CHAPTER-5

SUMMARY, CONCLUSIONS, LIMITATIONS AND SUGGESTIONS

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1 Introduction

It is true to say that nobody likes suffering and everybody seeks happiness. Human being needs satisfaction and peace of mind, which means and includes living a full life. The best means of attaining the real peace of mind is hypnotic relaxation in this fast age. According to The Mother, It is only in quietness and peace that one can know what the best thing to do is. Hypnotic relaxation gives peace and self awareness. Self awareness shows us about negative and positive aspects of our self.

The concept of self, its development and related terms such as ego and character, from perhaps the most controversial area of current psychological theory and research. Self-concept helps everybody to grow properly and adjust properly. Positive self-concept always strengthens the ability of reasoning, problem-solving and efficiency of a child. High self-concept and self-esteem lead a person towards great success.

According to various studies, clinical hypnosis helps us to enhance our positive self image and to remove negative self image. If we have higher positive self-concept and higher self-esteem, then we can feel great confidence in our selves that lead us to great success and inner satisfaction. Dhyani and Prashnani (2004) describe, that significant effect was found after the hypnotic intervention programme on self-concept in experimental group. According to Aggarwal (2007), Children are highly susceptible to external suggestions primarily in the frequency range where the subconscious mind is exposed and unprotected as a result, children who are praised, properly taught and encouraged to succeed, develop a much better quality of life and self-esteem. Children are future of nation. So if children feel self-worth from beginning, nation will become worthy itself. So this type of experimental studies can guide us for better mankind and better world too.
Finding various effective methods to enhance self-concept and self-esteem have been a prime need of recent times. Various methods for enhancement of self-concept and self-esteem were studied in the present investigation.

As the title reads, the main problem under study has been: “An Experimental Study on Impact of Clinical Hypnosis on Self-concept And Self-esteem of School Going Children” In other words, the present study has been undertaken by the researcher mainly with primary aim to find out better effectiveness of alternative therapies i.e. affirmation, visualization and affirmation and visualization (combine) methods of clinical hypnosis- as a psychotherapy to enhance self-concept and self-esteem, along with the role of other demographic variables, such as gender (Male, Female) and types of school (public, private).

Thus, specific objectives of the present study have been

1) To study the impact of clinical hypnosis with affirmation on each of six aspects of self-concept of school going children

2) To study the impact of clinical hypnosis with visualization of each of six aspects of self-concept of school going children.

3) To study the impact of clinical hypnosis with affirmation and visualization of each of six aspects of self-concept of school going children.

4) To study the impact of various strategies of clinical hypnosis on each of six aspects of self-concept of school going male and female children.

5) To study the impact of various strategies of clinical hypnosis on each of six aspects of self-concept of school going children study in public and private school.

6) To study the impact of clinical hypnosis with affirmation on each of four areas of self-esteem of school going children

7) To study the impact of clinical hypnosis with visualization of each of four areas of self-esteem of school going children.

8) To study the impact of clinical hypnosis with affirmation and visualization of each of four areas of self-esteem of school going children.
9) To study the impact of various strategies of clinical hypnosis on each of four areas of self-esteem of school going male and female children.

10) To study the impact of various strategies of clinical hypnosis on each of four areas of self-esteem of school going male and female children study in public and private school.

In the present study, various treatment methods are used independently. Their impacts on six factors of self-concept and four factors of self-esteem were measured. Various interventional methods were compared also to find out its efficacy.

In order to examine scientifically and methodologically the above objectives, various hypotheses were formulated for statistical testing and verification of the role of significance of differences among the levels of variables.

In present research self-concept and self-esteem were dependent variables and affirmation, visualization and combine methods of Clinical Hypnosis and demographic variables like gender and types of school were independent variables. self-concept is measured by Mr.S.P.Ahluwalia’s (1986) children self-concept scale-CSCS, It measures six aspects regarding self-concept like behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction. Self-esteem is measured by Mr.Anandkumar-Battle’s self-esteem inventory for children-SEIC. It measures four areas regarding self-esteem like general, social, academic and parental.

In present study, for scientific and methodological investigation of the role of above mention objectives 36 null hypotheses were tested as mentioned in chapter III.

