CHAPTER – VII

SUMMARY

According to World Health Organization (WHO), adolescence defines as the period of life between 10-19 years of age. Adolescent may be taken as a period of growth from puberty to maturity. This period is associated with rapid physical, psychological, and social changes. This is a transitional stage of human development. Adolescence is the period in which a child matures into an adult. Teens’ bodies and minds develop and change tremendously during adolescence, which causes their whole personality to change too. According to Goldstein and Glick (1987), “comprise a developmental process in which youth move from the dependency and immaturity of childhood toward the physical, psychological, and social maturity of adulthood”.

Adolescence is the period of storm and stress, a time when the individual is erratic, emotionally unstable, and unpredictable. This is the time when personality development is ascertained and the period of life between boundaries of puberty and maturity. It is a situation in which new adjustments have to be take place. The time is identified with dramatic changes in the body, along with developments in a person’s psychology and academic career.
In metropolitan city children are involved in too many activities like other adults. They are overscheduled and involved in unavoidable hyper-parenting trap. Parents believe that enrolling children in too many activities is good for their future. Children are overloaded with extracurricular activities. They need time to read, write, think, draw, dream, build, play, create fantasize and explore special interests but unfortunately the limitation of time does not allow them to do the same very easily. Thus they become failure in achieving their targeted goal. This creates frustration, depression and other mental disorders. Sometimes these mental problems motivate them to commit suicide.

Thus, at this stage (adolescent) of human development is subjected to influence by lots of psychological pressure due to physical changes, role changes, identity crises, career choice, school phobia, social adjustment, emotionally immature, changes in parent-child relationships etc. The adolescent is not mature enough to deal with most of these problems, resulting in morbidity, depression, Stress, lethargy, lack of sleep, loss of appetite, aggressiveness, feeling of insecurity, inferiority feeling with others, lack of self confidence, emotional instability, irritation, uneasiness, withdrawal and imaginary pains and of trying to escape from these realities. Therefore, they become overloaded with lots of
psychological pressure due to that frustration can develop, than mental conflict appears and then anxiety which convert into psychological stress.

The consequences of a prolonged experience of stress may have their own impact on the physical, psychological and behavioural dimensions of the individual. The outcome of these may also have their influence on the professional and social life of the individual. The reason for stress management is to prevent and overcome the adverse impacts of stress and restore well-being.

Study shows beneficial effects of yoga on psychosomatic and psychophysiological disorders. Beneficial effects of Yoga have been reported for tension headache by Blanchard (1987). Udupa (1978) has reported to have successfully treated over a thousand psychosomatic patients by Yoga practice. Dani (2005), found that the majority of subjects reported a reduction in symptom of various diseases and experienced a positive attitude towards life.

If we look into ancient past of mankind, we can easily find out some of the methods described by the earlier philosophers, sages and spiritual leaders for maintaining tranquillity of mind. Amongst them Yoga seems to be the earliest and the most effective method for providing peace and tranquillity of mind.
Meditation

Meditation techniques are increasingly used for relaxation and therapeutic purposes. It refers to the mental technique for quieting the body and mind. Meditation is a simple form of calming the mind. Our mind transcends all mental activity and experiences a state of consciousnesses. Ancient scriptures have heavy reference to the practice of meditation. Starting from the epics to the recent modern gurus, all have described the positive effects of meditation for physical, mental and spiritual well-being.

The aim of all meditation technique is the same i.e., refining the nervous system. Practice of meditation gives deep rest to the practitioners, which may release the deep-rooted tension or stress. The practice of meditation also gives better insight that helps a person to solve his problems without stress and strain.

The consistent practice of meditation leads to a healthier and more effective human being. According to Yoga science there are five causes of suffering i.e., avidhyā (ignorance), asmita (ego), raga (attachment), dvesa (aversion) and abhinivesh (fear of death).

CONCEPT OF PREKSHA MEDITATION (P.M.)

Preksha Meditation is based on the wisdom of ancient philosophy and modern scientific concepts. It is the technique of meditation for attitudinal change, behaviour modification and integrated development of personality. It would also
help us in achieving the blissful aim of establishing amity, peace and happiness in the world by eradicating the bestial urges such as cruelty, retaliation and hate (Zaveri, 1989).

