CHAPTER 5
MAIN FINDINGS, DISCUSSION OF THE RESULTS,
EDUCATIONAL IMPLICATIONS AND SUGGESTIONS
FOR FURTHER RESEARCH

5.1 INTRODUCTION
The present study attempted to examine the effectiveness of yoga practices in improving the components of emotional intelligence and reducing components of academic stress among adolescent students. In addition, the study assessed the components of emotional intelligence and academic stress among the adolescent students before and after yoga intervention in relation to reduction in academic stress and an improvement in emotional intelligence. On the basis of analysis and interpretation of data and discussion, the researcher draws out some inferences in this context. This chapter deals with main findings, discussion of the results, educational implications, and suggestions for further research.

In the present study, the researcher is studying the efficacy of yogic practices on emotional intelligence and academic stress. The nature of the data collected for the study was subjected to quantitative analysis in order to obtain results and arrive at meaningful findings.

The findings discerned are presented here in section wise.

SECTION-I
The first phase of the research describes the Inventory measures adopted. A sample of 160 adolescent students was selected. The Inventory measures were (a) Emotional Intelligence and (b) Academic Stress scale. The Emotional Intelligence inventory measures were (a) Intrapersonal Awareness (b) Interpersonal Awareness (c) Intrapersonal Management and (d) Interpersonal Management. Whereas Academic Stress scale measures were (a) Academic Frustration (b) Academic Conflict (c) Academic Pressure and (d) Academic Anxiety.
SECTION II

In the Phase II, those students who scored lower in Emotional Intelligence and higher in Academic stress were considered for experimental study.

A sample size of 112 out of the 160 selected samples (inclusive of boys and girls), falls under the Experimental and Control group criteria based on their responses. The criteria of experimental and control group are those who are below the ‘low level’ of Emotional Intelligence and above the ‘high level’ of Academic Stress components. Based on these criteria, 112 adolescent students with an Emotional Intelligence score ranging from 8 to 14 and Academic Stress score ranging from 35 to 85 were included in the experimental and control group. The remaining 48 adolescent students have high level of Emotional Intelligence and low level of Academic Stress and they are considered as non-experimental group in the study. Further, their Emotional Intelligence score ranged from 18 to 25 and Academic Stress score ranged from 15 to 30. Therefore, to find the true effect of yoga practices (intervention), only the 112 adolescent students were considered for further investigation in the study.

Thereafter, 56 adolescent students belonging to the experimental group received yoga practices programme for eight weeks duration. Questionnaires namely: (a) Emotional Intelligence and (b) Academic Stress scale were also administered after the yoga practices. The other 56 adolescent students categorized as the control group did not receive yoga practices but questionnaires such as (a) Emotional Intelligence and (b) Academic Stress scale were administered to this group as well.

In order to observe whether any significant difference exists between experimental and control group, with reference to (a) Emotional Intelligence and (b) Academic Stress scale independent sample t-test was applied and further segregation was also made to observe a difference between boys and girls.

Yoga practices were given to the experimental group in eight weeks. Following which it is necessary to verify whether there is any improvement in the scores of experimental group based on (a) Emotional Intelligence and (b) Academic Stress. Table No.16 to 21 indicates that there is a significant difference between experimental
group and control group. So it concluded that after yoga practices, there is an improvement in the scores of experimental group compared with control group.

5.2 MAIN FINDINGS

On the basis of analysis and interpretation following findings were emerged out. In the present study an attempt to examine the effect of yoga practices in improving the factors of emotional intelligence and reducing the factors of academic stress among adolescent students. The main findings have been presented in two sections

Section-I Provides findings related to base line descriptive analysis and correlation analysis among the factors of emotional intelligence and academic stress.

SECTION-I

5.2.1 Descriptive findings

The first phase of the research study sample of 160 students (90 boys and 70 girls) were administered Mangal’s Emotional Intelligence Inventory and academic stress scale. On the basis of mean score and S.D. those who gets low scores in E.I. and high scores in A.S. were subjected to the participants of experimental and control group in the study. On the base line data for boys and girls there was significant difference between boys and girls on academic stress and emotional intelligence and their factors. The boys have scored higher mean values on all the factors of emotional intelligence whereas the factors of academic stress the girls have scored higher mean value then boys.

