CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

Adolescence is the transitional stage of development between childhood and adulthood, represents the period of time during which a person experiences a variety of biological changes and encounters a number of emotional issues. The ages which are considered to be part of adolescence vary by culture and range from preteens to 19 years. G.Stanley Hall (1904) denoted this period as one of “Storm and Stress” and according to him, conflict at this developmental stage is normal and not unusual. Adolescents are widely considered by the psychological establishment to be prone to recklessness and risk taking behaviors. There is some evidence that this risk taking is biologically driven caused by the social and emotional part of the brain (amygdala) developing faster than the cognitive control part of the brain which resulted in low frustration tolerance (Hicks Harper, P.T 2006).

Thus frustration exists in everyone’s life and it is inevitable. However, whether the frustration can threat the psychological health depends on the cognition and evolution of it, that is, how we attribute the reason of frustration. Different attribution results in different emotion and different behavior. Most of the psychological problems among adolescents are due to the incorrect cognition and treatment to frustration and poor frustration tolerance. Frustration tolerance is the ability to face frustration, objectively analyze the reason of the frustration and strive to find the ways to get rid of it, thus to avoid the unhealthy psychology and behavior.
The industrial development in modern times has given birth to a complex system of society, which has increased frustration among individuals. With the explosion of knowledge and tremendous development of science and technology in the latter half of the nineteen century has changed the socio-economic conditions of society. Due to increasingly rapid rate of revolutionary changes, the society has come across a number of problems in different walks of life as well as different dimensions of adjustment. These changes in different walks of life, fraught with problem have disturbed the personality equilibrium of the individual in the society, which is proceeding at rapid speed towards a technological development in all spheres of human life.

Thus the proposed research aimed at finding out (1) what is the present status on personality, anger and frustration dimension levels of adolescent girls in Tamil Nadu (2) whether their personality, anger and frustration tolerance dimension levels can be altered through specific experimental protocols, such as exercise, music and meditation and (3) which of the three experimental protocols tested would be contributing for the personality, anger and frustration dimension levels of the adolescent girls.

The purpose of the study was to find out the influence of exercise, music and meditation on personality, anger and frustration dimension among adolescent girls. To achieve the purpose of the study, sixty (60) girls students was selected randomly as subjects from the different schools, Chennai, Tamilnadu, India. The selected participants were randomly (simple random sample) assigned to one of four groups of fifteen (n=15) each, such as experimental group I, experimental group II, experimental group III and control group. The group I (n=15) underwent exercise, group II (n=15) underwent music, group III (n=15) underwent meditation for a duration of twelve weeks with three alternative days per week, in addition to their routine and group IV
(n=15) acted as control, who were refrained from any special training except their leisure time pursuit.

Emotional adjustment, Self-confidence, Self-awareness, Interpersonal relationship, Trait Anger, State Anger, Anger Control, Anger-out, Anger-in, Impulse control and Tolerance were selected as dependent variables and the following variables were selected as independent variables for this study such as exercise, music, meditation and control group. All the participants were tested two days before and immediately after the experimental period on the selected dependent variables.

The analyses were carried out through various statistical techniques such as the dependent t-test, the univariate analysis of covariance (one-way ANCOVA), and the post hoc pair wise comparison using the Scheffe’s test analysis. The data were compiled and analyzed using the Statistical Package for the Social Science (SPSS) for windows computer software (Version 16). A univariate analysis of covariance (one-way ANCOVA) was conducted to analyze the effects of the training on the selected dependent variables. The statistical differences of the three groups were compared and analyzed according to each of the selected dependent variables. The research hypotheses were tested using the results from the one-way univariate analysis of covariance (one-way ANCOVA). The results of the analysis were used to answer research questions one, two and three.

The covariate (pre test) was included in the analysis to control for the differences on the independent variable. The primary purpose of the test of the covariate was that it evaluates the relationship between the covariate and the dependent variable, controlling for the factor.
5.2 CONCLUSIONS

Within the limitations of the present study the following conclusions were drawn

1. It was concluded that exercise had significantly improved the performance of Emotional adjustment, Self-confidence, Self-awareness, Inter personal relationship, Trait Anger, State Anger, Anger Control, Anger-out, Anger-in, Impulse control and Tolerance among adolescent girls.

2. It was concluded that Music had significantly improved the performance of Emotional adjustment, Self-confidence, Self-awareness, Inter personal relationship, Trait Anger, State Anger, Anger Control, Anger-out, Anger-in, Impulse control and Tolerance among adolescent girls.

3. It was concluded that Meditation had significantly improved the performance of Emotional adjustment, Self-confidence, Self-awareness, Inter personal relationship, Trait Anger, State Anger, Anger Control, Anger-out, Anger-in, Impulse control and Tolerance among adolescent girls.

4. It was concluded that Control group had not shown significant improvement on the performance of Emotional adjustment, Self-confidence, Self-awareness, Inter personal relationship, Trait Anger, State Anger, Anger Control, Anger-out, Anger-in, Impulse control and Tolerance among adolescent girls.

4. It was concluded that among all the training, exercise had shown better improvement than Music and Meditation in enhancing the Emotional adjustment, Self-confidence, Self-

5.3 RECOMMENDATIONS

Improving the performance is of the utmost importance for strength and conditioning professionals. To enhance personality control and manage anger and frustration, several training strategies can be used, such as Physical Exercise, Meditation and Music. The findings of this research indicated that exercise can be used effectively as a training method for improving Emotional adjustment, Self-confidence, Self-awareness, Inter personal relationship, Trait Anger, State Anger, Anger Control, Anger-out, Anger-in, Impulse control and Tolerance among adolescent girls.

In the light of the conclusions drawn the following recommendations are made

1. Future research should focus on the findings of other psychological variables like mental toughness, emotional intelligence, self-esteem in relation to gender differences.

2. Knowledge should be expanded beyond by investigating on adolescent boys

3. Future research would appear more exciting if it focuses on the variations in mood states and its changes

4. It would be valuable to have more research work done on different training to manage anger, frustration and improve personality
5. Several research directions would, therefore, appear fruitful if it focuses towards different age levels and gender.

6. A similar study may be undertaken and to find outs its influences on physiological parameters.