

CHAPTER FIVE

RESULTS

5.1.0.

INTRODUCTION

This chapter of the thesis deals with the results obtained in the present study. It shows how the intervention strategies employed resulted in a reduction of the behaviour disorders under investigation.

This chapter, therefore, shows the results in tabulated and graphic forms.

TABLE I: CORRELATION BETWEEN QUESTIONNAIRE RATINGS OF TEACHERS
AND PARENTS ON BOTH BEHAVIOUR DISORDERS.

	AGGRESSION	HYPERACTIVITY
PRE	0.17	0.13
POST	0.22	0.19
DELAYED	0.56	0.55

TABLE II : CORRELATION BETWEEN BASELINE RATINGS OF TEACHERS AND
PARENTS ON BOTH BEHAVIOUR DISORDERS.

	AGGRESSION	HYPERACTIVITY
PRE	0.48	0.75
POST	0.59	0.67
DELAYED	0.75	0.81

The above two tables show a positive correlation between the ratings of teachers and parents on both questionnaire and baseline ratings. The highest correlation on both is on the delayed condition.

TABLE III : COMBINED TEACHER - PARENT RATINGS SHOWING F SCORES ON

ANCOVA, FOR AGGRESSION, ON THE PRE-POST CONDITION.

	d	SSx	SSy	SSy.x	MSy.x
SSB	4	57.19	59.9	187.37	46.84
SSW	47	3846.68	1567.43	579.78	12.34

F = 3.8**

TABLE IV : COMBINED TEACHER - PARENT RATINGS SHOWING F SCORES ON

ANCOVA, FOR AGGRESSION, ON THE PRE-DELAYED CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	57.19	336.38	373.67	93.42
SSW	47	3846.68	1295.49	964.31	20.52

F = 4.55**

TABLE V : COMBINED TEACHER - PARENT RATINGS SHOWING F SCORES ON

ANCOVA, FOR AGGRESSION, ON THE POST-DELAYED CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	59.9	336.38	251.13	62.78
SSW	47	1567.43	1295.49	660.74	14.06

F = 4.47**

* significant at 0.05 level of significance.

** significant at 0.01 level of significance.

The above three tables give ANCOVA analyses showing F scores, of combined teacher-parent ratings, on aggression. All the values of F are significant, thus indicating an impact across all three intervention conditions.

TABLE VI : COMBINED TEACHER - PARENT RATINGS SHOWING F SCORES ON
ANCOVA, FOR HYPERACTIVITY, ON THE PRE-POST
CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	109.84	219.84	191.27	47.82
SSW	51	3870.55	2257.28	103.00	2.02

F = 23.67**

TABLE VII: COMBINED TEACHER - PARENT RATINGS SHOWING F SCORES ON
ANCOVA, FOR HYPERACTIVITY, ON THE PRE-DELAYED
CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	109.84	1120.70	1055.53	263.88
SSW	51	3870.55	2137.85	36.48	0.72

F = 366.5**

TABLE VIII : COMBINED TEACHER - PARENT RATINGS SHOWING F SCORES ON
ANCOVA, FOR HYPERACTIVITY, ON THE POST-DELAYED
CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	219.84	1120.70	545.26	136.32
SSW	51	2257.28	2137.85	1074.00	21.06

F = 6.49**

* significant at 0.05 level of significance.

** significant at 0.01 level of significance.

The three tables given above show the ANCOVA analyses, with F scores, of the combined ratings of teacher and parents, on hyperactivity. As can be seen from the result, all values of F are significant.

TABLE IX : TEACHER RESULTS, SHOWING F SCORES ON ANCOVA, FOR

AGGRESSION, ON THE PRE-POST CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	25.86	17.99	246.47	61.62
SSW	47	2264.03	726.46	263.21	5.6

F = 11.00**

TABLE X : TEACHER RESULTS, SHOWING F SCORES OF ANCOVA, FOR

AGGRESSION, ON THE PRE-DELAYED CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	25.86	27.98	122.79	30.7
SSW	47	2264.03	575.30	436.63	9.29

F = 3.3*

TABLE XI : TEACHER RESULTS, SHOWING F SCORES ON ANCOVA, FOR

AGGRESSION, ON THE POST-DELAYED CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	17.99	27.98	40.64	10.16
SSW	47	726.46	575.30	268.64	5.72

F = 1.78

* significant at 0.05 level of significance.

** significant at 0.01 level of significance.

The above three tables give ANCOVA results, showing F scores, of teacher ratings on aggression. The F values on the pre-post and pre-delayed conditions are significant, while the post-delayed result is not.

TABLE XII : PARENT RESULTS, SHOWING F SCORES OF ANCOVA, FOR

AGGRESSION, ON THE PRE-POST CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	48.13	62.33	48.26	12.07
SSW	47	1089.34	459.56	190.06	4.04

F = 2.99**

TABLE XIII: PARENT RESULTS, SHOWING F SCORES OF ANCOVA, FOR

AGGRESSION, ON THE PRE-DELAYED CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	48.13	220.75	207.81	51.95
SSW	47	1089.34	584.00	532.11	11.32

F = 4.59**

TABLE XIV : PARENT RESULTS, SHOWING F SCORES ON ANCOVA, FOR

AGGRESSION, ON THE POST-DELAYED CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	62.33	220.75	124.33	31.08
SSW	47	459.56	584.00	446.92	9.51

F = 3.27**

* significant at 0.05 level of significance.

** significant at 0.01 level of significance.

The above three tables give ANCOVA, results, showing F scores, of parent ratings on aggression. As can be seen, all values of F are significant.

TABLE XV : TEACHERS RESULTS, SHOWING F SCORES ON ANCOVA, FOR

HYPERACTIVITY, ON THE PRE-POST CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	406.63	337.7	191.67	47.92
SSW	51	644.25	404.55	401.81	7.88

F = 6.08**

TABLE XVI : TEACHER RESULTS, SHOWING F SCORES OF ANCOVA, FOR

HYPERACTIVITY, ON THE PRE-DELAYED CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	406.63	120.76	197.97	49.49
SSW	51	644.25	544.12	416.35	8.16

F = 6.06**

TABLE XVII : TEACHER RESULTS, SHOWING F SCORES ON ANCOVA, FOR

HYPERACTIVITY, ON THE POST-DELAYED CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	16.21	120.76	125.24	31.31
SSW	51	726.04	544.12	424.82	8.33

F = 3.79**

* significant at 0.05 level of significance.

** significant at 0.01 level of significance.

The three tables shown above give ANCOVA results showing F scores for the teacher ratings on hyperactivity. It can be seen that the values of F are significant across all the three intervention phases.

TABLE XVIII : PARENT RESULTS, SHOWING F SCORES OF ANCOVA, FOR
HYPERACTIVITY, ON THE PRE-POST CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	56.1	181.02	132.39	33.1
SSW	51	1281.83	1145.3	587.67	11.52

F = 2.87*

TABLE XIX : PARENT RESULTS, SHOWING F SCORES OF ANCOVA, FOR
HYPERACTIVITY, ON THE PRE-DELAYED CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	56.1	470.59	354.79	88.7
SSW	51	1281.83	985.3	499.93	9.8

F = 9.05**

TABLE XX : PARENT RESULTS, SHOWING F SCORES ON ANCOVA, FOR
AGGRESSION, ON THE POST-DELAYED CONDITION.

	df	SSx	SSy	SSy.x	MSy.x
SSB	4	181.02	470.59	132.6	33.15
SSW	51	1145.3	985.3	342.71	6.72

F = 4.93**

* significant at 0.05 level of significance.

