CHAPTER VI
CONCLUSION

➢ Study in Retrospect
  • Significance of the problem
  • Title of the thesis
  • Hypotheses of the Study
  • Objectives of the Study
  • Methodology
➢ Major Conclusions
➢ Implications of the Study
➢ Suggestions for Further Research
CHAPTER VI
CONCLUSION

This concluding chapter includes a brief account of the study, conclusions that are obtained from the findings of the study and a discussion of implications of the study. It also includes suggestions for further research in the field of education.

6.1 Study in Retrospect

6.1.1 Significance of the problem

Constitutionally India is a secular state. But large scale violence has periodically occurred in India since independence. The young people of India are susceptible to developing a fascination for violence. The psychologists stamped the adolescents with “storm and stress”. But this volatile period differs from society to society and nation to nation. The young and the old divide in emotions is perhaps the creation of societal problem. Students in India need freedom from the much old system of education, dominated still by rote learning of subject matter. There is nothing in the school curriculum that deals with the emotional literacy of adolescents that can help to empower them. Adolescents have very special and distinct needs which can no longer be overlooked. By addressing their needs, one would not only contributing to the socioeconomic development of the country but also to other societal concerns like social harmony, gender justice, population stabilization and improving the quality of life of the people. Adolescents need special educational interventions that address their basic needs to discover their own potential and become empowered citizens. In this context the research question that the investigator confronts is how the mood states and emotional intelligence of the students could be regulated. Hence the problem envisages for the study is stated as How the students’ Mood States and Emotional Intelligence can be regulated.

The investigator analyses the problem with a view to develop a satisfactory strategy to solve the basic problem of regularising Mood States and Emotional Intelligence of students. Mood States and Emotional Intelligence play a crucial role in the interface of school climate to liberate the adolescents from stressful expressions to pleasant learning experience. If made an in depth analysis of the details of mood states and emotional intelligence, it would become obvious that some techniques are
needed to control the negative mood states and to develop the emotional intelligence. Several techniques have been adopted by teachers to solve the problem. Some of the techniques adopted for better emotional expression and management and mood regulation were sublimation, interesting instructional strategies, learning strategies, co-curricular activities like dance, music, karate, workshops etc. In few schools meditation and yoga practices were given weekly once. The results were encouraging; contribute to the rational and analytical thinking of individuals along with academic achievement. But these techniques will not solve the basic problem of regulating mood state and achieving emotional balance which arise as a result of transition to adulthood. The change in culture resulted in an alienated young generation without any morale.

The investigator made a pilot study regarding the problem by collecting guidance and counseling reports from various secondary schools of Kottayam and Idukki districts. The investigator was very particular in selecting the two districts because Kottayam is the district where 100% literacy is reported and more urban than Idukki, a high range area. Hence, both the district possesses difference in life style and customs. The reports collected from schools are alarming! Students have different behavioural problems like drug abuse, smoking, alcoholism, usage of pornographic materials (yellow magazines, internet, CDs of blue films), usage of psychotropic substances and even illegal pregnancies were also reported among teenage students. All these show that the prevalent strategies for regularizing mood states and emotional intelligence are not satisfactory. Still the problems remain unchanged. How to bring back adolescents in the path of love and affection without encroaching upon their inquisitiveness and freedom is a problem that the family and school face today. If this problem can be solved successfully one can expect the students/youth emotionally balanced with a positive mood that expands their ability to attain the fullest potential to deal effectively all situations of life.

Many studies are conducted in balancing emotional intelligence of individuals, but little attention is given in regularizing the mood states and emotional intelligence of students in schools. Sitting meditation is commonly practiced among students. But it is not regular and systematic. Meditation like relaxation technique is preferred in CBSE schools only and it is given only once in a week and sometimes once in a
month only and it was not given to all students. In this context the investigator presumes to study the effect of Secular Meditation which refers to a family of self-regulation practices that focus on training attention and awareness in order to bring mental processes under greater voluntary control. It fosters general mental well-being and development of specific capacities such as calm, clarity and concentration. The people of India have freedom of religion and the State treats all individuals as equal citizens regardless of their religion. As India being a secular nation think about a meditative package i.e., secular in nature. Secular Meditation can be practised without interfering with one’s belief system as it is a means to get in touch with those qualities beyond thoughts and thinking (Helen, 2009).