There are eight main components of Preksha Meditation i.e., Kayotsarg (Relaxation), Antaryatra (Internal Trip), Perception of Breathing (Smas Preksha), Perception of Body (Shareer Preksha), Perception of Psychic Centers (Chaitanya Kendra Preksha), Perception of Psychic Colors (Leshya Dhyan), Contemplation (Anupreksha), Chanting of Mantras (Mantra Meditation) bring about a remarkable transformation within the body. On physical level, changes may take place in behavior and character. These changes ultimately affect the soul.

**Statement of Problem**

What is the influence of Preksha Meditation technique practice on stress, inferiority and insecurity feeling in school going adolescents of metro city, Delhi?

**Clarification of the Problem –**

(a) **Stress**: In this investigation the stress of adolescents is taken in terms of five scales of Bisht Battery (1987) i.e. - (i) Scale of achievement stress (SAchS), (ii) Scale of academic stress (SAS), (iii) Scale of physical stress (SPS), (iv) Scale
of institutional stress (SIS), and (v) Scale of family stress (SFS). Each scale is having four components of stresses i.e. frustration, conflict, pressure and anxiety.

(b) **Insecurity feelings:** Here insecurity feelings measured by Pati Insecurity feeling Questionnaire.

(c) **Inferiority feeling:** The inferiority feeling is taken as in terms of Pati Inferiority Questionnaire.

(d) **Preksha Meditation:** Preksha Meditation (PM) is a technique of meditation which unveiled by *Acharya Shri Mahaprajna*. This includes *Kayotsarga* (Relaxation), *Svasa-preksa* (Perception of Breathing) and *Jyoti Kendra Preksha* (Perception of centre of Illumination).

**Objectives of the study:**

The main objectives of this study were:

I. To explore the influence of Preksha Meditation (P.M.) technique on psychological stresses (achievement stress, Institutional stress, academic stress, physical stress, family stress) of adolescents studying in schools of metro city Delhi.
II. To test the efficacy of Preksha Meditation (P.M.) technique on insecurity feeling and inferiority complex of adolescent’s studying in the schools of metro city Delhi.

III. To explore the influence in a scientific and statistical manner.

IV. To collect the data in scientific manner and in quantitative form.

**Hypotheses**

Total fifteen hypotheses were formulated for this study.

Out of these 14 hypotheses (10 for stress, 2 each for insecurity and inferiority feeling) are directional hypotheses while one is null hypothesis.

To test the first hypothesis student ‘t’ test (two tail) with the criteria of $\alpha = 0.05$ or $p < .05$ was applied for the inter–group comparisons between the experimental (Preksha Meditation) and control group (Normal activity) to see the heterogeneity-homogeneity, if any, at their pre-experimental stage. Further to explore the effect of Preksha Meditation, if any, in contrast to control group, at post-experimental stage – I and post – experimental stage – II of the experiment the one tailed ‘t’ test was used.

To evaluate the net effect of independent variables within the groups at different levels of the experiment, Sandler’s ‘A’ test was employed (intra- group
comparison). The statistical criteria of $\alpha = 0.05$ or $p < 0.05$ was adopted for hypothesis testing.

**Research Design**

To find out the impact of P.M technique on experimental group, in contrast to the control group doing normal activity, at different experimental stages, a multi-group and multi-level pre-and post- (before and after) experimental research strategy was implemented.

**Variables:**

In this study Preksha Meditation (P.M.) and normal activity is used as an Independent Variable (I.V.), while stress, insecurity and inferiority feeling were considered as dependent variables (D.V.).

**Sample -**

A purposive sample of 160 students was drawn from the leading Government Senior Secondary Schools of Delhi. The sample was divided into two groups (experimental and control) each of 80 students. One of these groups served as experimental (P.M.) while second one served as control one (normal activity). All the subjects were male with an average age of 15-17 years taken from same
standard of class i.e., 11th standard (commerce sections) and their economic status was middle economic level. Each group was given its respective experiment treatment for an equal amount of time.