** significant at 0.01 level of significance.

The above tables give the ANCOVA results, showing $\bar{F}$ scores, for the parent ratings of hyperactivity. It can be seen that all values of $\bar{F}$ are significant thus showing an impact across all the three intervention phases.

TABLE XXI: TOTAL, MEAN AND STANDARD DEVIATION OF EACH DISORDER,
TREATMENT-WISE.

AGGRESSION				HYPERACTIVITY		
	E	X	SD	E	X	SD
T1	1202	400.67	101.26	1241	413.67	95.56
T2	1309	436.33	16.74	1130	376.67	50.33
T3	1291	430.33	87.55	1286	428.67	40.8
T4	1212	404.00	66.71	1150	383.33	39.09
T5	1510	503.33	64.46	1331	443.67	80.55

TABLE XXII: TOTAL, MEAN AND STANDARD DEVIATION OF EACH DISORDER,
CATEGORY-WISE, ACCORDING TO THE FIVE TREATMENT GROUPS.

		T1	T2	T3	T4	T5
LOW	E	310	416	315	310	420
	$\bar{X}$	103.33	138.67	105	103.33	140
	SD	2.87	4.11	3.56	3.3	3.74
MEDIUM	E	350	457	449	458	513
	$\bar{X}$	116.67	152.33	149.67	152.67	171
	SD	12.76	13.82	11.73	12.68	4.32
HIGH	E	542	436	527	444	577
	$\bar{X}$	180.67	145.33	175.67	148	192.33
	SD	30.92	15.86	29.95	22.63	16.05
LOW	E	295	363	374	368	420
	$\bar{X}$	98.33	121	124.67	122.67	140
	SD	2.49	4.97	6.13	6.02	4.9
MEDIUM	E	417	444	440	437	359
	$\bar{X}$	139	148	146.67	145.67	119.67
	SD	16.27	19.61	14.01	16.36	2.62
HIGH	E	529	323	472	345	552
	$\bar{X}$	176.33	107.67	157.33	115	184
	SD	14.97	19.36	24.39	20.83	11.22

TABLE XXIII : ANOVA RESULTS, ACCORDING TO TREATMENT STRATEGIES,
FOR AGGRESSION.

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TREATMENT	AGGRESSION	
GROUPS	TEACHERS	PARENTS

I (YOGA)	9.89**	3.21**
II (REINFORCEMENT)	5.73**	10.32**
III (TIME-OUT)	1.13	1.61
IV (ALL THREE)	3.38**	6.77**
V (CONTROL GROUP)	1.36	0.52
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* significant at 0.05 level of significance

** significant at 0.01 level of significance

The above table shows T1, T2 and T4 treatment groups having benefited significantly. T3 and the control group have not significantly reduced in the behaviour disorders.

TABLE XXIV : ANOVA SCORES OF HYPERACTIVITY, CATEGORIZED
ACCORDING TO TREATMENT STRATEGIES.

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TREATMENT	HYPERACTIVITY	
GROUPS	TEACHERS	PARENTS

I (YOGA)	6.26**	4.12**
II (REINFORCEMENT)	4.69**	9.68**
III (TIME-OUT)	1.89	1.7
IV (ALL THREE)	5.56**	10.91**
V (CONTROL GROUP)	0.63	0.02
=====		

* significant at 0.05 level of significance

** significant at 0.01 level of significance

As the tabulated results of the above table show, T1, T2 and T4 treatment groups have benefited significantly. T3 and the control group, on which no intervention was used, have not significantly reduced in their behavioural disorders.

TABLE XXV : T-TEST RESULTS, OF EACH DISORDER, TREATMENT-WISE.

	AGGRESSION	HYPERACTIVITY
T1T2	2.70*	2.67*
T1T3	1.08	0.7
T1T4	0.13	1.44
T1T5	4.18**	1.17
T2T3	2.34*	1.92
T2T4	2.31*	0.51
T2T5	5.00**	3.46**
T3T4	2.27*	3.92**
T3T5	3.29**	0.81
T4T5	5.24**	3.31**

* significant at 0.05 level of significance

** significant at 0.01 level of significance

From the above table it can be seen that for Aggression, differences between T1T2, T1T5, T2T3, T2T4, T2T5, T3T5 and T4T5 are significant; whereas for Hyperactivity, differences between T1T2, T2T5, T3T4 and T4T5 are significant.

TABLE XXVI : T-TEST RESULTS, COMPARING EACH TREATMENT, CATEGORY-
WISE.

	LA	MA	HA	LH	MH	HH
T1 T2	9.93*	3.03	3.43*	5.75*	3.5 *	3.95*
T1 T3	0.51	3.31*	0.17	5.61*	0.50	0.94
T1 T4	0.00	3.23*	1.2	5.72*	0.40	3.37*
T1 T5	10.97**	21.35**	0.05	10.68**	4.65*	0.57
T2 T3	8.72**	0.21	3.26*	0.67	0.07	2.24
T2 T4	9.46**	0.02	0.13	0.31	0.13	0.37
T2 T5	0.34	1.82	3.94*	3.84*	3.61*	4.01*
T3 T4	0.49	0.24	4.04*	0.33	3.66*	1.85
T3 T5	9.55**	2.4	0.70	2.76	2.67	1.40
T4 T5	10.36**	3.33*	3.26*	3.15	4.21*	4.11*

* significant at 0.05 level of significance

** significant at 0.01 level of significance

The above table shows the comparison between each intervention strategy, according to the three categories of the behaviour disorder.

For the Low Aggression group, differences between T1T2, T1T5, T2T3, T2T4, T3T5 and T4T5 are significant.

For the Medium Aggression group, differences between T1T4, T1T5 and T4T5 are significant.

For the High Aggression group, differences between T1T2, T2T3, T2T5 and T3T4 are significant.

For the Low Hyperactivity group, differences between T1T2, T1T3, T1T4, T1T5 and T2T5 are significant.

For the Medium Hyperactivity group, differences between T1T2, T1T5, T2T5, T3T5 and T4T5 are significant.

For the High Hyperactivity group, differences between T1T2, T1T4, T2T5 and T4T5 are significant.

TABLE XXVII: TOTAL, MEAN AND STANDARD DEVIATION COMPARING THE
EXPERIMENTAL AND CONTROL GROUPS.

	AGGRESSION			HYPERACTIVITY		
	E	$\bar{X}$	SD	E	$\bar{X}$	SD
EXPERIMENTAL GROUPS	5014	1253.5	47.07	4807	1201.75	64.16
CONTROL GROUP	1510	503.33	64.46	1331	443.67	80.55

TABLE XXVIII: T-TEST RESULTS OF THE EXPERIMENTAL AND CONTROL GROUPS.

AGGRESSION	HYPERACTIVITY
12.35**	9.15**

* significant at 0.05 level of significance

** significant at 0.01 level of significance

The above tables show the comparative results of the experimental and control groups, with Table XXVIII showing a significant t-test result for both disorders.

TABLE XXIX : TOTAL, MEAN AND STANDARD DEVIATION OF AGGRESSION, PHASE-WISE, WITH SEPARATE TEACHER-PARENT RESULTS.

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AGGRESSION						
TEACHERS			PARENTS			
	I	II	III	I	II	III
E	2430	2113	2031	2404	2121	2087
$\bar{X}$	22.09	19.21	18.46	21.85	19.28	18.97
SD	5.55	3.43	2.98	4.33	3.00	3.95
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TABLE XXX : TOTAL, MEAN AND STANDARD DEVIATION OF HYPERACTIVITY, PHASE-WISE, WITH SEPARATE TEACHER-PARENT RESULTS.