Secular Meditation encompasses variety of techniques like meditation by dance, music, drawing, walking etc. Meditation by dance is a body mind balancing technique. It helps in concentration, coordination and expression. It is a systematic integration of body through series of exercises. Music is an integral part of our society, everyday life and behaviour. Its importance seems to be strongly related to its emotional power. Adolescents enjoy music enormously. They consider music as an important part of life (Christenson, DeBenedittis & Lindolf, 1985). Listening to specific kind of music at specific time of the day has been shown to be helpful in maintaining good health. Walking meditation is an ancient form of meditation that the Buddha practiced. Walking meditation permits the practitioners to be conscious of things outside him. Because the body is engaged and active it helps to better focus the attention on the sensations that arise. No great skill and understanding is required, it needs only the attention of the mind on breath, footsteps and ground. Meditation by drawing serves the purpose of emptying the mind and focusing the mind. Secular meditative practices are entirely different from the usual practices followed in doing meditation which are largely stuffed with spirituality.

6.1.2 Title of the thesis

The investigator presumes that Secular Meditation integrated with meditation by dance, music, drawing and walking would help to stabilise the Mood States and Emotional Intelligence of students in secondary schools. So the thesis entitled as “Impact of Secular Meditation on Mood States and Emotional Intelligence of Secondary School Students”.
Hypotheses of the Study

Hypothesis I
- The Secular Meditation has an impact on regulating Mood States and Emotional Intelligence of the students.

Hypothesis II
- The different forms of Secular Meditation are effective on Mood states and Emotional Intelligence of the students.

Hypothesis III
- The Secular Meditation is comparatively more effective than Routine Relaxation Practices in regulating Mood States and Emotional Intelligence of the students.

Hypothesis IV
- The different forms of Secular Meditation are more effective than Routine Relaxation Practices on Mood States and Emotional Intelligence of the students.

Hypothesis V
- Gender has no influence on Mood States and Emotional Intelligence of students when Secular Meditation is practised.

6.1.4 Objectives of the Study

- To find out the impact of Secular Meditation on Mood States and Emotional Intelligence of students.
- To find out the impact of different forms of Secular Meditation on Mood States and Emotional Intelligence of the students.
- To compare the effectiveness of Secular Meditation and Routine Relaxation Practices on Mood States and Emotional Intelligence of the students.
- To compare the relative effectiveness of different forms of Secular Meditation and Routine Relaxation Practices on Mood States and Emotional Intelligence of the students.
- To compare the Mood States and Emotional Intelligence of male and female students who practise Secular Meditation.
6.1.5 Methodology

- **Methods adopted for the study**

  The topic selected for the study envisages the development of Emotional Intelligence and regulation of Mood States of secondary school students. For this purpose the investigator prepared a Secular Meditative package which integrates different meditative practices like Meditation by dance, music, drawing and walking. Experimental method was adopted to conduct the study. It is recognised as the most appropriate method for drawing causal conclusions about instructional interventions. In the present study investigator has taken up non-equivalent pretest-posttest control group design for the experiment. Before conducting the experiment, a survey was conducted to collect the reports of guidance and counseling from schools in order to assess the present status of students’ emotional conditions.

- **Variables used**

  The independent variables of the present study were
  
  - Secular meditation package which encompass four different modules like
    
    a. Module 1-- Meditation by dance,
    
    b. Module 2-- Meditation by music
    
    c. Module 3-- Meditation by drawing
    
    d. Module 4--Meditation by walking.
  
  - Routine relaxation practices

  The dependent variables of the present investigation were Emotional Intelligence and Mood States.

