CHAPTER V

SUMMARY AND CONCLUSION

Present day education system puts lot of pressure on students to perform well. “Competitive world” is the phrase we hear all day and almost by everyone. So, in this tough scenario to perform well is also a huge task for students. Keeping in mind the family pressure and pressure from society along with individual’s desire to perform well makes him difficult to cope up with the scenario. All these factors sum up to create an environment full of tension, anxiety, fear and stress around the students. “Anxiety is the result of threats that are perceived to be uncontrollable or unavoidable” (Ohman, 2000).

“Depression and anxiety are prevalent problems in colleges across the country. Anxiety disorders can manifest in students’ behaviour in the classroom as such they become more passive in their study. Feelings of nervousness panic, failing examinations, feeling incapable of doing tasks, racing heartbeat, and restless mind are symptoms of anxiety which contribute to low academic performance among students. Prior studies have shown that there was a significant correlation of high level anxiety and low academic performance among engineering students” (Vitasari et al., 2010).

Depression is common and frequently undiagnosed among college students. According to the American College Health Association Survey (2006), “45 % of women and 36 % of men felt so depressed that it was difficult to function”. College Students easily become susceptible to anxiety and depression on grounds like, difficult to adjust, lack of confidence, feelings of inadequacy, work pressure and assignments.

The objectives of the research were as follows:

- To find out the relation between Anxiety, Depression and General Well-being
- To identify the level of Anxiety in the Engineering College Students
- To identify the level of Depression in the Engineering College Students
- To assess the level of General Well-being in the Engineering College Students
- Positive Therapy helps the Engineering students to manage Anxiety, Depression and Enhance their General Well-being
Two hundred engineering college students were selected by purposive sampling technique to serve as the subjects for the study from K.S.R. College of Technology, Tiruchengode, Tamil Nadu.

To begin with, Case Study Schedule, Manifest Anxiety Inventory, Beck’s Depression Inventory and WHO General Well-being Index were administered to 200 engineering college students and those with ‘High Anxiety’/‘Severe Depression’/‘Low General Well-being’ were selected for the action research. They were divided into 8 batches of around 25 subjects in each batch. The subjects in all the 8 batches were given the psychological intervention called, Positive Therapy.

Positive Therapy is a package evolved by Hemalatha (2004) based on the Eastern Techniques of Yoga and Western Techniques of Cognitive Behaviour Therapy. It has 4 strategies namely, Relaxation Therapy, Counselling, Exercises and Behavioural Assignments. Relaxation Therapy involves three steps, Deep Breathing Practice, Relaxation Training and Auto Suggestion. Counselling consists of Rational Emotive Therapy, Thought Stopping, Symptom Stopping, Cognitive Restructuring and Assertiveness Training. In the present study, Rational Emotive Therapy, Thought Stopping and Cognitive Restructuring were used. Exercises include Tension Releasing Exercise, Smile Therapy and Laugh Therapy. Behavioural Assignments were given to encourage the students and to continue the therapy. As the subjects of this study were students, techniques were used to improve their self-confidence, change their negative thoughts into positive thoughts, to face the future without tension and fear, accept life as a challenge and lead a successful life.

Positive Therapy was given for eight sessions for eight weeks on alternative days to 25 subjects in eight batches. The duration of each session was one hour. The subjects were asked to practice the same at home.

After eight sessions of Positive Therapy, the students were reassessed using the Case Study Reassessment Schedule, Manifest Anxiety Inventory, Beck’s Depression Inventory and WHO General Well-being Index. The follow-up was done after seven months using the same.
CONCLUSION

- After Positive Therapy, majority of the Engineering Students anxiety level reduced to ‘Low’/‘Very Low’ levels
- The most important causes of anxiety were worry about future, lack of confidence and communication
- The effects of anxiety in most of the Engineering Students were low confidence and lack of interest in activities
- After Positive Therapy, majority of the Engineering Students level of Depression decreased
- After Positive Therapy, remarkably the level of General Well-being had improved
- Anxiety and Depression was reduced drastically and General Well-being enhanced after the Positive Therapy
- Physiological, Emotional, Cognitive and Behavioural Symptoms of Anxiety among the Engineering Students had reduced drastically after the Positive Therapy
- There is correlation between Anxiety and Well-being, Depression and Well-being before Positive Therapy

RECOMMENDATIONS

- Since Positive Therapy was found to be very effective in reducing Anxiety, Depression and enhancing the General Well-being among the Engineering College Students, it can be recommended in other educational institutions
- A Psychologist/Counsellor can be appointed in the institutions to facilitate sound physical and mental health for the students
- Workshops on Positive Therapy to overcome Anxiety, Depression and enhancement of General Well-being can be conducted for the students, teachers and parents
- Research applying the same variables as well as other psychological variables can be conducted for the teachers of educational institutions
LIMITATIONS

Any research will have its own merits and limitations. The limitations of the present study are as follows:

- The intervention was given for six sessions to the sample. If it were given for a longer duration, the entire sample would have benefitted more in terms of adjustment and reduction of their Anxiety and Depression

- Other Therapeutic Techniques were not involved to alleviate the problems of the Engineering College Students

- Only Engineering College Students got the benefit of the therapy, other areas of students were not focused in the study to get the same benefit in terms of reduction of Anxiety and Depression which is more common among all the Professional Students