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HYPERACTIVITY						
TEACHERS			PARENTS			
	I	II	III	I	II	III
E	2267	1939	1878	2185	1963	1838
$\bar{X}$	20.61	17.63	17.07	19.86	17.85	16.71
SD	5.16	3.82	3.56	4.64	4.62	4.42
=====						

TABLE XXXI : T-TEST SCORES, OF THE TOTAL SAMPLE.

	AGGRESSION		HYPERACTIVITY	
	TEACHERS	PARENTS	TEACHERS	PARENTS
PRE-POST	3.39*	10.28**	7.84**	5.29**
PRE-DELAYED	8.85**	7.78**	8.84**	9.00**
POST-DELAYED	2.78*	0.78	2.00	4.22**

* significant at 0.05 level of significance

** significant at 0.01 level of significance

The above table gives the t-test results of the total sample of children (N=110) for both the behaviour disorders, across the three intervention phases. It can be seen from the table that except for the parent ratings on aggression across the post-delayed condition all the other results are significant.

TABLE XXXII: TOTAL, MEAN AND STANDARD DEVIATION ACROSS THE THREE
INTERVENTION PHASES, FOR THE DISORDERS, CATEGORY-
WISE.

	PRE INTERVENTION			POST INTERVENTION			DELAYED INTERVENTION		
	E	X	SD	E	X	SD	E	X	SD
LA	613	18.03	1.42	576	16.94	0.73	582	17.12	1.05
MA	768	21.33	3.7	695	19.31	2.73	658	18.28	3.18
HA	997	27.69	5.67	794	22.06	3.81	747	20.75	4.61
LH	621	16.34	1.87	592	15.58	2.47	605	15.92	2.8
MH	816	20.4	3.02	725	18.13	4.14	667	16.68	2.71
HH	857	23.81	4.97	716	19.89	5.23	683	18.97	6.18

TABLE XXXIII: T-TEST RESULTS, COMPARING EACH CATEGORY ACROSS THE
INTERVENTION PHASES.

	PRE-POST	PRE-DELAYED	POST-DELAYED
LA	0.68	0.25	0.11
MA	1.48	1.53	0.49
HA	2.93*	2.42*	0.96
LH	0.71	0.30	0.32
MH	2.56**	2.47**	1.68*
HH	1.48	1.37	0.18

* significant at the 0.05 level of significance

** significant at the 0.01 level of significance

It can be seen from Table XXXIII that only the high aggression group shows a significant change across the pre-post and pre-delayed conditions; while only the medium hyperactivity group shows significant differences across all the three intervention conditions.

TABLE XXXIV: TOTAL, MEAN AND STANDARD DEVIATION, TREATMENT-GROUP-WISE, ACROSS THE THREE PHASES, FOR AGGRESSION, OF COMBINED TEACHER PARENT RATINGS.

INTER- VENTION GROUPS	PRE INTERVENTION			POST INTERVENTION			DELAYED INTERVENTION		
	-----			-----			-----		
	E	X	SD	E	X	SD	E	X	SD
T1	461	23.05	3.95	395	19.83	3.14	350	17.50	1.80
T2	477	21.68	4.99	432	19.64	4.18	404	18.36	2.42
T3	454	22.7	6.19	375	18.75	2.93	354	17.70	1.62
T4	458	22.90	6.26	381	19.05	2.91	383	19.15	5.44
T5	528	22.00	5.20	482	20.08	3.65	500	20.83	4.08

TABLE XXXV: TOTAL, MEAN AND STANDARD DEVIATION, TREATMENT-GROUP-WISE, ACROSS THE THREE PHASES, FOR HYPERACTIVITY, OF COMBINED TEACHER PARENT RATINGS.

INTER- VENTION GROUPS	PRE INTERVENTION			POST INTERVENTION			DELAYED INTERVENTION		
	-----			-----			-----		
	E	X	SD	E	X	SD	E	X	SD
T1	458	20.82	5.32	399	18.14	4.53	389	17.68	4.66
T2	432	19.64	3.75	386	17.55	3.85	327	14.68	1.49
T3	487	20.29	4.69	407	16.96	3.56	394	16.42	2.36
T4	440	20.00	4.07	369	16.77	3.50	341	15.50	1.88
T5	472	19.67	4.78	461	19.21	5.12	500	20.83	6.04

TABLE XXXVI: T-TEST RESULTS, FOR AGGRESSION, TREATMENT-WISE, OF

COMBINED TEACHER PARENT RATINGS.

	PRE-POST	PRE-DELAYED	POST-DELAYED
T1	2.6 **	2.44**	0.53
T2	1.99*	3.21**	0.81
T3	1.03	1.02	0.29
T4	3.03**	2.11**	0.40
T5	1.48	0.70	0.08

* significant at the 0.05 level of significance

** significant at the 0.01 level of significance

TABLE XXXVII: T-TEST RESULTS, FOR HYPERACTIVITY, TREATMENT-WISE,

OF COMBINED TEACHER PARENT RATINGS.

	PRE-POST	PRE-DELAYED	POST-DELAYED
T1	2.50**	2.08**	1.01
T2	2.46*	1.98*	0.93
T3	1.69	1.60	0.99
T4	2.72**	2.07**	0.80
T5	0.67	0.19	0.40

* significant at the 0.05 level of significance

** significant at the 0.01 level of significance

The above two tables show the comparison of intervention strategies across the three treatment phases for aggression and hyperactivity. The t-test results of Table XII show that T1 (yoga), T2 (reinforcement) and T4 (the therapeutic package) have had a significant impact across the pre-post and pre-delayed conditions while T3 (time-out) and T5 (control group) do not show a significant impact across any condition.

The t-test results of Table XIII show a similar trend. T1 (yoga), T2 (reinforcement) and T4 (the therapeutic package) show significant differences across the pre-post and pre-delayed conditions, while T3 (time-out) and T5 (control group) do not show any significant differences.

TABLE XXXVIII: TOTAL, MEAN AND STANDARD DEVIATION OF AGGRESSION,
CATEGORY-WISE, WITH SEPARATE TEACHER-PARENT
RESULTS.

AGGRESSION						
TEACHERS			PARENTS			
LA	MA	HA	LA	MA	HA	
E	886	1012	1340	885	1109	1198
$\bar{X}$	295.33	337.33	446.67	295	369.67	399.33
SD	2.62	19.70	67.28	13.59	26.03	41.23

TABLE XXXIX : TOTAL, MEAN AND STANDARD DEVIATION OF
HYPERACTIVITY, CATEGORY-WISE, WITH SEPARATE
TEACHER-PARENT RESULTS.

HYPERACTIVITY						
TEACHERS			PARENTS			
LH	MH	HH	LH	MH	HH	
E	898	1095	1077	920	1113	1166
$\bar{X}$	299.33	365	359	306.67	371	388.67
SD	8.34	24.18	46.73	6.94	37.48	33.31

TABLE XXXX : ANOVA SCORES OF AGGRESSION.

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CATEGORIES OF AGGRESSION	TEACHERS	PARENTS

LA	0.06	1.21
MA	2.6*	1.94
HA	15.37**	7.6 **

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* significant at 0.05 level of significance

** significant at 0.01 level of significance

TABLE XXXXI : ANOVA SCORES OF HYPERACTIVITY.

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CATEGORIES OF HYPERACTIVITY	TEACHERS	PARENTS

LH	3.54*	0.36
MH	3.38*	10.28**
HH	8.22**	2.33

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* significant at 0.05 level of significance

** significant at 0.01 level of significance

The above tables give ANOVA results for aggression and hyperactivity but of a different kind. They show the results of the two disorders, but according to the three categories of Low, Medium, and High; and the ratings of parents and teachers are given separately.

