective in enhancing the Self-control component of Emotional Intelligence of students in the Experimental group.

5.2.5 Findings based on the effectiveness of the Instructional Package in Yoga on Empathy component of the Emotional Intelligence of Secondary School students.

1) There is no significant difference in the Pre-test score of Empathy component of Emotional Intelligence of students in the Experimental and Control groups (t=0.79; p> 0.05).

2) There is significant difference in the Post-test score of Empathy component of Emotional Intelligence of students in the Experimental and Control groups (t=2.98 p< 0.05)

3) The Fx value obtained (Fx=0.62; p>0.05) is not significant, showing that there is no significant difference in the Pre-test score of Empathy component of Emotional Intelligence of students in the Experimental and Control groups.

4) The Fy value obtained (Fy =8.85; p<0.05) is significant at 0.05 level which shows that there is significant difference in the Post-test score of Empathy component of Emotional Intelligence of students in the Experimental and Control groups.
5) The Fy.x (Fy.x=8.24; p<0.01) is significant at 0.01 level which shows that the two final mean scores of Empathy component of Emotional Intelligence of students in the Experimental and Control groups differ significantly after they have been adjusted for difference in the Pre-test scores.

6) The adjusted mean score of Empathy component of Emotional Intelligence of the Experimental group (19.9) is higher than the adjusted mean score of the Control group (18.3). The obtained t-value is significant (t= 2.88 ;p<0.01). This means that the Experimental group is superior to control group in terms of Empathy component of Emotional Intelligence after the administration of the Instructional package in yoga. **That is, the Instructional Package in Yoga developed is effective in enhancing the Empathy component of Emotional Intelligence of students in the Experimental group.**

5.2.6 **Findings based on the Effectiveness of the Instructional Package in Yoga on Motivation component of the Emotional Intelligence of Secondary School students.**

1) There is significant difference in the Pre-test score of Motivation component of Emotional Intelligence of students in the Experimental and Control groups (t=4.01; p< 0.01).

2) There is significant difference in the Post-test score of Motivation component of Emotional Intelligence of students in the Experimental and Control groups (t=3.24 p< 0.01).
3) The Fx value obtained (Fx=16.07; p<0.01) is significant showing that there is significant difference in the Pre-test score of Motivation component of Emotional Intelligence of students in the Experimental and Control groups.

4) The Fy value obtained (Fy =10.50; p<0.01) is significant at 0.01 level which shows that there is significant difference in the Post-test score of Motivation component of Emotional Intelligence of students in the Experimental and Control groups.

5) The Fy.x (Fy.x=23.71; p<0.01) is significant at 0.01 level which shows that the two final mean scores of Motivation component of Emotional Intelligence of students in the Experimental and Control groups differ significantly after they have been adjusted for difference in the Pre-test scores.

6) The adjusted mean score of Motivation component of Emotional Intelligence of the Experimental group (20.1) is higher than the adjusted mean score of the Control group (18.1). The obtained t-value is significant (t= 5.35 ;p<0.01). This means that the Experimental group is superior to Control group in terms of Motivation component of Emotional Intelligence after the administration of the Instructional Package in Yoga. **That is, the Instructional Package in Yoga developed is effective in enhancing the Motivation component of Emotional Intelligence of students in the Experimental group.**
5.2.7 Findings based on the effectiveness of the Instructional Package in Yoga

on Social competence component of the Emotional Intelligence of Secondary School students.

1) There is no significant difference in the Pre-test score of social competence component of Emotional Intelligence of students in the Experimental and Control groups (t=0.42 p> 0.05).

2) There is significant difference in the Post-test score of Social competence component of Emotional Intelligence of students in the Experimental and Control groups (t=2.16 p< 0.05)

3) The Fx value obtained (Fx=0.18; p>0.05) is not significant, showing that there is no significant difference in the Pre-test score of Social competence component of Emotional Intelligence of students in the Experimental and Control groups.

4) The Fy value obtained (Fy=4.67; p<0.05) is significant at 0.05 level which shows that there is significant difference in the Post-test score of Social competence component of Emotional Intelligence of students in the Experimental and Control groups.