A concept which can take on different quantitative values is called a variable. The problem of the present study has three independent variables (1) Hypnosis strategies like Affirmation, Visualization and Affirmation and Visualization (Combine) methods. (2) Gender (Male, Female) (3) Types of School. (Public, Private). Scores of Total and each sub scale of self-concept and Scores of Total and each sub scale of self-esteem were taken as dependent variables.
In the present study, pre test-post test 3x2x2 factorial design was used. Equal number of participants in each treatment group and equal time interval for all the three levels of treatment were other constant variables in this study.

The present research work conducted on 360 children. The purposive sampling technique used for the selection of samples. The children were selected from various schools of Porbandar city, such as Ghediya school, Lakhani school, Kadiya plot pay center school, Rupaliba school and Ramba school. Numbers of male and female children were maintained equally as per the design of the research.

This study was done on twelve different groups. 30 male and 30 females children from private school were given clinical hypnosis affirmations treatment for the duration of 5 months. Same way, 30 male and 30 female children from public school were given clinical hypnosis affirmations treatment for the same duration. And 30 male and 30 female children from private school were given clinical hypnosis visualization treatment for the duration of 5 months. Same way, 30 male and 30 female children from public school were given clinical hypnosis visualization treatment for the same duration. And 30 male and 30 female children from private school were given clinical hypnosis affirmations and visualization treatment for the duration of 5 months. Same way, 30 male and 30 female children from public school were given clinical hypnosis affirmations and visualization treatment for the same duration.

All subjects were given self-concept scale and self-esteem inventory to measure its levels before and after treatment. The effect of treatments was measured on the basis of scores on self-concept scale and self-esteem inventory according to pre-post design.

In short, first of all pre-test was conducted, then intervention was taken place and lastly post-test was conducted.

Each the 360 subjects under the study were administered Personal Data Sheet and the comprehensive questionnaire (self-concept scale-CSCS and Battle’s self-esteem inventory) individually in separate group at the above said places.
All subjects were administered self-concept scale and self-esteem inventory before and after treatments. The duration was maintained same as twice in a week for 5 months for the administration of various treatments. Two hypnotic sessions of 20 to 25 minutes, each were given to relevant groups in every week for 5 months at their school.

Necessary descriptive and inferential statistics were used to analyze the obtained data of 180 subjects. In the descriptive statistics, the means and standard deviation were calculated for the total score on the self-concept scale and self-esteem inventory and scores for the subscales of the tools. For testing the hypotheses of the present study, analysis of covariance (ANCOVA) was applied. In this application the calculation of F ratios for the main and interactive effects of the independent variable were carried out. The pretest score was a covariate in the ANCOVA.

All the results obtained by application of different statistical tests of significance have been summarized, tabulated, illustrated in appropriate graphs whereever necessary, and discussed in detail, in the main body of the thesis.

2 Conclusions

After a careful study and analysis of the data as shown in the previous chapters, the researcher arrived at the following conclusions.

1. There is no significant difference found between the mean scores of pre test and post test of total self-concept, among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

2. There is no significant difference found between the mean scores of pre test and post test of behaviour as a component of self-concept, among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

3. There is no significant difference found between the mean scores of pre test and post test of Intellectual and school status as a component of self-concept, among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.
4. There is no significant difference found between the mean scores of pre test and post test of physical appearance and attributes as a component of self-concept, among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

5. There is significant difference found between the mean scores of pre test and post test of anxiety as a component of self-concept, among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

6. There is significance interactive effect of types of school and treatment found between the mean scores of pre test and post test of anxiety as a component of self-concept, among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

7. There is significant difference found between the mean scores of pre test and post test of popularity as a component of self-concept, among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

8. There is significance interactive effect of types of school and treatment found between the mean scores of pre test and post test of popularity as a component of self-concept, among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

9. There is no significant difference found between the mean scores of pre test and post test of happiness and satisfaction as a component of self-concept, among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

10. There is significant difference found between the mean scores of pre test and post test of total self-esteem among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

11. There is significance interactive effect of gender and treatment found between the mean scores of pre test and post test of total self-esteem, among
affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

12. There is significant difference found between the mean scores of pre test and post test of general self-esteem among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

13. There is significance interactive effect of gender and treatment found between the mean scores of pre test and post test of general self-esteem, among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

14. There is significance interactive effect of types of school and treatment found between the mean scores of pre test and post test of general self-esteem, among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

15. There is significant difference found between the mean scores of pre test and post test of social self-esteem among affirmation group, visualization group and affirmation and visualization group (combine treatment group) of school going children.