As can be seen in Table V, all the ratings of parents are significant, whereas the teacher ratings of only the high aggression group are significant.

TABLE XXXXII : ANOVA SCORES OF COMBINED PARENT-TEACHER RATINGS.

DISORDER	ANOVA	RESULTS	DISORDER	ANOVA	RESULTS
LA	0.21		LH	0.2	
MA	1.53		MH	5.72**	
HA	7.27**		HH	1.23	

* significant at 0.05 level of significance

** significant at 0.01 level of significance

The above table shows the ANOVA results across the 3 intervention phases. From the table, it can be seen that the only significant reduction has been in the case of the high aggression group and the medium hyperactivity group. In all the other groups, although there has been a reduction of the disorder it has not been significant.

TABLE XXXXIII : T-TEST SCORES, TREATMENT-WISE, OF EACH DISORDER,
WITH SEPARATE PARENT-TEACHER RATINGS.

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AGGRESSION			HYPERACTIVITY		
CONDITIONS		TEACHERS	PARENTS	TEACHERS	PARENTS
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T1	PRE-POST	2.71	2.76*	3.1 **	2.9 *
	PRE-DELAYED	2.60*	3.35**	2.73*	5.94**
	POST-DELAYED	1.60	1.83*	0.4	0.14
T2	PRE-POST	2.29*	2.87**	1.67	2.93*
	PRE-DELAYED	2.35*	3.08*	6.6 **	4.00**
	POST-DELAYED	1.17	1.72	1.93*	4.82**
T3	PRE-POST	1.81	0.53	1.05	2.14
	PRE-DELAYED	1.30	0.77	2.13	3.15**
	POST-DELAYED	1.57	1.22	0.91	0.53
T4	PRE-POST	1.9 *	2.39*	3.14**	5.74**
	PRE-DELAYED	2.22*	2.15*	2.89**	5.51**
	POST-DELAYED	0.28	0.16	0.96	2.31*
T5	PRE-POST	1.00	1.15	0.90	1.04
	PRE-DELAYED	1.05	0.79	1.00	1.12
	POST-DELAYED	0.23	0.25	0.57	0.89
=====					

* significant at 0.05 level of significance

** significant at 0.01 level of significance

The above table shows the t-test scores across the three intervention phases, treatment-wise, for the separate ratings of parents and teachers.

For T1 (yoga) there is a significant difference for the parents ratings on aggression in the pre-post condition, while for the other two conditions, that is, pre-delayed, and post-delayed, all the differences are significant. For hyperactivity, T1 has had a significant impact on the pre-post and pre-delayed conditions, while the post-delayed condition shows no significant difference.

Under the second treatment group T2 (reinforcement) in the pre-post condition, teacher ratings are significant for both disorders, and the parent ratings only for aggression. In the pre-delayed condition, the results for both disorders and of both raters are significant. In the post-delayed condition, except the teachers on aggression, the remaining 3 scores are all significant.

T3 shows no significant difference for aggression for either rater across any condition. For hyperactivity, T3 shows a significant difference for the parent ratings on the pre-delayed condition.

For the fourth treatment group, T4 (a combination of the three previously mentioned treatment strategies), the pre-post condition results are significant across disorders and raters, as is also the case with the pre-delayed condition. However, for the post-delayed condition, except for the parent rating on hyperactivity, the other 3 results are not significant.

For T5 (control group), none of the results across any condition either for disorder or rater are significant.

TABLE XXXXIV : ANOVA RESULTS, SEX-WISE.

	AGGRESSION		HYPERACTIVITY	
	TEACHERS	PARENTS	TEACHERS	PARENTS
GIRLS	4.85*	5.12*	5.19*	3.14
BOYS	3.15	2.28	2.48	1.53

* significant at the 0.05 level of significance

* * significant at the 0.01 level of significance

The above table is a gender-wise analysis of the results, for each disorder, and with the different ratings of parents and teachers. As can be seen from the table, the girls show a significant reduction of aggression as rated by both parents and

teachers. Hyperactive behaviour, however, has reduced significantly only from the point of view of teachers. Whereas the parent ratings indicate that although there has been a considerable reduction in the children's hyperactive behaviour it is not statistically significant. In the case of boys, however, no reduction scores are significant, although a change can be seen.

TABLE XXXXV : ANOVA RESULTS, SCHOOL-WISE.

	AGGRESSION		HYPERACTIVITY	
	TEACHERS	PARENTS	TEACHERS	PARENTS
SCHOOL 1	2.22	5.83**	2.52	4.02 **
SCHOOL 2	0.59	0.83	0.58	0.11
SCHOOL 3	4.69*	1.51	6.04**	1.45

* : Significant at 0.05 level

* * : Significant at 0.01 level

The above table gives the analysis of data according to the three schools from which the data was collected. According to the results in the table, School I has shown a significant difference in the ratings of parents, but not the teachers on both the disorders. In the case of School III, it is the other way round, where a significant difference can be seen on both disorders in the teacher ratings but not the ratings of parents. In the case of School II, however, neither the ratings of parents nor those of the teachers are significant, for either disorder.

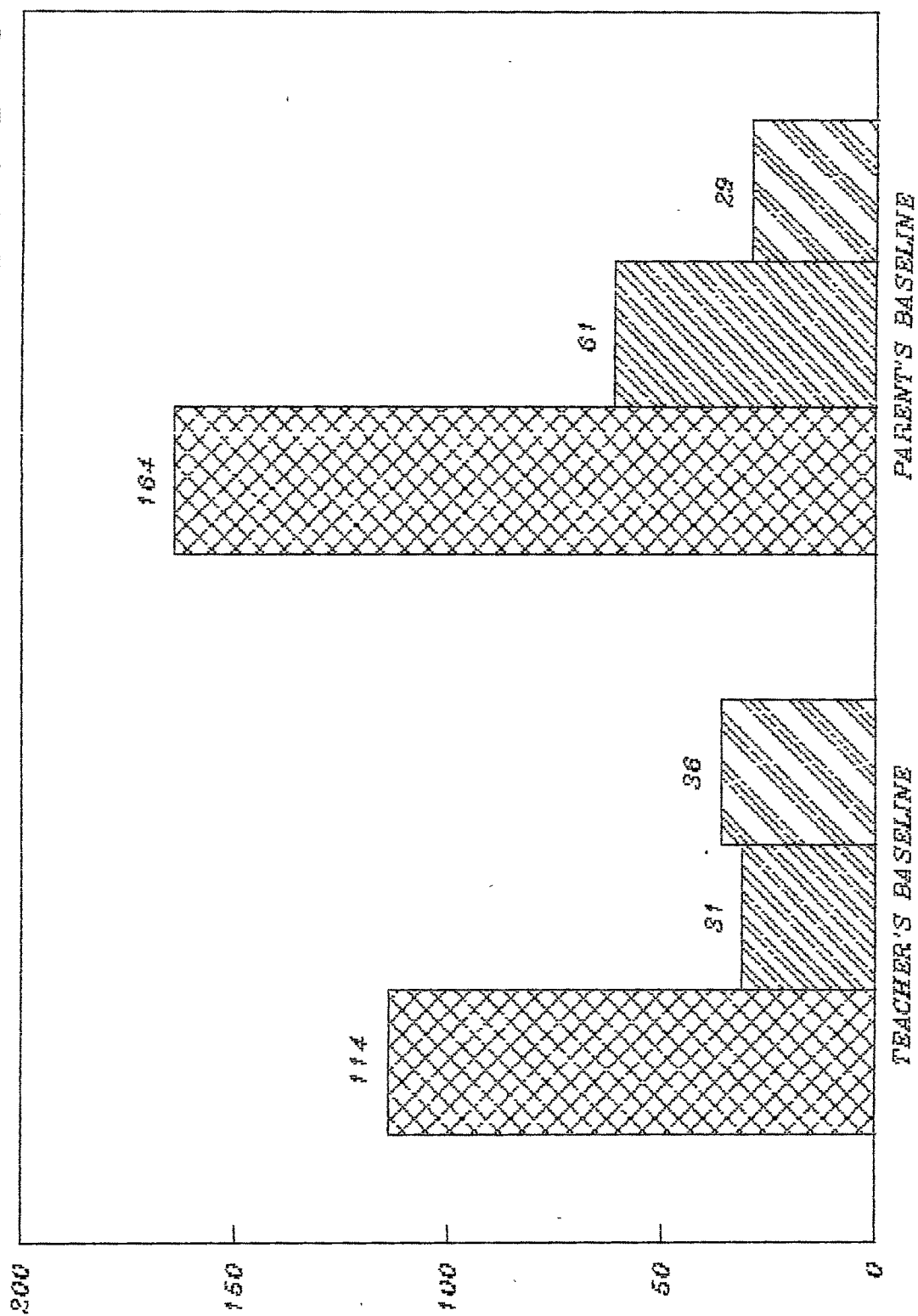
All the preceeding analyses have been done on the raw data of the questionnaire ratings. The following tables give an overall view of the baseline data.