- **Sample selected**

  The study has been conducted on a representative sample of standard VIIIth students from 3 schools of Kottayam district. Two divisions of one school were selected as experimental and control group. Two divisions each from rest of the two schools were selected for testing the independent effectiveness of four different forms of meditation integrated in the experimental package. Hence the total sample constitutes 199 students of which 32 each in experimental and control group, 35, 35, 35 and 30 in four sub experimental groups respectively.
• **Tools used**

The data required for the present study were collected using the following tools:

- Guidance and counseling reports from schools
- Mood State Inventory (prepared and standardized by the investigator)
- Emotional Intelligence scale (prepared and standardized by the investigator)
- Secular Meditation package which encompasses four different modules as follows:
  a. Module 1-- Meditation by dance,
  b. Module 2-- Meditation by music
  c. Module 3-- Meditation by drawing
  d. Module 4--Meditation by walking.

**Experiment conducted**

The main objective of the experiment was to test the effectiveness of Secular Meditation in regularising the Mood States and Emotional Intelligence of students at secondary level. The experiment was conducted in two intact groups. A Mood States Inventory and Emotional Intelligence Scale were administered to the experimental group, control group and sub experimental groups as pretests to assess the existing status of students in terms of their Mood States and Emotional Intelligence. After conducting the pretests, the experimental group was practised using the Secular Meditation package and control group follows the Routine Relaxation Practices. The four subgroups practised each module of Secular Meditation Package like meditation by dance, music, drawing and walking. After treatment, posttest on Mood States and Emotional Intelligence were administered to assess the terminal behavior of the students. The investigator scored all the response sheets using the scoring key. Pretest and posttest scores of Mood States and Emotional Intelligence were tabulated for the experimental group, control group and four subgroups respectively. These scores were consolidated for statistical analysis. Since the groups selected were un-equated, the statistical technique of analysis of co-variance was applied (ANCOVA) for testing the effectiveness of Secular Meditation Package and four modules of Secular Meditation on regularising Mood States and Emotional Intelligence of the students.
The measures of central tendency and dispersion were also computed for determining the nature of scores.

6.2 Major conclusions

The conclusions of the study are based on the experiment conducted, findings obtained and results of the tenability of hypothesis.

The general conclusion of the study is that the practice of Secular Meditation regulates the two variables Mood States and Emotional Intelligence of students. The conclusions that emerged on the basis of the objectives formulated and the results obtained from the experiment are listed below supporting with the findings of the study. The following are the major conclusions that emerged from the results of the present study.

Conclusion I

1. **Secular Meditation has influence on students’ Mood States and Emotional Intelligence.**

The following findings confirm the above conclusion:

The following mean scores obtained by 32 students when they are trained using Secular Meditation package by integrating four different modules like meditation by dance, music, drawing and walking show that Secular Meditation is effective in regularizing Mood States and Emotional Intelligence of students.

i) Mean scores adjusted for pretest scores \((\text{My}_x)\) obtained for Mood States of students is 154.59 for a maximum score of 250 and standard deviation adjusted for pretest scores \((\text{SDy}_x)\) is 10.94

ii) Mean scores adjusted for pretest scores \((\text{My}_x)\) obtained for Emotional Intelligence of students is 146.19 for a maximum score of 210 and standard deviation adjusted for pretest scores \((\text{SDy}_x)\) is 10.38.

Conclusion II

2. **Different forms of Secular Meditation have influence on Mood States and Emotional Intelligence of students.**

The above conclusion is substantiated by following findings.

i) Mean scores adjusted for pretest scores \((\text{My}_x)\) obtained for Mood States of students who practise different forms of meditation are 152.71, 155.71, 154.43
and 154.03 respectively for a maximum score of 250 and the corresponding standard deviation adjusted for pretest scores (SDy.x) is 10.34.

ii) Mean scores adjusted for pretest scores (My.x) obtained for Emotional Intelligence of students in four different subgroups of secular meditation are 147.66, 148.34, 146.01 and 147.46 for a maximum score of 210 and standard deviation adjusted for pretest scores (SDy.x) is 14.66.