16. There is significant difference found between the mean scores of pre test and post test of academic self-esteem among affirmation group, visualization group and affirmation and visualization group (Combine treatment group) of school going children.

17. There is significance interactive effect of types of school and treatment found between the mean scores of pre test and post test of academic self-esteem, among affirmation group, visualization group and affirmation and visualization group (Combine treatment group) of school going children.

18. There is no significant difference found between the mean scores of pre test and post test of parental self-esteem among affirmation group, visualization group and affirmation and visualization group (Combine treatment group) of school going children.
However, these findings in main variables as such should be interpreted with care and caution, in view of some significant interaction of one or the other variables.

3 Limitations and Suggestions

No doubt, all the care has been taken to use more adequate design and more refined statistical procedure in the present study in order to study the impact of various methods of clinical hypnosis on self-concept and self-esteem along with, the rule of other demographic variables such as gender and types of school even though the study had its own limitations that would restrict the researcher to draw inferences and generalizations.

Such restrictions stem first from the nature and size of the sample. The sample size of each sub group was very small (n=30). So findings of this study can not be generalized on large population. Moreover, the study was restricted to the urban students mainly and few demographic variables have been taken in present study. Types of family, religion, caste etc., are not controlled in the present study. In view of this, it is suggested that to widen the scope of applicability of this research, it should be carried out on a larger sample, with variety of representatives from various community groups from various schools. Equally important suggestion is that a comparative study of urban and rural students can be done. Cross-cultural study about the present research title can be carried out.

Present researcher suggests that various methods of clinical hypnosis can be compared to other types of psychotherapy. Of course, some studies has been carried out to compare differential effects of hypnosis, biofeedback training, and trophotropic responses on anxiety, ego strength, and locus of control by Hurley J.D. (1980) on college students. It is suggested that same can be done on children also.

It is further suggested that hypnosis can be compared to yoga for the same regard. It can be an interesting comparison of psychotherapy and yoga.

Next, pretest-posttest quasy design and more refined statistical procedures have been utilized with all care caution in the present study in order to exert more control over extraneous variance and minimize error variance and yet, it
is likely that a few least expected discrepancies might have crept in, that might be responsible for some errors even in the present results.

In view of this, it is suggested that future researcher should continue their efforts to arrive at more refined designs and statistical procedures available to avoid the likely errors.

The researcher has not been very happy with the use of less efficient tools to measure self-concept and its factors. Perhaps, more efficient tools would have helped in arriving at more useful inferences. Hence, equally important suggestion is that every future researcher in this area should take care to use the most reliable and valid tools to measure different types of self-concept and its factors. The deep study of such variable needs more sophisticated clinical instrument for better and firm conclusions.

It can be further suggested that both the treatments can be administered with the use of different tools or by adding more tools with self-concept scale and self-esteem inventory.

One important suggestion arising from present study is that a further research attempt should be undertaken to investigate the impact of clinical hypnosis on various or more factors of self-concept and self-esteem considering different definitions of it. In the present research, only four pre-determined factors of self-concept given in self-concept scale and four pre-determined factors of self-concept given in self-esteem inventory were inquired. Other aspects of self-concept and self-esteem can be studied with the use of aforesaid interventional methods.

The present study was undertaken only for 5 months. The treatment duration can be stretched more. The investigator suggests continuing this intervention for 12 months or more. Or same treatment duration can be given after an interval period. The enhanced duration may show different results.

It can be also suggested that comparison of various methods of Clinical Hypnosis can be monitored on other psychological disorders or mental health.

No doubt, present study carries a number of limitations; it suggests ample possibilities in the area of self development.
4 Applications

1. This study provides the choice of selection of appropriate method of clinical hypnosis to enhance self-concept and self-esteem.

2. It helps the therapist to select better therapeutic method to enhance self-concept and self-esteem.

3. Clinical hypnosis can be administered as an adjuvant therapy along with other types of psychotherapy.

4. Clinical hypnosis treatment can be advised to students as an easy tool for self-relaxation and self development.

5. There can be other psychological problems on which Clinical Hypnosis can be administered as per indications.

6. Hypnotic relaxation can be used for self development.

7. Yoga can be combined with Clinical hypnosis to enhance self-concept and self-esteem.

8. Present study provides a vision to combine other such multiple combinations to be used to enhance self-concept and self-esteem or self development.

9. Present studies focus more light on “adverse side effect free methods” as alternative treatments to enhance self-concept and self-esteem.