TABLE XXXXVI : BASELINE DATA, DISORDER-WISE.

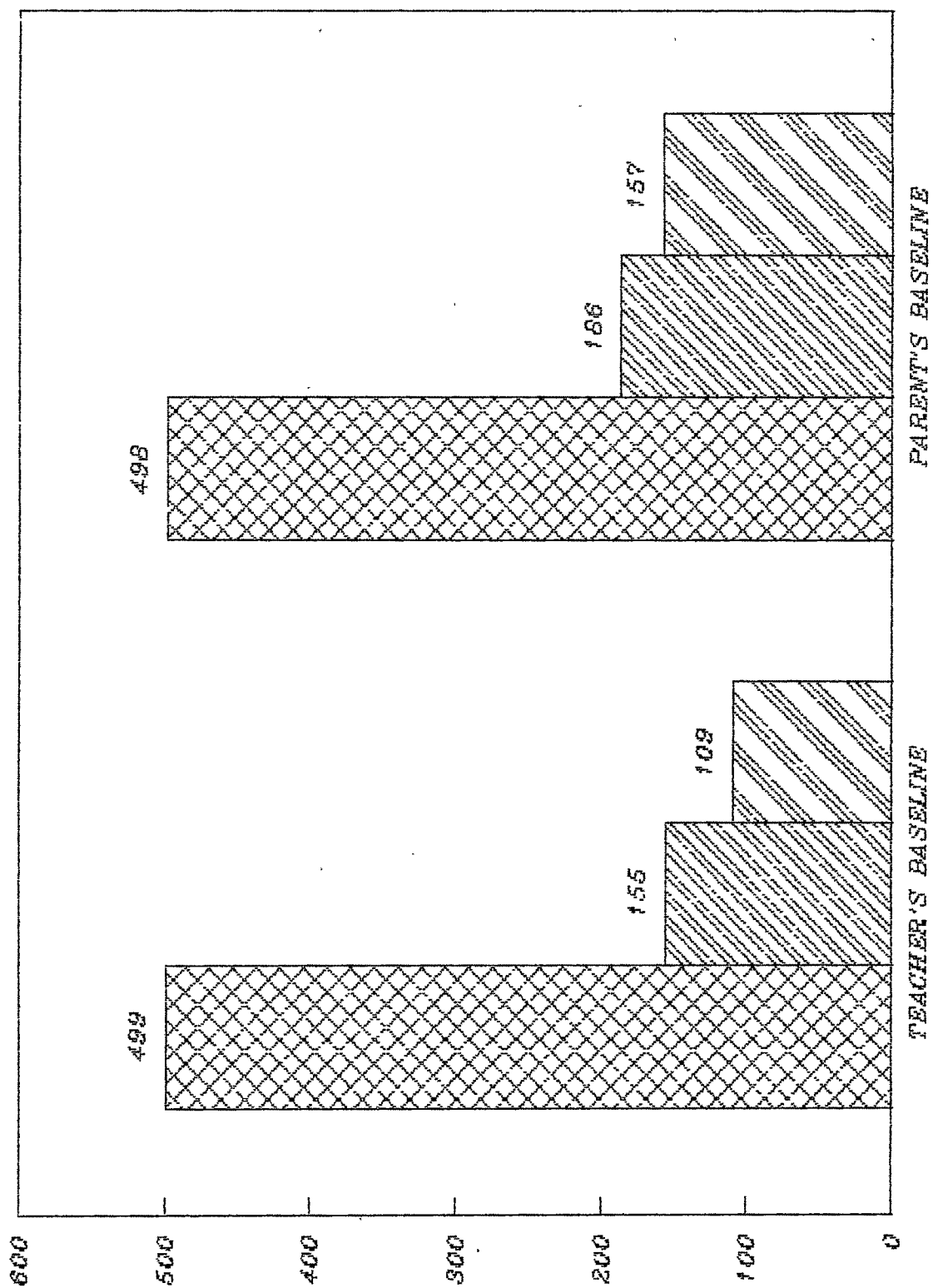
=====							
TEACHERS				PARENTS			
	PRE	POST	DELAYED		PRE	POST	DELAYED
LA	114	31	36		164	61	29
MA	499	155	109		418	186	157
HA	859	425	313		611	304	261
LH	114	28	31		228	109	70
MH	477	150	111		748	383	241
HH	915	427	277		948	482	311
=====							

Table XXXXVI, although it gives only the raw data, shows clearly the reduction of scores from pre- to post- intervention in all three categories of each disorder and, except for the teacher ratings on low aggression and low hyperactivity, the scores continue to show a decrease across the delayed condition too.