5.2.2 The correlation findings

In the correlation analysis finding were indicated that there was significant and positive correlation among all four factors of emotional intelligence as well as the factors of academic stress.

5.2.3 Descriptive statistics

- Findings on base line descriptive statistics for the component of emotional intelligence score of boys and girls.

The boys and girls were significantly influenced by emotional intelligence boys students are higher and emotional intelligence then girl adolescents.
Chapter 5  Main findings, Discussions, education Implications & Suggestions for Further Research

- **Finding on baseline descriptive statistics for the components of academic stress score of boys and girls**

The finding of the study showed that the score of boys was higher in frustration and pressure while among girls academic frustration followed by pressure but overall scores emphasized that academic stress affect the boys and girls but girls were more affected by academic stress in compression of boys.

- **Finding on the relationship between adolescent boys and girls based on the components of emotional intelligent i.e. a) interpersonal awareness b) interpersonal management c) intrapersonal awareness d) intrapersonal management.**

There was significant difference between adolescent boys and girls based on the components of emotional intelligent i.e. a) interpersonal awareness b) interpersonal management c) intrapersonal awareness d) intrapersonal management.

- **Finding on the relationship between adolescent boys and girls based on the components of academic stress i.e. a) academic anxiety b) academic frustration c) academic pressure d) academic conflict.**

- There was significant difference between adolescent boys and girls based on the components of academic stress i.e. a) academic anxiety b) academic frustration c) academic pressure d) academic conflict.

**5.2.4 Correlation findings**

- **Finding on the relationship between the components of emotional intelligence.**

Emotional intelligent was found to have significant positive relationship between the components of emotional intelligence.

- **Finding on the relationship between academic stress and components of academic stress.**

Academic stress was found to have significant positive relationship between the components of emotional intelligence.
SECTION-II

In the phase II those students who scored lower in emotional intelligence and higher in academic stress were considered for experimental study. Sample size of 112 students out of the 160 students selected they call under the experimental and control group in each group i.e. experimental and control group there were 56 students each in experimental and control group.

- **Findings on the relationship between experimental and control group of adolescent student on the component of emotional intelligent before yoga practices.**

  There was no significant difference on the factors of emotional intelligent between experimental and control group. Null hypothesis is accepted.

- **Finding on the relationship between experimental and control group of adolescent student on the components of academic stress before yoga practices.**

  There was no significant difference on the components of academic stress between experimental and control group. Null hypothesis is accepted.

- **Finding on the relationship between boys and girls within experimental group on the components of emotional intelligence i.e. a) interpersonal awareness b) interpersonal management c) intrapersonal awareness d) intrapersonal management. (Before yoga practice).**

  There was no significant difference between boys and girls within experimental group on the components of emotional intelligence i.e. a) interpersonal awareness b) interpersonal management c) intrapersonal awareness d) intrapersonal management. (Before yoga practice). Null hypothesis is accepted

- **Finding on the relationship between boys and girls within experimental group on the components of academic stress i.e. a) academic anxiety b) academic frustration c) academic pressure d) academic conflict. (Before yoga practice).**

  There was no significant difference between boys and girls within experimental group on the components of academic stress i.e. a) academic anxiety b) academic frustration
c) academic pressure d) academic conflict. (Before yoga practice). Null hypothesis is accepted

- Finding on the relationship between boys and girls within control group on the components of academic stress i.e. a) academic anxiety b) academic frustration c) academic pressure d) academic conflict. (Before yoga practice).

There was no significant difference between boys and girls within control group on the components of academic stress i.e. a) academic anxiety b) academic frustration c) academic pressure d) academic conflict. (Before yoga practice). Null hypothesis is accepted.

- Finding on the relationship between boys of experimental and control group on the components of emotional intelligence i.e. a) interpersonal awareness b) interpersonal management c) intrapersonal awareness d) intrapersonal management. (Before yoga practice).

There was no significant difference between boys of control group on the components of emotional intelligence i.e. a) interpersonal awareness b) interpersonal management c) intrapersonal awareness d) intrapersonal management. (Before yoga practice). Null hypothesis is accepted.