**Test and Tools**

1. Bisht Battery of Stress Scales (BBSS) by Abha Rani Bisht (1987) and its manual. This scale having 13 areas of stresses from which five areas of stresses were selected for this study, viz., **Scale of achievement stress (SAchS)**, **Scale of academic stress (SAS)**, **Scale of physical stress (SPS)**, **Scale of institutional stress (SIS)** and **Scale of family stress (SFS)**. In this questionnaire each scale of stress has four components viz. frustration, conflict, pressure, and anxiety.

2. Pati’s “Insecurity” questionnaire and manual by Pati (Hindi Version by Pati 1976), which consists of 20 items related to the feeling of insecurity in various areas.

3. Pati’s “Inferiority” questionnaire and manual by Pati (Hindi Version by Pati 1976), this test also consists of 20 items related to the feeling of Inferiority in various areas.

All the above mentioned tests were highly reliable, valid and used in many other researches.
PROCEDURE

(a) Measurement at pre - experimental stage

Before to given any intervention, subjects of both the groups were administered on the aforesaid psychological tests to see the homogeneity - heterogeneity on said variables of the subjects of both the group.

(b) Measurement at post - experimental stage - I

The subjects of experimental group were assigned the intervention of P.M. practice. The subjects practiced this technique for two months, 40 min./day regularly. Subjects of the control group were doing their normal routine activity and no specific task was allotted to them. Subjects of both the groups were re-administered on the earlier referred psychological tests after two months of intervention.

(c) Measurement at post - experimental stage - II

The subjects of both the groups were re-administered the above mentioned psychological tests after six months of their intervention. Subjects of the experimental group were practicing P.M. while subjects of the control group were doing their daily routine activities for six months.
ASSIGNMENT OF INTERVENTION

The subjects were practicing the capsule of P.M. regularly for period of 40 minutes per day in which they practiced Kayorsarga – 20 minutes, Swas Preksha – 10 minutes and Jyoti Kendra Preksha for - 10 minutes every day regularly for six months under the direct supervision of the investigator. The subjects of the control group were not be given any special kind of task; rather they were doing their daily routine activities as usual.

Statistical Design

The statistical analysis of the data was made in two manners –

**Inter – group comparison** –

To evaluate the effect of P.M. on dependent variables of the subjects of experimental group vis-à-vis the effect of normal activity on the dependent variables of the subjects of control group, the inter-group comparison was made. For this purpose ‘t’ test with significant criteria of $\alpha = 0.05$ was be applied. Similar strategy was applied for the control group.

**Intra – group comparison** –

To panout the amount of changes in dependent variables yielded by P.M. or normal activity the same subjects of both the groups will be compared with
themselves at their different experimental stages (intra-subjects comparison). For this comparison the Sandler’s ‘A’ test with $\alpha = \text{or } p < 0.05$ will be applied.

**RESULT AND DISCUSSION**

**Influence of Preksha Meditation on adolescents stress**

Percentiles norms established in Bisht Stress Scale are as follow: -

**Table – 47**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Scales</th>
<th>P10</th>
<th>P20</th>
<th>P30</th>
<th>P40</th>
<th>P50</th>
<th>P60</th>
<th>P70</th>
<th>P80</th>
<th>P90</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>S AchS</td>
<td>80.06</td>
<td>99.58</td>
<td>101.24</td>
<td>126.30</td>
<td>130.90</td>
<td>134.40</td>
<td>140.00</td>
<td>148.01</td>
<td>161.62</td>
</tr>
<tr>
<td>2.</td>
<td>SAS</td>
<td>58.34</td>
<td>63.00</td>
<td>79.82</td>
<td>91.01</td>
<td>99.33</td>
<td>129.00</td>
<td>134.32</td>
<td>175.00</td>
<td>210.22</td>
</tr>
<tr>
<td>3.</td>
<td>SPS</td>
<td>70.05</td>
<td>98.58</td>
<td>100.02</td>
<td>123.30</td>
<td>130.00</td>
<td>133.41</td>
<td>142.00</td>
<td>147.31</td>
<td>153.20</td>
</tr>
<tr>
<td>4.</td>
<td>SIS</td>
<td>30.12</td>
<td>40.00</td>
<td>54.34</td>
<td>69.00</td>
<td>73.80</td>
<td>81.01</td>
<td>89.54</td>
<td>112.00</td>
<td>121.30</td>
</tr>
<tr>
<td>5.</td>
<td>SFS</td>
<td>68.02</td>
<td>76.47</td>
<td>88.02</td>
<td>101.45</td>
<td>112.30</td>
<td>140.40</td>
<td>172.02</td>
<td>190.00</td>
<td>206.31</td>
</tr>
</tbody>
</table>