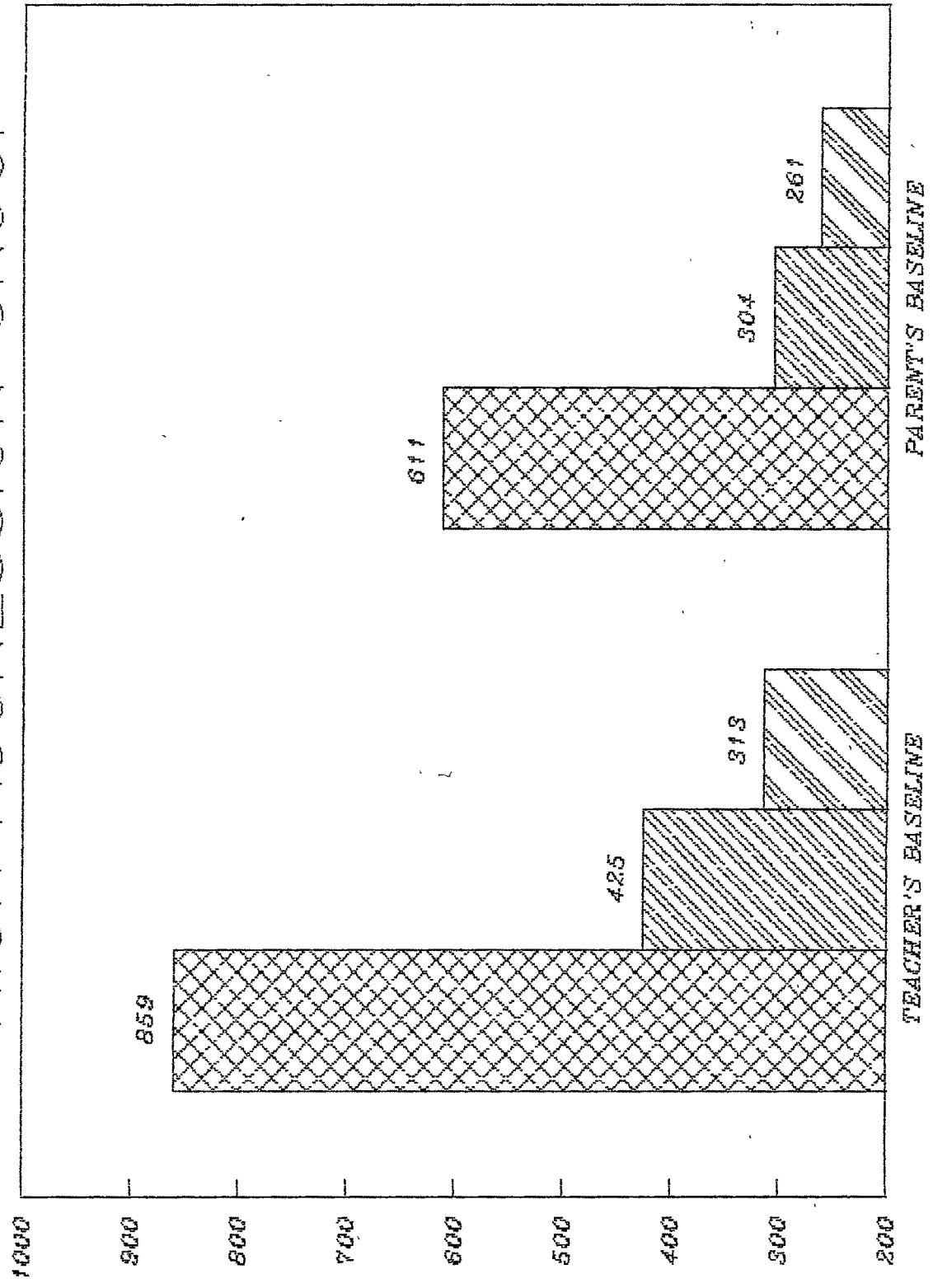
LOW AGGRESSION GROUP



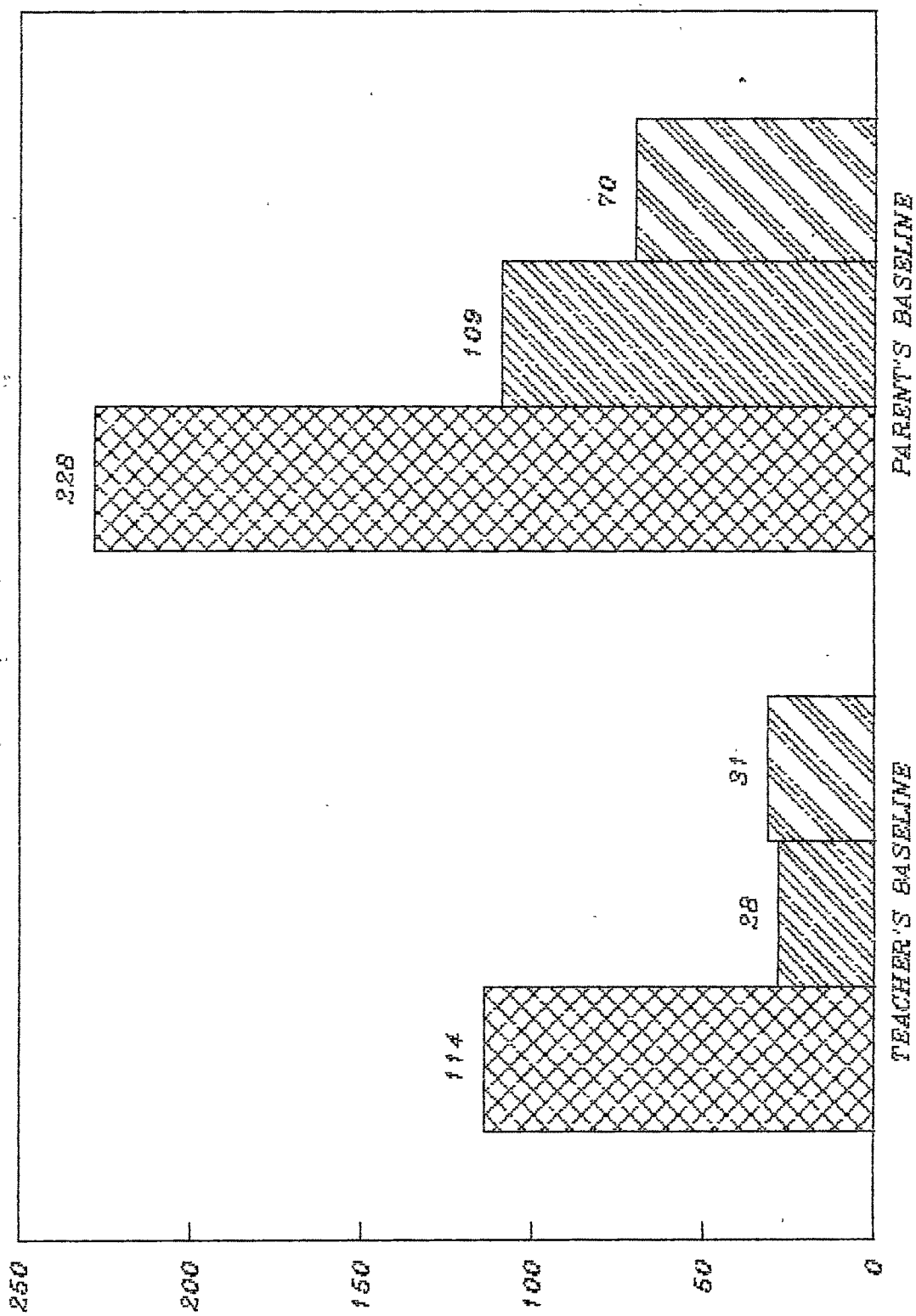
MEDIUM AGGRESSION GROUP



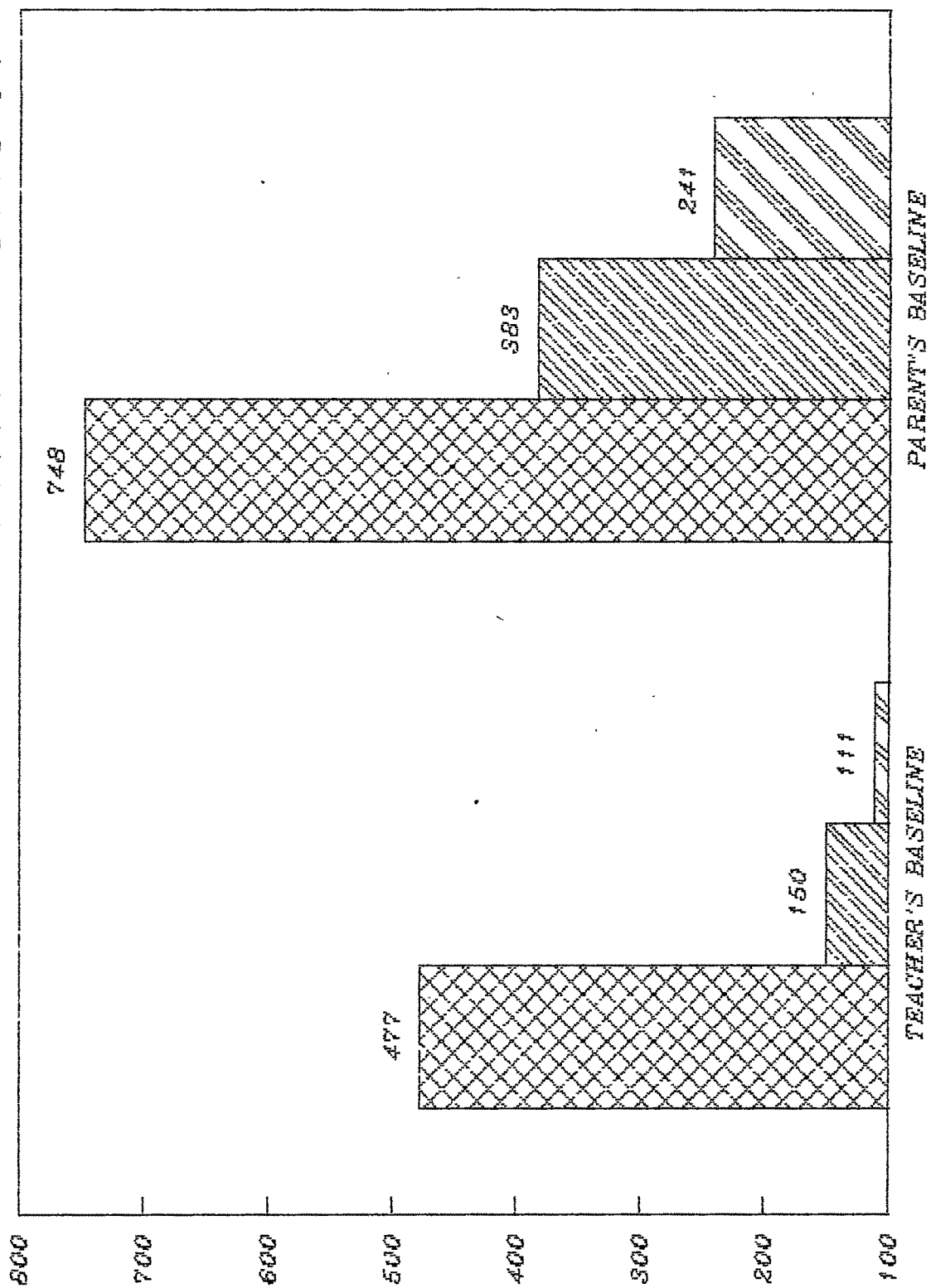
HIGH AGGRESSION GROUP