5) The Fy.x (Fy.x= 4.98; p<0.05) is significant at 0.05 level which shows that the two final mean scores of Social competence component of Emotional Intelligence of students in the Experimental and Control groups differ significantly after they have been adjusted for difference in the Pre-test scores.

6) The adjusted mean score of Social competence component of Emotional Intelligence of the Experimental group (19.4) is higher than the adjusted mean score of the Control group (18.2). The obtained t-value is significant (t= 2.23;
p<0.05). This means that the Experimental group is superior to Control group in terms of Social competence component of Emotional Intelligence after the administration of the Instructional Package in Yoga. **That is, the Instructional Package in Yoga developed is effective in enhancing the Social competence component of Emotional Intelligence of students in the Experimental group.**

Hence the second hypothesis is accepted. That is the Instructional Package in Yoga is effective for improving the following components of Emotional Intelligence of Secondary School students;

1. **Self-awareness**   
2. **Self-confidence**   
3. **Self-control**   
4. **Empathy**   
5. **Motivation**   
6. **Social competency**

### 5.2.8 Findings based on the Analysis of the Post-test Emotional Intelligence of Boys and Girls

The comparison of the total Emotional Intelligence scores obtained by the boys and girls after the administration of the Instructional Package in Yoga for the Experimental group shows that the mean score of boys is 116.92 and that of girls is 120.71. The critical ratio is 1.78 which is not significant. This means that there is no significant difference between the scores obtained by the boys and girls with respect to their Emotional Intelligence after the administration of the Instructional Package in Yoga. Thus it can be concluded that the prepared Instructional Package in Yoga is equally effective for secondary school boys and girls in improving their Emotional Intelligence. The component-wise comparison of the results shows that the
Instructional Package in Yoga is more effective for girls than boys in improving the Self-awareness component only and for the remaining components the instructional package is equally effective for both boys and girls.

Hence the third hypothesis, “There will be significant difference in the Emotional Intelligence of boys and girls in the Secondary Schools after implementing the Instructional Package in Yoga” is rejected.

5.2.9 Findings based on the Analysis of the Pre-test and Post-test scores of Academic Achievement

1) There is no significant difference in the Pre-test Academic Achievement scores of students in the Experimental and Control groups (t=0.01; p> 0.05)

2) There is significant difference in the Post-test Academic Achievement scores of students in the Experimental and Control groups (t=2.07; p< 0.05)

3) The Fx value obtained (Fx=0.00; p>0.05) is not significant, showing that there is no significant difference in the Pre-test Academic Achievement scores of students in the Experimental and Control groups.

4) The Fy value obtained (Fy = 4.29; p<0.05) is significant at 0.05 level which shows that there is significant difference in the Post-test Academic Achievement scores of students in the Experimental and Control groups.

5) The Fy.x (Fy.x-13.62; p<0.01) is significant at 0.01 level which shows that the two final mean scores of Academic Achievement of students in the Experimental and Control groups differ significantly after they have been adjusted for difference in the Pre-test scores.
6) The adjusted mean score of Academic Achievement of the Experimental group (57.8) is higher than the adjusted mean score of the Control group (52.1). The obtained t-value is significant (t= 3.69; p<0.01). This means that the Experimental group is superior to Control group in terms of Academic Achievement. That is, the Instructional Package in Yoga developed is effective in enhancing the Academic Achievement of students in the Experimental group.

Hence the fourth hypothesis “The Instructional Package in Yoga is effective for improving the Academic Achievement of the Secondary school students for the total sample” is accepted.

5.2.10 Findings based on the Analysis of the Post-test Academic Achievement based on Subject Group

The results obtained from the mean values, standard deviation and Post hoc tests showed that there is significant difference between Language and Science in achievement after the administration of the instruction package in Yoga. A significant difference was also seen between Language and Mathematics achievement. Both these difference are in favour of language achievement. Also, there is significant difference between social science and mathematics achievement which is favour of social science achievement. But no significant difference was observed between social science and science achievement and language and social science achievement. Also, Science achievement and Mathematics achievement was also more or less similar after the administration of the learning package in Yoga. This means that prepared Instructional Package in Yoga is more effective in the
Achievement of Language (mean=65.3) and Social science (mean= 57.15) compared to Science (mean= 50.41) and Mathematics (mean= 44.85).