Interpretation of percentile is -

<table>
<thead>
<tr>
<th>P70 or above</th>
<th>Average Stress</th>
<th>P69 to P31</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Stress</td>
<td>P30 or below</td>
<td></td>
</tr>
<tr>
<td>Low Stress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section – A

INTER – GROUP COMPARISON

(i) At pre-experimental stage (Initial stage)

The subjects of both the group (experimental and control) were found homogeneous in all the five areas viz. achievements, academic, institutional, physical and family of adolescents stress (table – 48). But according to percentile norms (table -47) their Achievement and physical stresses are found at average level, while their academic, institutional and family stress found at high level. Here the first (H1) hypothesis is fully corroborated by these findings.

Table – 48

<table>
<thead>
<tr>
<th></th>
<th>EXPERIMENTAL GROUP</th>
<th>CONTROL GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total stress</td>
<td>Percentile</td>
</tr>
<tr>
<td><strong>Sachs</strong></td>
<td>125.8</td>
<td>P40</td>
</tr>
<tr>
<td><strong>SAS</strong></td>
<td>176.5</td>
<td>P90</td>
</tr>
<tr>
<td><strong>SPS</strong></td>
<td>121.8</td>
<td>P40</td>
</tr>
<tr>
<td><strong>SIS</strong></td>
<td>105.5</td>
<td>P80</td>
</tr>
<tr>
<td><strong>SFS</strong></td>
<td>176.6</td>
<td>P80</td>
</tr>
</tbody>
</table>
(ii) At post-experimental stage – I (after two months)

**Table - 49**

<table>
<thead>
<tr>
<th>EXPERIMENTAL GROUP</th>
<th>CONTROL GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total stress</strong></td>
<td><strong>Total stress</strong></td>
</tr>
<tr>
<td><strong>Percentile</strong></td>
<td><strong>Percentile</strong></td>
</tr>
<tr>
<td><strong>Interpretation</strong></td>
<td><strong>Interpretation</strong></td>
</tr>
<tr>
<td><strong>SAchS</strong> 121.9 P40 Average Stress</td>
<td><strong>130.0 P60 Average Stress</strong></td>
</tr>
<tr>
<td><strong>SAS</strong> 173.0 P80 High Stress</td>
<td><strong>178.8 P90 High Stress</strong></td>
</tr>
<tr>
<td><strong>SPS</strong> 118.5 P40 Average Stress</td>
<td><strong>124.2 P50 Average Stress</strong></td>
</tr>
<tr>
<td><strong>SIS</strong> 102.5 P80 High Stress</td>
<td><strong>107.6 P80 High Stress</strong></td>
</tr>
<tr>
<td><strong>SFS</strong> 170.9 P70 High Stress</td>
<td><strong>177.3 P80 High Stress</strong></td>
</tr>
</tbody>
</table>

At post-experimental stage –I the subjects of experimental group were found with significant reduction in the mean scores of their stress after two months practice of P.M. (table – 49). Their achievement stress found significantly reduced (p<.0005) in all the four components (table – 3). Second (H2) hypothesis is confirmed here. At this stage the adolescents reduced their academic stress significantly on all the four components i.e. frustration (p<.0005), conflict (p<.005), pressure (p<.0005) and anxiety (p<.01) in comparison to the control group (c.f. table – 10). Here, the early proposed third (H3) hypothesis is corroborated.
In physical stress their frustration and anxiety reduced significantly at p<.0005, while their conflict and pressure at p<.005 and p<.025 respectively (table – 17). The fourth (H4) hypothesis is confirmed by these findings. Further significant reductions were also found in all the four components of their institutional stress viz., frustration (p<.005), conflict (p<.025), pressure and anxiety at p<.0005 level of confidence in comparison to control group (c.f. table – 24). Now the fifth (H5) hypothesis is confirmed herewith. The experimental group also decreased its stress in all the four components of family stress viz., (frustration (p<.01), conflict p<.0005), pressure (p<.025) and anxiety (p<.0005) (c.f. table – 31). The obtained results confirmed early-proposed sixth (H6) hypothesis.