- Finding on the relationship between girls of experimental and control group of girls on the components of emotional intelligence i.e. a) interpersonal awareness b) interpersonal management c) intrapersonal awareness d) intrapersonal management. (Before yoga practice).

There was no significant difference between girls of experimental and control group of girls on the components of emotional intelligence i.e. a) interpersonal awareness b) interpersonal management c) intrapersonal awareness d) intrapersonal management. (Before yoga practice). Null hypothesis is accepted.

- Finding on the relationship between boys of experimental and control group on the components of academic stress i.e. a) academic anxiety b) academic frustration c) academic pressure d) academic conflict. (Before yoga practice).
There was no significant difference between boys of experimental and control group on the components of academic stress i.e. a) academic anxiety b) academic frustration c) academic pressure d) academic conflict. (Before yoga practice). Null hypothesis is accepted.

- **Finding on the relationship between girls of experimental and control group on the components of academic stress i.e. a) academic anxiety b) academic frustration c) academic pressure d) academic conflict. (Before yoga practice).**

There was no significant difference between girls on the components of academic stress i.e. a) academic anxiety b) academic frustration c) academic pressure d) academic conflict. (Before yoga practice). Null hypothesis is accepted.

- **Findings on the relationship between experimental and control group of adolescent student on the components of emotional intelligence (after yoga practice).**

There was significant difference between experimental and control group of adolescent student on the components of emotional intelligence (after yoga practices). Null hypothesis is rejected alternative hypothesis is accepted stating that there was a significant difference between experimental and control group of students.

- **Findings on the relationship between experimental and control group of adolescent student on the components of academic stress (after yoga practice).**

There was significant difference between experimental and control group of adolescent student on the components of academic stress (after yoga practices). Null hypothesis is rejected alternative hypothesis is accepted stating that there was a significant difference between experimental and control group of students.

- **Findings on the relationship between experimental and control group of boys on the components of emotional intelligence (after yoga practice).**

There was significant difference between experimental and control group of boys on the components of emotional intelligence (after yoga practices). Null hypothesis is rejected alternative hypothesis is accepted stating that there was a significant
difference between experimental and control group of students. Null hypothesis is rejected alternative hypothesis is accepted stating that there was a significant difference between experimental and control group of boys on the components of emotional intelligence. (After yoga practices).

- **Finding of relationship between experimental and control group of girls on the components of emotional intelligence (after yoga practice).**

There was significant difference between experimental and control group of girls on the components of emotional intelligence (after yoga practices). Null hypothesis is rejected alternative hypothesis is accepted stating that there was a significant difference between experimental and control group of girls on the components of emotional intelligence. (After yoga practices).

- **Finding of relationship between experimental and control group of boys on the components of academic stress (after yoga practice).**

There was significant difference between experimental and control group of boys on the components of academic stress (after yoga practices). Null hypothesis is rejected alternative hypothesis is accepted stating that there was a significant difference between experimental and control group of boys on the components of academic stress. (After yoga practices).

- **Finding of relationship between experimental and control group of girls on the components of academic stress (after yoga practice).**

There was significant difference between experimental and control group of girls on the components of academic stress (after yoga practices). Null hypothesis is rejected alternative hypothesis is accepted stating that there was a significant difference between experimental and control group of girls on the components of academic stress. (After yoga practices).

**SECTION III**

In this phase the pre and post effect of yoga practices in experimental group as well as control group was based on gender were evaluated.
Finding the relationship between experimental (pre and post) and control (pre and post) group on the components of emotional intelligence i.e. a) interpersonal awareness b) interpersonal management c) intrapersonal awareness d) intrapersonal management.

From the analysis it was evident that there was significant difference between the pre and post effect of yoga practices in experimental group while considering components of emotional intelligence where the Null hypothesis is rejected and alternative hypothesis is accepted stating that there is a significant difference between experimental (pre and post) group on the components of E.I while there is no significant difference between pre and post effect of yoga practices in control group in that case Null hypothesis is accepted and alternative hypothesis is rejected.

Finding the relationship between experimental (pre and post) and control (pre and post) group on the components of academic stress i.e. a) academic anxiety b) academic frustration c) academic pressure d) academic conflict. (Before yoga practice).