Thus, the fifth hypothesis formulated in this context “The Instructional Package in Yoga is equally effective in improving the Academic Achievement of the following subject groups of Secondary School students, namely, i) Languages   ii) Social science   iv) Science   v) Mathematics” is rejected.

5.2.11 Findings based on the Post-test Academic Achievement based on Gender

The analysis of the data related to Academic Achievement shows that the mean score of boys in Academic Achievement is 50.31 and that of girls is 67.86. The obtained value of critical ratio is 4.44 which is significant at 0.01 level. This means that there is significant difference in the score of Academic Achievement of boys and girls after administering the Instructional Package in Yoga. The Academic Achievement of girls is greater than that of boys. Thus it can be concluded that the Instructional Package in Yoga is more effective for girls than boys in improving the Academic Achievement.

Hence the sixth Hypothesis, “There will be significant difference in the Academic Achievement of boys and girls in the Secondary Schools after implementing the Instructional Package in Yoga” is accepted.
5.3 CONCLUSIONS

1. The prepared Instructional Package in Yoga is effective in enhancing the Emotional Intelligence of students in the Experimental group.

2. The Instructional Package in Yoga developed is effective in enhancing the following components of Emotional Intelligence among Secondary School students.
   i) Self-awareness  ii) Self-confidence  iii) Self-control  iv) Empathy  
   v) Motivation  vi) Social competency

3. The Instructional Package in Yoga developed is effective in enhancing the Academic Achievement of students in the Experimental group.

4. The prepared Instructional Package in Yoga is more effective in the Achievement of Language compared to Social science, Science and Mathematics.

5. The girls have higher Academic Achievement than boys after the administration of the Instructional Package in Yoga.

6. The Instructional Package in Yoga is equally effective in improving the Emotional Intelligence among boys and girls in the Secondary Schools. Only in the Self-awareness component of Emotional Intelligence, the girls scored more than boys. But in all other components of Emotional Intelligence, the score of boys and girls are more or less same.
5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

The result of the present study shows that Yoga instruction in Secondary School level has a positive effect in Emotional Intelligence and Academic Achievement of students. Through the practice of regular ‘asanas’, students can control their emotions; through yogic asanas, they calm the mind which further helps them to control their emotions which make them stable. The mental stress among the students can be reduced to a great extent through continuous practice of yoga and good mental health can be achieved by developing a healthy mind in a sound body. Yoga is the first system in the world to recognize the connection between the body and the mind. The mental health of students can also be improved through regular practice of yoga. The concentration of students in the classroom and also in their studies can be increased through regular practice of pranayama and meditation.

Practice of ‘yama’ helps to increase the power of concentration, mental purity and steadiness. Yama includes non-killing, truthfulness, non-stealing, continence, and non-receiving of gifts: ‘ahimsa-satyas-teya-brahmacharyaparigrahayamah’. Yama and niyama, include all the moral teaching that are given in all the scriptures of the world. All paths of yoga (jnana, karma, bhakti, etc) have healing potential to shelter out the effects of the pains which come in life (Abhedananda, 2002).

The Academic Achievement can also be improved considerably through the continuous practice of Yoga. The improvement in the power of concentration results in high Academic Achievement. Through the practice Yoga, the students are able to improve their health and prevent many diseases and this helps them to attend the class regularly. The happiness gained by reducing mental stress is an encouragement for the
student to attend the classes regularly. They can improve the attitude towards school than the students who do not practice yoga.

The government and education department should give due importance to introduce yoga instruction in schools. Even though NPE of 1986 recommended the yoga instruction in schools, it is not implemented in all schools. At present, very few schools are providing yoga classes to students. Yoga is receiving attention all over the world for its potential in promoting physical, mental, and moral well being.

5.5 SUGGESTIONS AND RECOMMENDATIONS

Classroom adjustment has got a very important role in the teaching learning process. Researchers have proved that classroom adjustment has been helpful in producing positive results in the academic achievements of students.