LOW HYPERACTIVITY GROUP



MEDIUM HYPERACTIVITY GROUP



HIGH HYPERACTIVITY GROUP

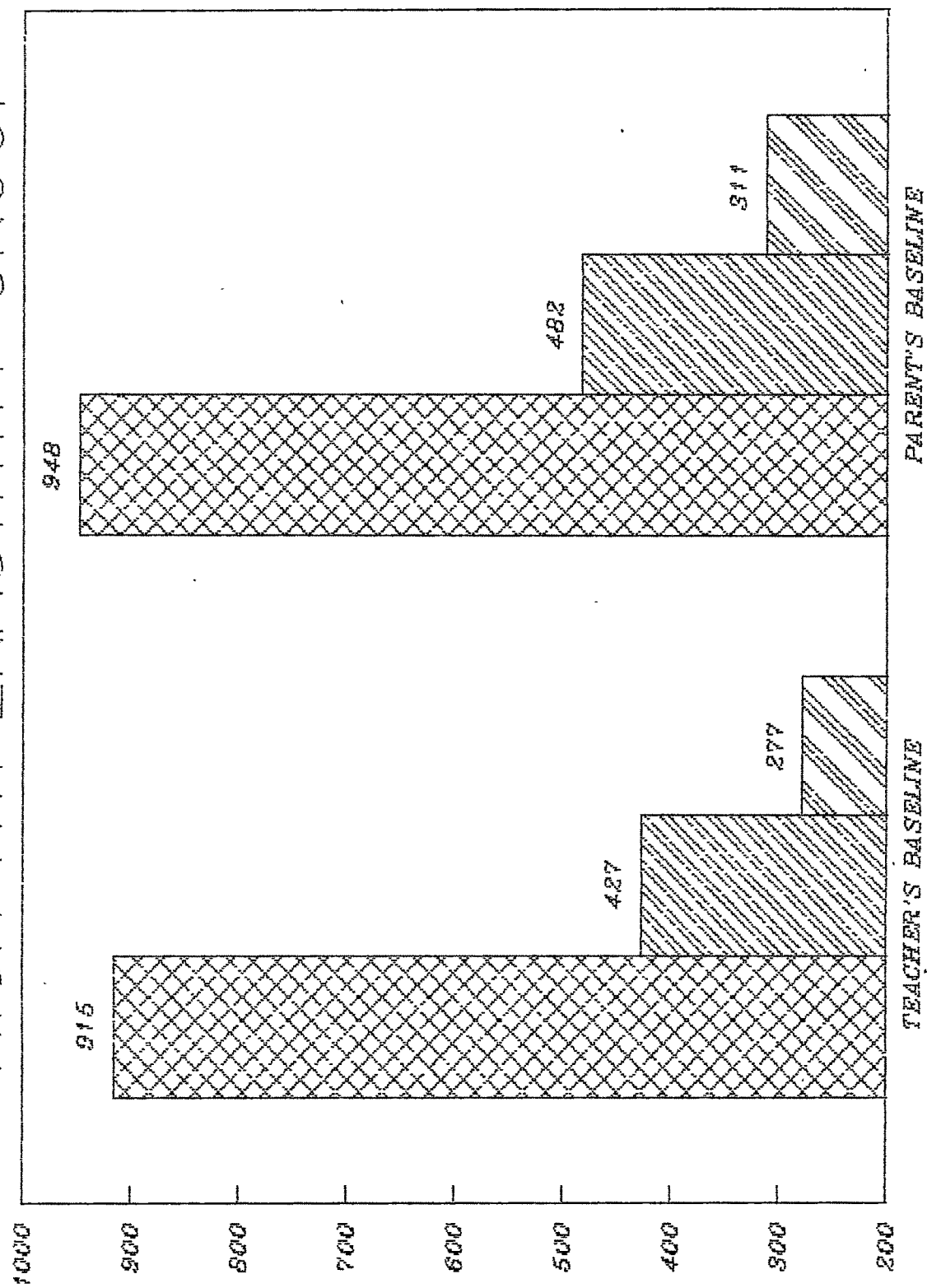


TABLE XXXXVII : BASELINE DATA, TREATMENT-WISE, FOR AGGRESSION.