(iii) At post - experimental stage – II (after six months)

The subjects of experimental group (P.M. group) as compared with the subjects of control group reduced in all the five areas of adolescence stress i.e. achievements, academic, physical, institutional and family (table – 50). As they reduced their stresses in all the four components (frustration, conflict, pressure and anxiety) of each area at highest level of significance (p<.0005) (c. f. table – 4, 11, 18, 25, 32).
Table - 50

<table>
<thead>
<tr>
<th></th>
<th>EXPERIMENTAL GROUP</th>
<th></th>
<th>CONTROL GROUP</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total stress</td>
<td>Percentile</td>
<td>Interpretation</td>
<td>Total stress</td>
</tr>
<tr>
<td>SAchS</td>
<td>118.9</td>
<td>P40</td>
<td>Average Stress</td>
<td>132.1</td>
</tr>
<tr>
<td>SAS</td>
<td>167.9</td>
<td>P80</td>
<td>High Stress</td>
<td>180.6</td>
</tr>
<tr>
<td>SPS</td>
<td>112.7</td>
<td>P40</td>
<td>Average Stress</td>
<td>125.5</td>
</tr>
<tr>
<td>SIS</td>
<td>97.6</td>
<td>P80</td>
<td>High Stress</td>
<td>109.1</td>
</tr>
<tr>
<td>SFS</td>
<td>164.3</td>
<td>P70</td>
<td>High Stress</td>
<td>180.2</td>
</tr>
</tbody>
</table>

Although, their percentile interpretation were maintain as their previous stage as average stress at achievements and physical stress, where high stress at academic, institutional and family stress. The obtained results confirmed early proposed five hypotheses (H2, H3, H4, H5 and H6) after six months of P.M. practice.
SECTION - B

INTRA GROUP COMPARISON

Experimental group

(a) Influence of P.M. after two months (at post-experimental stage - I)

In intra-group comparison the subjects of experimental group were found significantly decreased in the three components (viz. frustration, conflict at \( p<.02 \) and pressure at \( p<.01 \)) of achievement stresses at post – experimental stage – I. The findings on achievement stress scale partially confirmed the early- proposed seventh (H7) hypothesis. In academic stress the subjects of experimental group also found to be reduced significantly in three components of academic stress scale i.e. frustration at \( p<.01 \), conflict and anxiety at \( p<.05 \) level of confidence, no significant changes was observed in pressure components. The early proposed eight (H8) hypotheses in not fully corroborated by these findings; it is partially supported by these findings. Further, in physical stress the subjects of experimental group reduced their mean scores after six month practice as compare to their pre – experimental stage, as they significantly decreased at \( p<.02 \) level in two the components i.e. conflict and pressure. The findings do not fully corroborate early proposed ninth (H9) hypothesis. The trend of decreasing in the
mean scores was continuing further in the scale of Institutional stress. Their mean values found to be decreased significantly in comparison with pre – experimental stage on two components viz. conflict (p<.02) and anxiety (p<.05), at post-experimental stage–I (after two months). Again the results do not fully corroborate the early proposed tenth (H10) hypothesis. But, in family stress scale the subjects of experimental group reduced their mean values significantly in their all the four components (frustration and pressure at p<.02 where conflict and anxiety at p<.05 and p<.01 respectively). Here the early proposed eleventh (H11) hypothesis is fully corroborated by the findings.

(b) Influence of P.M. after six months (at post–experimental stage – II)

At post-experimental stage–II (after six months practice of P.M.) the achievement stress reduced significantly in all the four components (viz. frustration, pressure at p<.01 and conflict, anxiety at p<.02 level of confidence) of P.M. practitioners. The findings fully confirm the early proposed hypothesis.