From the analysis it was evident that there was significant difference between the pre and post effect of yoga practices in experimental group so Null hypothesis is rejected and alternative hypothesis is accepted, while considering components of academic stress and there is no significant difference between pre and post effect of yoga practices in control group in that case null hypothesis is accepted and alternative hypothesis is rejected.

Finding the relationship among experimental (pre and post) and control (pre and post) group of boys on the components of emotional intelligence i.e. a) interpersonal awareness b) interpersonal management c) intrapersonal awareness d) intrapersonal management.

From the analysis it was evident that there was significant difference between the pre and post effect of yoga practices in experimental group of boys so Null hypothesis is rejected and alternative hypothesis is accepted, but there was no significant difference between pre and post effect of yoga practices in control group while considering the
components of emotional intelligence. In that case Null hypothesis is accepted and alternative hypothesis is rejected

- **Finding the relationship among experimental (pre and post) and control (pre and post) group of boys on the components of academic stress i.e. a) academic anxiety b) academic frustration c) academic pressure d) academic conflict. (Before yoga practice).**

From the analysis it was evident that there was significant difference between the pre and post effect of yoga practices in experimental group of boys so Null hypothesis is rejected and alternative hypothesis is accepted but there was no significant difference between pre and post effect of yoga practices in control group while considering the components of academic stress in that case Null hypothesis is accepted and alternate hypothesis is rejected.

- **Finding the relationship among experimental (pre and post) and control (pre and post) group of girls on the components of emotional intelligence**

From the analysis it was evident that there was significant difference between the pre and post effect of yoga practices in experimental group of girls so Null hypothesis is rejected and alternate hypothesis is accepted but there was no significant difference between pre and post effect of yoga practices in control group while considering the components of emotional intelligence in that case Null hypothesis is accepted and alternate hypothesis is rejected.

- **Finding the relationship among experimental (pre and post) and control (pre and post) group of girls on the components of academic stress i.e. a) academic anxiety b) academic frustration c) academic pressure d) academic conflict. (Before yoga practice).**

From the analysis it was evident that there was significant difference between the pre and post effect of yoga practices in experimental group of girls so Null hypothesis is rejected and alternate hypothesis is accepted but there was no significant difference between pre and post effect of yoga practices in control group while considering the components of academic stress in that case Null hypothesis is accepted and alternate hypothesis is rejected.
5.3 DISCUSSION OF THE RESULTS

The major question in the present study is to understand the extent to which the yoga practices help in the levels of improvement in Emotional Intelligence and in turn effect on reducing the levels of Academic Stress in various areas of students’ academic stress. In addition, the present study also tries to find out the association between four areas of Emotional Intelligence and another four components of Academic Stress. There are several studies, which have been conducted for the last few decades to identify the need for yoga practices and reducing certain undesirable behaviour among the adolescent school students. Even though, several studies have focused on both Emotional Intelligence and Academic Stress, yet there is a need to study the effect of intervention program in improving the physical and psychological well-being of adolescent students.

In order to fill the research gap, the present study was attended to study the effect of yoga practices on Emotional Intelligence and Academic Stress among the adolescent students of Evergreen Public School Vasundhara, Delhi.

The present study of undertaken with a reasonable thought that large population of adolescent have been affected by mental health problems; stress, anxiety, depression, regression which contributes in academic stress a lot. On the other hand lac of emotional intelligence among adolescent results into emotional and behavioural problems. In the light of previous study the researcher tried compare and discuss the finding of present study.

The adolescent student undergo many physical and psychological changes as the adolescent stage is a period of storm and stress (Hall, 1904. Ramamalini, 1993) studied family support in relation to academic stress and found that family support helped in overcome academic stress study by Vamadevappa (2009); revealed that parental involvement was also an important aspect in the progress of academic stress. Parthan 2005); Kauts and Sharma (2009); found that academic performance was positively correlated with academic stress. Some times for better performance small amount of stress i.e. Eustress is necessary. Bhatia (1981); Offord et al. 1991); Zuckerman et. al. (1993) revealed that anxiety and depressive disorders are the most common affecting nearby 15% of people in their life time.
Anice James and Maricce (2004); Kuruvilla (2008) found the prevalence of Academic shows among girls was higher than boys while (Vyas, 2006) revealed that higher the age of student teacher lower the stress level. Narersh, 2008 revealed that student of urban locality were more prone to academic stress than rural students. In another study Kuruvilla (2008) found Science students were mere prone to academic stress then arts and commerce stream students.