Conclusion III

3. **Secular Meditation is a better strategy than existing practices of relaxation for the regularisation and improvement of Mood States and Emotional Intelligence of students.**

The following findings confirm the above conclusion

i) When the pretest and posttest scores were subjected to ANCOVA, it was found that the students in the Secular Meditative group scored significantly higher in their Mood States than those in the Routine Relaxation group. My.x for secular meditative group is 154.59 and for Routine Relaxation group is 144.82. The t value calculated for df 62 is 4.47 at level of significance p< 0.01.

ii) When the pretest and posttest scores were subjected to ANCOVA, it was found that the students in the Secular Meditative group scored significantly higher in their Emotional Intelligence than those in the routine relaxation group. My.x for Secular Meditative group is 146.19 and for Routine Relaxation group is 128.94. The t value calculated for df 62 is 6.81 at level of significance p< 0.01.

Conclusion IV

4. **Different forms of Secular Meditation like meditation by dance, music, drawing and walking are effective than routine relaxation practices in regulating States and Emotional Intelligence of students.**

The above conclusion is substantiated by following findings.

i) When the pretest and posttest scores were subjected to ANCOVA, it was found that students who practise different forms of Secular Meditation like meditation by dance, music, drawing and walking scored higher in their mood states than those in control group. My.x for Mood States of students in meditation by dance, music, drawing, walking and control group are 152.71, 155.71, 154.43, 154.03 and 144.7 respectively. The SDy.x computed is 10.34. The t values calculated for
Conclusion

df 65, 65, 65 and 58 are 3.18, 4.37, 3.87 and 3.70 respectively which are found to be significant at 0.01 level.

ii) When the pretest and posttest scores were subjected to ANCOVA, it was found that students who practise different forms of Secular Meditation like meditation by dance, music, drawing and walking scored higher in emotional intelligence than those in control group. My.x for Emotional Intelligence of students in meditation by dance, music, drawing, walking and control group are 147.66, 148.34, 146.01, 147.46 and 128.36 respectively. The SDy.x computed is 14.66. The corresponding t values calculated for df 65, 65, 65 and 58 are 5.39, 5.58, 4.93 and 5.34 respectively which are found to be significant at 0.01 level.

Conclusion V

Even though some of the variables show differences in the process of physical and mental activities of male and female students, no gender difference was found in the experiment conducted in the study. So the conclusion is

5. Practise of Secular Meditation is equally effective for male and female students to regulate their Mood States and Emotional Intelligence.

This conclusion is drawn from the following findings.

i) Comparison of adjusted posttest means in Mood States of male and female students of the Secular Mediation group revealed that there was no significant difference between their adjusted posttest mean scores (My.x for female = 154.59 and male = 154.81); t = 0.05 for df 1/30, p>0.05).

ii) Comparison of adjusted posttest means in Emotional Intelligence of male and female students of the Secular Mediation group revealed that there was no significant difference between their adjusted posttest mean scores (My.x for female = 144.32 and male = 144.86); t = 0.95 for df 1/30, p>0.05.

6.3 Implications of the study

The present day education is primarily focused on academic achievement with some additional emphasis on sports and arts. The emotional development of children tends to receive less attention. The development of an individual in fullest potential requires not only understanding of the pedagogical principles and theories, but also the ability to stabilise the mood fluctuations and emotional imbalance. So today’s education system should give emphasis to the affective domain of an individual. For
the purpose, a lenient, democratic and interesting school environment that fosters the emotional stability of the children is necessary.