In academic stress the subjects of this group also reduced their stresses significantly in all the four components i.e. frustration at p<.001, and conflict, pressure, anxiety at p<.01 level of significance. The early proposed eight (H8) hypotheses are fully corroborated here by these findings.
In the **physical stress** scale again the subjects of this group reduced their stresses on all the four components. Their mean values reduced significantly on frustration and conflict at $p<.001$ and on pressure and anxiety at $p<.01$ and $p<.02$ level of confidence respectively. The early proposed ninth (H9) hypothesis is fully corroborated at this stage.

The subjects of experimental group also reduced significantly in **institutional stress**. Their mean values on deceased significantly on all the four components i.e. frustration at $p<.02$ and conflict, pressure, anxiety at $p<.01$ level of confidence. These findings fully corroborated the early-proposed tenth (H10) hypothesis. Here again the significant reduction were also found in **family stress**. As all the four components i.e., frustration ($p<.01$), conflict, pressure and anxiety (at $p<.001$) of family stress were reduced significantly at post - experimental stage –II (after six months practice of Preksha Meditation). The early proposed eleventh (H11) hypothesis is fully corroborated by these findings.
Control group

(a) Influence of Normal activity after two months (at post – experimental stage – I)

At post-experimental stage – I the control group (normal activity) found to be increased in their stress level. The mean scores of frustration (p<.02) and pressure (p<.05) of achievements stress scale increased significantly. Whereas, in scale of academic stress there is no significant difference is observed between pre – and post - experimental stage – I. In physical stress they increased significantly in two components i.e. frustration (p<.05) and pressure (p<.02). The enhancement is also observed in the mean values of Institutional stress components at post - experimental stage – I. Their pressure and anxiety increased significantly at p < 0.05 and p < 0.01 respectively. In family stress the significant increment in mean scores was also observed in two components i.e., frustration and pressure (p<.05)) at post -experimental stage – I.

The obtained result implies that the normal activity of control group for two months could not help the subjects in reducing their stress level in all the areas.
(b) Influence of Normal activity after six months (at post – experimental stage – II)

At post – experimental stage - II (after six months) of this invention the stress of the subjects of control group increased significantly. In the area of achievement stress their stress scores in all the four components increased significantly i.e. in frustration, conflict, pressure at p<.02 and in anxiety at p<.05 level of confidence. All the components of academic stress observed significantly higher, as frustration, conflict, anxiety at p<.05 level of confidence and pressure at p<.02.

In physical stress area the mean scores on all the four components are increased significantly as their frustration and conflict at p<.05 level of confidence whereas their pressure and anxiety at p<.01 and anxiety p<.02 level respectively.

But in institutional stress only three components (conflict (p<.05), their pressure and anxiety (p<.01)) increase significantly at post - experiment stage – II. No significant changes were found in frustration components.

In the area of family stress it is found that the subjects of this group have increased their stresses. Their mean scores found to be increased significantly in all
the four components i.e., frustration, conflict, anxiety at \( p < 0.02 \) and pressure at \( p < 0.05 \) level of confidence.

The overall conclusion emerged from the results illustrates that the subjects of control group who did not practice the P.M. increased their stress. But the subjects of experimental group who practiced P.M. reduced their stresses in all the five area of stress.

**INFLUENCE OF PREKSHA MEDITATION ON INSECURITY FEELING**

**Section – A**

**Inter – group comparison**

(I) Insecurity feelings at pre – experimental stage

The subjects of both the groups (control and experimental) were found homogeneous on the scale of insecurity feelings at their pre – experimental stage as
Table – 51

<table>
<thead>
<tr>
<th>Stages</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean</td>
</tr>
<tr>
<td>Pre exp.</td>
<td>57.8</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>57.125</td>
</tr>
<tr>
<td>Post exp. stage – 1</td>
<td>57.84</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>51.63</td>
</tr>
<tr>
<td>Post –exp. stage – II</td>
<td>58.77</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>41.27</td>
</tr>
</tbody>
</table>

Their mean values (57.8 & 57.125) are not significantly differently. Both the groups are displayed a moderate level of insecurity feelings (table 51). The obtained findings confirm the early proposed first (H1) hypothesis.