According to Daveck and Light, 1980 Academic stress lead to frustration and helplessness and casued numerous emotional and behavioural difficulties. (Greenberg, 1980) Ciarroch, Seane and Anderson, 2002 found that stress and ill health are negatively correlated with no. Quatter and Gardner, 2007 found that adolescents who score high on emotions intelligence scale are rated by their peers less aggressive prosocial emphathetic and less like to engage in tobacco, alcohol addiction several studies in the field of emotional intelligence have inter-correlated in the factor of Academic Achievement (Bradshaw, 2008; Bharti; 2013; Bharti & Sidana, 2012; Rog et al 2013; Mahajan 2011; Husain et al., 2008; Agolla and Ogeri; Naghavi; 2011; Dubey, 2012; Manhas 2004;

The literature has Undoubtedly revealed two important observable facts. Firstly, there has been a wide spread increase in cases relating to mental ill health like stress, anxiety emotional imbalance among adolescent. Secondly emotional intelligence The present investigations has highlighted that a large no. of studies are suffering from academic stress and emotional intelligence and the other hand emotional intelligence is correlated with academic achievement, high self-esteem physical and psychological health ability to handle occupational stress.

After the inclusion of yoga practices for the present study reducing academic stress and enhance emotional intelligence in the present study.

It was observed that yoga is a potential tool in improving emotional intelligence lowering down and curing physical and psychological ill health, mental states emotional states and other psychosomatic imbalance. The result of the present study were supported by the study of Nespor 1994; Srivastava and Sharma
(2004); that the yogic practices are useful in the prevention of stress among the adolescent students of class XI and XII, study by Vishal Singh and Madhu 1987; Crisan, Nagarathna, Nagendra and Seetahalkshmi 1988; Sahasi, Mohan and Kacker 1989; Vinod 1991; Sabapathy, Sabapathy and Kaur, 2002; Singh 2002; Revealed that yogic practices are helpful in the reduction or management of anxiety.

In this study pre-test post-test experimental design was followed under controlled condition after selection of experimental and control groups, yoga module was applied for the duration of 8 weeks, pretest and posttest combination of comparison were made.

In the first step a sub sample on the basis of low score in academic stress was formed from the sample. After selection of experimental and control group yoga module was applied for the duration of 8 weeks. After this, pretest and posttest combination of comparison were made.

In the next step experimental and control group in pretest situation were compared. After applying yoga module a significant difference was observed in experimental group performing yoga practices. Pretest posttest combination and control group was also compared in pretest posttest situation to observe any difference in both situation and there was no significant difference among control group students in emotional intelligence and academic stress.

**Emotional Intelligence**

On the basis of the finding of t-test significant difference between experimental and control group was observed for emotional intelligence at 0.01 level of significance. A significant positive effect of yogic practices on emotional intelligence i.e. a) interpersonal awareness b) interpersonal management c) intrapersonal awareness d) intrapersonal management was observed, as after yoga practices all four components had improved. Such positive effect of yoga on stated parameters is supported by other studies.
The result of the study was supported by the study of Sidhaye, N. and Anaspura, A. (2008); that the yogic practices improve emotional intelligence of B.Ed students. Kumar (2009) studied the effect of yoga practices on emotional intelligence of adolescent students of senior secondary class and found that there was significant difference between experimental and control group which is again support the present study. Rudra, B. and Geetika, K. (2009) found effectiveness of yoga practices in logical memory of college girls and found significantly positive effect of yoga practices on logical memory of college girls Ashton, (2015) revealed that there was positive effect of yoga and behavioral and emotional outcomes for children.

**Academic stress**

Based on the findings significant difference between experimental and control group was observed for academic stress at 0.01 level of significant negative correlation of yogic practices on academic stress was observed after yogic practices academic stress i.e. academic anxiety, academic pressure academic frustration was reduced such positive effect of yoga on the stated parameter has also been supported by others.

The finding of the study was supported by the study of Sharma and Singh (1989); Nesper (1994); Srivastava and Sahrma (2004) According to these studies yogic practices were useful in the prevention of stress among the adolescent students of class XI and XII, Yoga practices were effective in anxiety and depression (Vicente, 1987).