The major findings of the present study revealed that Secular Meditation which integrates different forms of meditation like meditation by dance, music, drawing and walking is an effective strategy for regularising Mood States and Emotional Intelligence of students. In schools cognitive strategies like rote learning, narration, reciting poems and the like were followed, these will act as a means for stabilizing temper tantrums and mood fluctuations of students. But still the present scenario shows that they were not satisfactory to bring in emotional stability and regulate mood states. This necessitates the need of secular meditation like intervention programs which was found helpful for students to regulate their Mood States and Emotional Intelligence. This technique would not only need any specific skill or training. So it is easy to implement in school environment especially in the classroom itself. It does not require more time as that is required in practising yoga. Meditation is a means to do yoga i.e. practising yoga need stabilising the mind to consciousness.

Secular meditation is found effective in reducing interpersonal tension, intolerance of others and tendency towards isolation. This will help the individuals in replacing automatic emotional reactions to stressful situations with mindfully chosen responses. Secular meditation can be used as an interactive process of movement to support the development of healthier and more effective ways of communication and socialization. Through this programe one becomes aware of one’s own difficulties in relating to others and learns to express or accept oneself. This will help the students to become aware of the skills they could use to reduce stress. The movements and skills practiced in Secular Meditation were sufficient to meet all levels and abilities of students. They gained personal confidence and discovered new ways of being in relationships.

The study revealed that different forms of Secular Meditation are effective in regularising Mood States and Emotional Intelligence of students. Meditation by dance, music, drawing and walking are simple techniques that could be used effectively in classroom itself to focus the mind to consciousness. All these techniques require no change in lifestyle or adaptation to any system of belief. These
can be easily followed in any type of institution irrespective of the religion. Children can receive much benefit from being taught secular meditation. Regular meditation not only improves their concentration but also reduces depression and enhances their mental being and makes them mentally strong. This could help them to think before they react.

The study revealed that routine relaxation practices presently followed in schools are not effective in regularising Mood States and Emotional Intelligence of students. Cognitive practices are given in connection with learning the concepts and principles in the concerned subjects. But it was not found satisfactory. Secular Meditation practised either by integrating or by separating different forms of meditation like meditation by dance, music, drawing and walking was found effective in regulating Mood States and Emotional Intelligence of students. This shows that a regular, systematic and scientific practise is necessary for bringing out any change in the affective behavior of children.

The study further shows that girls and boys who practise Secular Meditation do not differ significantly in their Mood States and Emotional Intelligence. All these processes were found almost the same for both boys and girls. These types of relaxation strategies are very suitable for children because children are interested in creative action rather than being passive. This will enhance the positive mood states and thereby make the child creative.

In the light of the above implications, the investigator recommends the educational authorities should take necessary steps to incorporate secular meditation as part of the curriculum. It will not affect the time table as it requires only 5-10 minutes of daily practise. An orientation should be given to teachers for its implementation. The remarkable factor is that any teacher can teach these techniques to children irrespective of their subjects because they are simple and does not require any specific skill. The resources of the mind should be unveiled in the early stages of adult hood stage itself because it will help them to face all the challenges in life with a stable mind. These types of interventions in addition to other cognitive practices will help the children to develop a good morale in a value deteriorated society.
6.4 Suggestions for further research

- A further research can be conducted to explore the scientific basis of different techniques of meditation.
- The same study may be conducted for students in all grade levels and teachers in different types of educational institutions.
- The same study can be extended to assess the Emotional Intelligence and Mood States of emotional labourers especially those in the field of medical profession, sales, IT, bank etc.
- The study can be conducted for differentially abled students by selecting the strategies integrated in Secular Meditation in particular.
- The same study can be replicated by using scientific equipments to assess the Mood States and Emotional Intelligence to get more accurate results.
- The possibilities of Secular Meditation in brain activation and functioning can be further studied.
- A comparison of Secular Meditation and spiritual meditation can be studied further.
- A comparison of meditative forms used in the present study with other forms of meditation can be studied.
- Meditation by music can be replicated by composing musical notes by the participants under the training of a music teacher.
- More accurate and better results could be established by extending the duration of experimentation.
- The impact of Secular Meditation on creativity, memory and achievement can be further studied.
- Meditation by dance can be replicated by experimenting different postures and mudras in various dance forms.