(II) Insecurity feeling at post – experimental stage – I

After two months of P.M. practice the subjects of experimental group found significantly differently (p<.0005) from those of control group on the scale of insecurity feelings (c. f. table - 38). Here, both the group show moderate level of insecurity feelings. The findings confirm the early proposed twelfth (H12) hypothesis.
(II) Insecurity feeling at post – experimental stage - II

After six months of P.M. training (post – experimental stage –II) the subjects of experimental group significantly (p < .0005) decreased the mean values of insecurity feeling as compare to the subjects of control group (c. f. Table - 38). At this stage the subjects of experimental group shifted to mild type of insecurity feeling from moderate level, but the subjects of control group remain at moderate level of insecurity feelings.

Section – B

Intra - group comparison

Influence of P.M. on insecurity feeling

(i) At post – stage – I (For two months)

After two months of P.M. practice, significant reduction (p < .0005) is found in the level of insecurity feelings of the experimental group at post experimental stage – I (end of two months) as compared to their pre-stage (c. f. Table – 39). The obtained result supports thirteenth (H13) hypothesis proposed earlier.
(ii) At post – stage - II (for six months)

After six months of P.M. practice the subjects of experimental group reduced their were found highly significant (p<.0005) reduction at post – experimental stage – II as compared with pre – stage (c. f. Table – 40). The obtained results confirm early proposed thirteenth (H13) hypothesis herewith.

Influence of normal activity on insecurity feelings

(i)  At post – stage - I

At the end of post - experimental stage – I, there is no significant changes were found in the subjects of control group (normal activity). They are having moderate level of insecurity feelings.

(ii)  At post – stage – II

At the end of six months intervention of control group found significantly increase (p<.01) from pre - stage in insecurity feeling as their mean value rise from 57.8 to 58.775. The subjects of control group remain at moderate level of insecurity feelings.

As obtained results clearly demonstrate the better effect of six months P.M. practice modulate the insecurity feeling in the subjects of experimental group,
where the subjects of control group who continued their daily routine activity were found to have no such modulating effects.

This investigation was supported by the studies of Gaur and Walokar (2003), Gaur (1998), Gaur and Saini (1999), Gaur and Betal (1999), Gaur and Saini (2002), Gaur and Sharma (2003), and Walokar (2003), Gaur and Srivastav (2005), Gaur and Shah (2005), Gaur and Dayma (2006), Gaur and Shah (2007), also found decrease in insecurity feeling directly or indirectly due to practice of P.M.

**Conclusion of the outcomes**

Finally, it can be concluded that the treatment of P.M. on subjects of the experimental group for a two month (post – experimental stage – I) period produced a significant influence on the psychological problems of the subjects and consequently more comprehensive gain were observed at the end of six months (post – experimental stage – II) of the P.M. treatment. It lowered the stresses in the entire five areas i.e. achievement, academic, institutional, physical and family stress. The results show that some of the components of stress i.e. frustration, conflict, pressure and anxiety were reduced significantly in some areas of stress after two months of P.M. practice in experimental group. But after six months
practice i.e., at post – experimental stage – II, marked reduction is found in all the areas of stress including all the components.

On the scale of insecurity feelings and inferiority feeling the subjects of experimental group reduced after two and six months of P.M. practice

The findings of this investigation emphasize on the significant reduction in stress, psychological pressure and improvement in confidence level, positive thinking, to lead to balance the integrated growth of the entire personality.

**INFLUENCE OF PREKSHA MEDITATION ON INFERIORITY FEELING**

Section – A

Inter – group comparisons

(a) **At pre – experimental stage**

In inter group comparison at pre - experimental stage it is found that there is no significant difference in the level of inferiority feelings among the subjects of both (Experimental and control) the groups. It shows the homogeneity among the subjects of both the groups on the scale of inferiority feelings. At this stage both
groups show moderate level of inferiority feeling (table - 52). This result corroborates first (H1) hypothesis proposed earlier.