The result of the present study of confirmed with earlier studies and these studies indicated that the effect of yoga practices reduce the academic stress Bakshi and Kumari 2009; behavioural disorders and other physical symptoms related to stess disorder. Latha and Kaliappan; 1992; Patel 1975; Rubin and Feeney, 1986; Brown n Gerberg; 2005; Wacilde et al., 2004; Venkatesh et, al. 1994; Toseano & Clemete, 2008; slovacek et al. 2003; Cowen & Adams 2005; wheeler and wilken, 2007; Razza et al., 2013; Kauts and Sharma, 2009; Amit and Neelam, 2009, Mehra &
Srivgastava and Sharma revealed that there was positive role of yoga in reduction of academic stress according to Constantine 2005; found effectiveness of yoga meditation in the stress reduction.

Based on the finding of t-ratios, significant difference between boys and girls was observed for academic stress and its components.

In the present study there was significant difference between boys and girls possessed higher level of academic stress in comparison of boys. This finding supported by previous study.

Finding of the present study revealed that there was significant difference in academic stress between boys and girls these finding supported by the study of (Mohd. and Philip, 2004) in the study it was found that the academic stress of girls was higher than boys academic stress.

The problem of academic stress is widely seen as a social crisis as well as problem of individual behaviour on the other hand emotional intelligence which can be used effectively in solving this problem and help the adolescent in adjustment. However in the whole scheme of our education there is no component that helps in training our emotional personality in order to handle emotional problems and academic stress.

In this backdrop and context yoga as a science of holistic living accumulates all dissipated energy which in the firm of emotional imbalance, aggression, other behavioural problems, anxiety, stress, pressure conflict and frustration can be channelize into positive direction with enhancing intrapersonal awareness, intrapersonal management, interpersonal awareness, interpersonal management and reducing academic stress pressure anxiety and conflict among adolescents. This is possible through yoga practices because yoga is a science of body and mind which brings out total personality development of adolescents at physical, mental emotional and intellectual levels with a spiritual bliss.
Thus from the present study, it can be stated that yogic practices have an edge in improving the emotional intelligence and reducing academic stress and contributes the information about role of yoga practices in improving various functional areas of adolescent students.

The finding of the present study revealed that emotional intelligence is positively correlated with yoga practices while negatively correlated with academic stress before yoga practices there was no significant difference was found between experiment and control group but there was difference in Emotional intelligence and academic stress in relation to gender. After goga practices experimental group revealed a positive correlation with gota while in control group they were not perorm yoga practices. In case of academic stress experimental group shoved a remarkable difference so yoga practices reduce academic stress of adosolcent students while in comparative account boys were higher in emotional intelligence than girls and girls were higher an academic stress in comparison to boys.

5.4 EDUCATIONAL IMPLICATION

The results drawn out from the present study is of great importance for teachers, educationists, school administrators, educational planners and counselors.

The adolescent students have followed yoga practices to improve emotional intelligence and reduce academic stress. An experimental study of this kind develops the interest of the educationists and researchers to implement it in the education policy.

Excessive academic stress may lead to a burnout, which is characterized by emotional exhaustion, feeling of low accomplishment and depersonalization of students, which can affect both health and academic performance. Severe academic stress faced for a prolonged period may create overwhelming frustration and anxiety in the students that may in turn adversely affect their morale academic achievement, mental health, study habits and adjustment style. In such a scenario yoga practices guides teachers and learners both, for the solution of the problems regarding academic stress.
Adolescent stage is often referred to as the ‘stage of storm and stress’ (Hall, 1904). In this period of adolescents, the balance of mental, physical and social strength is often lost. Emotional expressions fluctuate frequently and quickly and it is very difficult to put a check on the emotion during the peak of adolescence. In this stage of life, yoga plays a vital role and helps in balancing the life of adolescent students. In the present study, yoga practices were positively significant with emotional intelligence of adolescence students. Therefore it is deduced that through yoga practices, the emotional intelligence would improve and control mind fluctuations.