It should be gravely considered that increasing mental tension, emotional imbalance and the resulting suicidal tendency seen in children are due to the existing setup of the classrooms. Mental stress, emotional imbalance, examination anxiety and the lack of concentration are the consequences of the lack of proper classroom adjustment. All these classroom adjustment related problems can find a solution through yoga instruction at school level. There is no difference of opinion that the aforesaid defects can be cured through continuous yoga practice. Yoga has an indisputable role in improving the confidence of students. Yoga has a special place in building up confidence in children.

All the qualities that a student should exhibit can be achieved through yoga. Yama and Niyama that constitute the initial part of yoga can provide to the students the required moral and value education.
It is really amazing to note that India, the birth place and the cradle of yoga, has not included it in its curriculum despite the fact that yoga had already become a part and parcel of the curriculum of Western Education. No other system has ever been discovered that can impart both mental and physical stimulus to students.

The investigator has put forward the following suggestions on the basis of the present research study for improving the teaching-learning process in our schools:

1. The practice of yoga should be implemented in every school making it a part of curriculum.

2. All teachers should be given yoga classes, and yoga practice should be made a subject of study in the B.Ed. curriculum. It would be beneficial for both teachers and students.

3. As character formation is possible through yoga practice, students should be taught yoga theory (I part of yoga, i.e., Yama and Niyama). Value and moral education can be gained through this.

4. Inside the classrooms, students should be given breathing exercises either during the class time or at the commencement of classes which would give them relaxation. It can help to enhance their power of concentration and decrease their fatigue and boredom. The breathing exercise can teach them to control breath, resulting in the increased intake of oxygen which would in turn activate the working of brain.

5. Yoga related books and magazines should be made available in the school libraries so that students can understand more about yoga.
6. Studies have proved that the common ailments like epilepsy, asthma, migraine, allergy, back pain and lack of appetite seen in children can be cured through the practice of yoga (Telles et al., 2000; Cortez, 2008; Rich, 2010; Davis, 2013). Hence as a part of Health Education, students should be given practice in yoga and they should be made aware of its importance.

Based on the findings it is recommended that the Instructional Package used in the study can be implemented at the Secondary School level all over the state, because the results revealed that Emotional Intelligence and Academic Achievement of the students were considerably enhanced through Yoga practice. The analysis of subject wise Achievement shows that yoga practice has enhanced students’ Language capabilities. The result asserts that Instructional Package in Yoga is effective for improving the components of Emotional Intelligence like Self-awareness, Self-confidence, Self-control, Motivation, Empathy and Social competency among Secondary School students. It will be a boon to the students if the authorities will take initiative in including this type of Instructional Packages in yoga in the curriculum at all levels of schooling.

5.6 SUGGESTIONS FOR FURTHER STUDY

The results obtained in this study point to the need to conduct similar experiments among students from primary level to higher secondary level and also for the students at university level with a larger sample size. Moreover, in the current study, it was not attempted to analyze whether the age profile has an impact. Conducting a larger study with separate samples for various age profiles may give more insights. A study on the effectiveness of Yoga practice can be conducted among
students with learning disabilities and low achievers. The scope of yoga therapy can be tested through similar research to find solution to the psychological and physiological problems of students. Neuropsychological bases of learning have well been investigated and confirmed. Pursuant to it, explorations into the impact of yoga practice to influence the learning brain positively can be done. New inquiries into the scope of yoga in addressing learning disorders may be tried. In fact, yoga has a great potential to facilitate many sorts of interventions in education, well-being and ageing.

Lifestyle issues among the youth pose serious health and character problems which ruin their educational process somewhat irrevocably. It is here that yoga has an integrated role to play. Studies related to such areas are recommended. As in the case of similar experiments, different instruments for measuring Emotional Intelligence may be tried in place of the self-report format used here. It would also be useful to study other positive effects of the yoga way of life. At a philosophical level, the yoga way of life seeks to unite the individual consciousness with universal consciousness. At the empirical level, the efficacy of scientific scrutiny needs to be tested by conducting more studies. Developing better research methodologies to handle these unique aspects is another area that may require further work in the future.