**Table – 52**

<table>
<thead>
<tr>
<th>Stages</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean</td>
</tr>
<tr>
<td>Pre-exp.</td>
<td>58.18</td>
<td>Moderate level</td>
</tr>
<tr>
<td></td>
<td>58.75</td>
<td>Moderate level</td>
</tr>
<tr>
<td>Post-exp. stage – 1</td>
<td>57.55</td>
<td>Moderate level</td>
</tr>
<tr>
<td></td>
<td>55.58</td>
<td>Moderate level</td>
</tr>
<tr>
<td>Post-exp. stage – II</td>
<td>57.23</td>
<td>Moderate level</td>
</tr>
<tr>
<td></td>
<td>50.78</td>
<td>Mild level</td>
</tr>
</tbody>
</table>

(b) **At post - experimental stage - I**

At post–experimental stage–I (after two months) the subjects of the experimental group found to be differed significantly (p < 0.0005) on the scale of inferiority feelings in comparison to the subjects of control group (c.f. table – 43). At this stage both the groups found moderate level of inferiority feeling. The obtained results confirm early proposed fourteenth (H14) hypothesis herewith.

(c) **At post – experimental stage - II**

At this stage (post-experimental stage – II), the subjects of experimental group show a significant decrease at p<.0005 level of confidence in the level of
inferiority feeling as compared to the subjects of control group (c. f. Table – 43). The level of inferiority feeling shifted from moderate to mild inferiority feeling in the experimental group, but the control group remain at moderate level of inferiority feeling. Thus the results confirm fourteenth (H14) hypothesis proposed earlier.

Section – B

Intra - group comparison

Experimental group

(i) Impact of P.M. technique after two months (post – stage – I)

A significant reduction (p < 0.0005) is found in the level of inferiority feelings at post experimental stage – I (two months) in the experimental group as compared with their pre – stage (c.f. table – 44).

(ii) Impact of P.M. after four months (Post – stage – II)

After six months of P.M. practice the subjects of experimental group reduced their level of inferiority feelings significantly (p<0.0005) as compared to
their pre – stage (initial stage) (c.f. table – 45). The result supports fifteenth (H15) hypothesis proposed earlier.

**Control group**

**Impact of normal activity on inferiority feelings**

(I). **Impact of normal activity after two months (post – stage - I)** a significant reduction (p< .02) in the scale of inferiority feeling is observed in the subjects of control at post – stage – I (after two months) as compare to their pre – experimental stage. This implies that the subjects of this group reduced their inferiority feelings significantly and they overcome from the feelings of smallness.

(b) **Impact of normal activity after six months (post – stage - II)**

After six months of their intervention the subjects of control group found to be have a significantly more reduction (p< .01) in the inferiority feeling as compared to their pre – experimental stage.

It may be, therefore, concluded here that the Preksha Meditation technique has a potentiality to reduce inferiority feelings in metro city adolescents. At pre – experimental stage the subjects of experimental group (P.M. group) had a moderate type of inferiority feelings but after two months of Preksha meditation there was a
significant improvement in the level of superiority feelings. This improvement was continuing till six months of Preksha Meditation practice and their inferiority feelings reduced to mild level. These findings suggest that longer duration practice of Preksha meditation is highly beneficial for improvement of inferiority feelings.

The obtained results in the is investigation were supported by the studies Gaur (1994), Gaur and Betal (1999), Gaur and Sharma (2002), Mathur and Gaur (2004), after referred the researches it is clear that the subjects who practiced meditation (T.M. or P.M.) technique improved their self-confidence, friendliness and sociability, became self - confident. Similar findings are observed in this present investigation. After two or six months practice of P.M., subjects of the experimental group reduced their inferiority feelings significantly.
Suggestions -

There are so many areas left untouched regarding adolescents problems on which influence of P.M. may be tested.

There was limitation of this study hence long term investigation could not be conducted. Therefore following suggestion may be considered for further research studies.

1. A long duration (for the period of 2-3 years) research may be conducted to pan out net effect of P.M on various variables of adolescents.

2. There are some thrusting problems like developing the suicidal tendency and drug abusing, drug addiction in adolescents in metro city, so such type of interventions may be conducted on such variables.

3. This study was conducted on male adolescents so such type of studies may also be conducted on female adolescents’ problems.