The researcher’s in depth study of the efficacy of yoga practices on emotional intelligence and academic stress conveys valuable suggestions to education counselors, administrators and teachers regarding inclusion of yoga as a subject in their daily curriculum. This step will take care of many problems related to physical and psychological aspects of all students. The NCF, 2005 had also recommended inclusion of yoga and physical activities in the curriculum of the school.

The present study also brings forth the facet of yoga being curative in the psychological problems of the adolescent students. It is known that yoga is the science of body and mind. It emanates from the study that yogic intervention also puts a check on the suicidal tendencies, drug abuse, etc by improving their psychological health. This also buttresses the case that the education counselors and administrators should strive to include yogic practices in the educational set-up for the adolescent students.

The study also has suggestions for the framers of the curriculum for the adolescent students that they recognize the efficacy of yoga practices. The present study had established the reduction of academic stress and the improvement of emotional intelligence in the adolescent students. Therefore the constructors of the curriculum need to recognize this outcome and act appropriately for inclusion of the yogic practices in the curriculum.
The adolescent students are the inadvertent victims of high stress, anxiety, frustration, aggression, jealousy, egoism etc, which inhibit them from attaining success in academic and personal front. The study analyses and records this state of affairs and suggests a possible way out through the age old yogic practices. This solution could be widely recommended by the teachers and parents alike to encourage the adolescent students to participate in yoga intervention programmes.

Yoga improves the memory and concentration of the child besides ensuring their robust health thus making them active participants in the growth of the nation. Thus the understanding and assimilation of yogic practices in regular school curriculum is valuable for the adolescent students. The investigator realizes that the present study adds additional knowledge in this field of effectiveness of yoga intervention programme, and suggests incorporation of yogic practices in the school activities.

Long term concentrative meditation has been found to show an improvement on cognitive performance. Practice of meditation brings about changes in structure and functioning of part of brain which are responsible for emotions. High cortical areas are important for emotional regulation .activation of these areas help in regulation of emotions. It would be worthwhile to integrating yoga in education so that the adolescents promoted with better socio-emotional health. (Robert,2012)

In the present society children at schools and colleges are at higher risk of developing metabolic syndrome, in such scenario yoga as a subject in the school curriculum prevent the occurrence of obesity, hypertension ,heart disease, depression and diabetes .As presently India is facing the epidemic of these metabolic disorders.

Present research and other such research work on yoga practices helps in collecting data base of yoga practices which are effective for adolescent students and can be applied in the future.
5.5 SUGGESTIONS FOR FURTHER STUDY

The present study was mainly focused on effectiveness of yoga practices on emotional intelligence and academic stress of Evergreen public school, Vasundhara Delhi. It is evident from review of related literature that adequate work has not been done in this field of study. The present work is a sincere attempt in this direction.

The researcher suggests that:

- Same research can be conducted in other locality, states.
- The present study can also be conducted in relation to spiritual intelligence, personality, moral intelligence, problem solving abilities, self-concept and resilience.
- Studies can also be conducted on secondary level or college level students.
- The study was examined with limited number of samples where only 112 adolescent students were selected which is a key limitation of the present study. Thus the future study can be conducted with larger sample size.
- In the present study only quantitative methodology was adopted. However the direct interview method could provide exact view and impact of yoga directly; therefore, the future studies may adopt qualitative methodology, i.e., mixed methodology.
- Even though the adopted cross sectional research design was identified to be quicker and reliable in this study, the longitudinal research design has also been identified as showing very promising results in the cause and effect of yoga efficiency. Hence the future studies may adopt the longitudinal research design.
- The present study utilized a certain selected sets of yogasanas, pranayama and meditation only for testing its objectives. The future studies may be conducted by adopting other yogic practices.
- The present study was conducted over a period of eight weeks only. The future studies may be conducted for longer durations.
- A study with different academic streams of academics, i.e. art, science and commerce would throw more light on the findings of the study.
Yoga is generally perceived as a means of improving the health and fitness. However there are aspects of yoga which go beyond the mere improvement in the physical wellbeing of the individual. The researcher has undertaken this study to locate and examine the relation of the psycho-physiological nature of yoga with the academic output of the adolescent students. This is a challenging concept of yoga philosophy, and, this study will contribute towards marking this concept among the academic fraternity as a potentially significant one and assembling of resource material for future researchers.