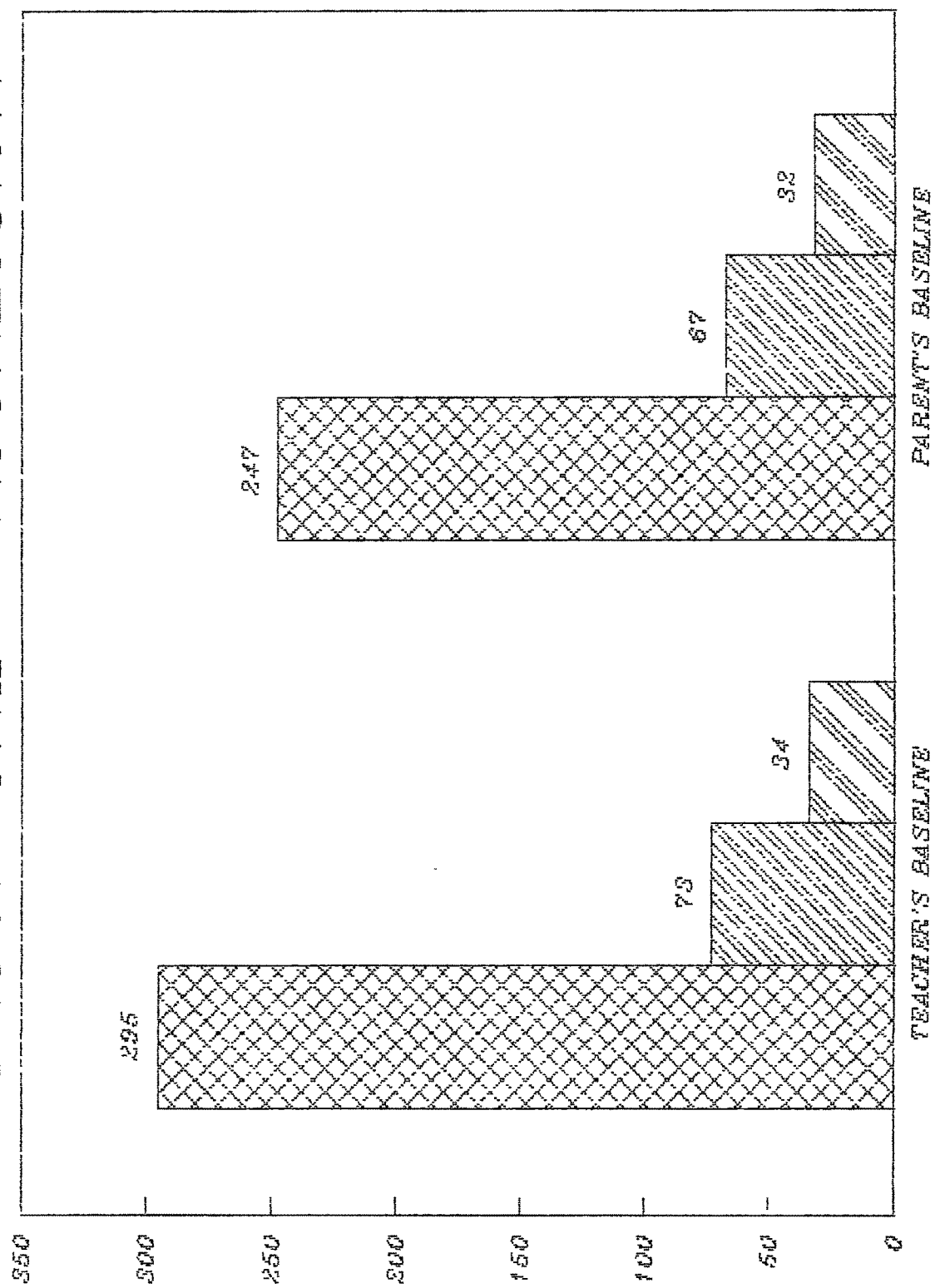
TEACHERS				PARENTS		
	PRE	POST	DELAYED	PRE	POST	DELAYED
T1	295	73	34	247	67	32
T2	327	111	51	270	106	43
T3	144	47	26	125	46	25
T4	375	136	98	347	116	98
T5	342	244	251	299	216	255

TABLE XXXXVIII : BASELINE-DATA, TREATMENT-WISE, FOR HYPERACTIVITY,

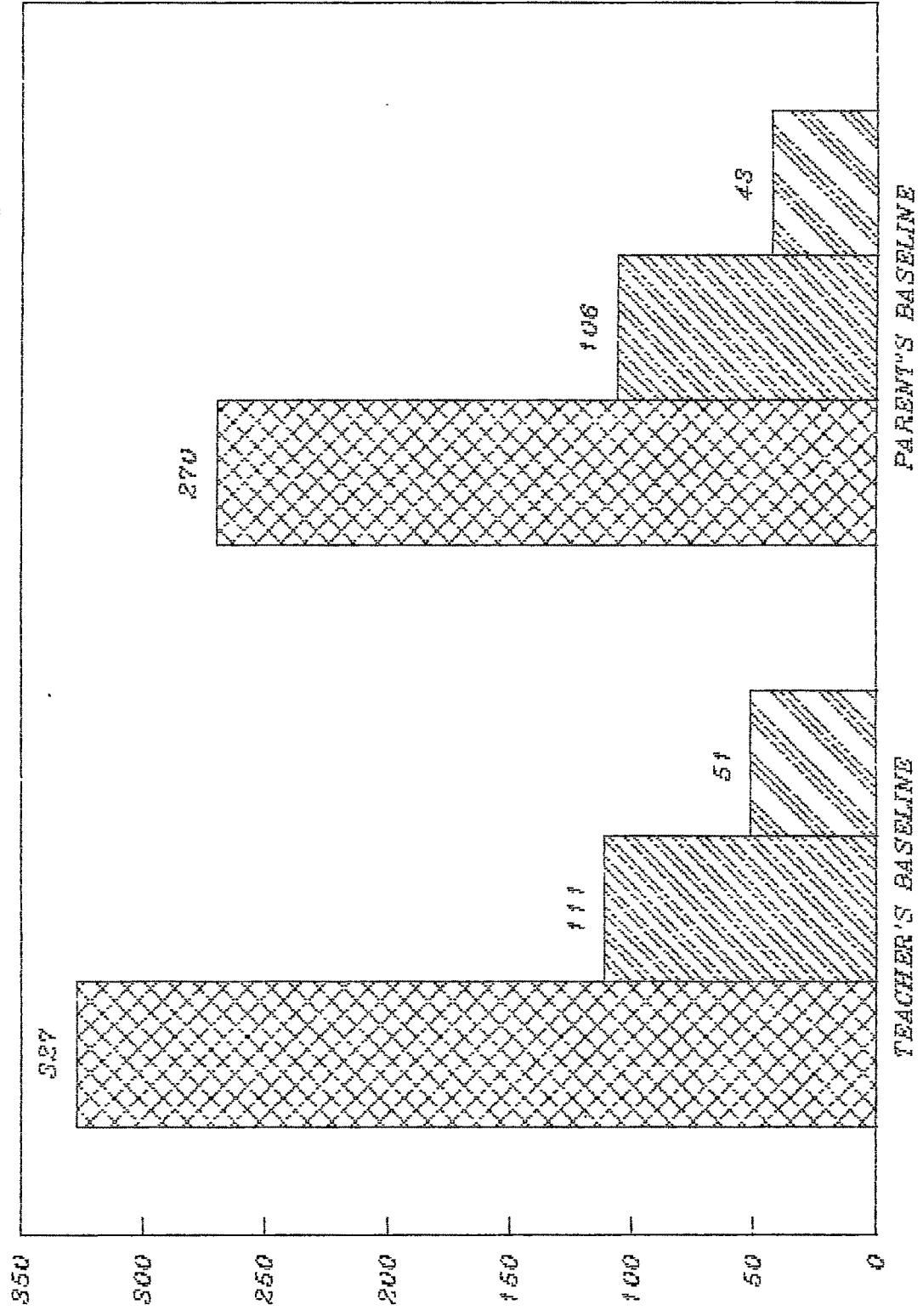
TEACHERS				PARENTS		
	PRE	POST	DELAYED	PRE	POST	DELAYED
T1	327	102	53	438	200	93
T2	312	96	36	355	126	43
T3	240	77	19	373	184	60
T4	283	69	24	416	139	60
T5	298	261	287	363	320	351

The above two tables give the same baseline data, but here it is tabulated according to the intervention strategies for aggression and hyperactivity. Again, considerable reduction of baseline scores can be seen across all the three conditions. The exception is T5 (control group) where the scores in the delayed phase are higher than in the post-intervention phase.

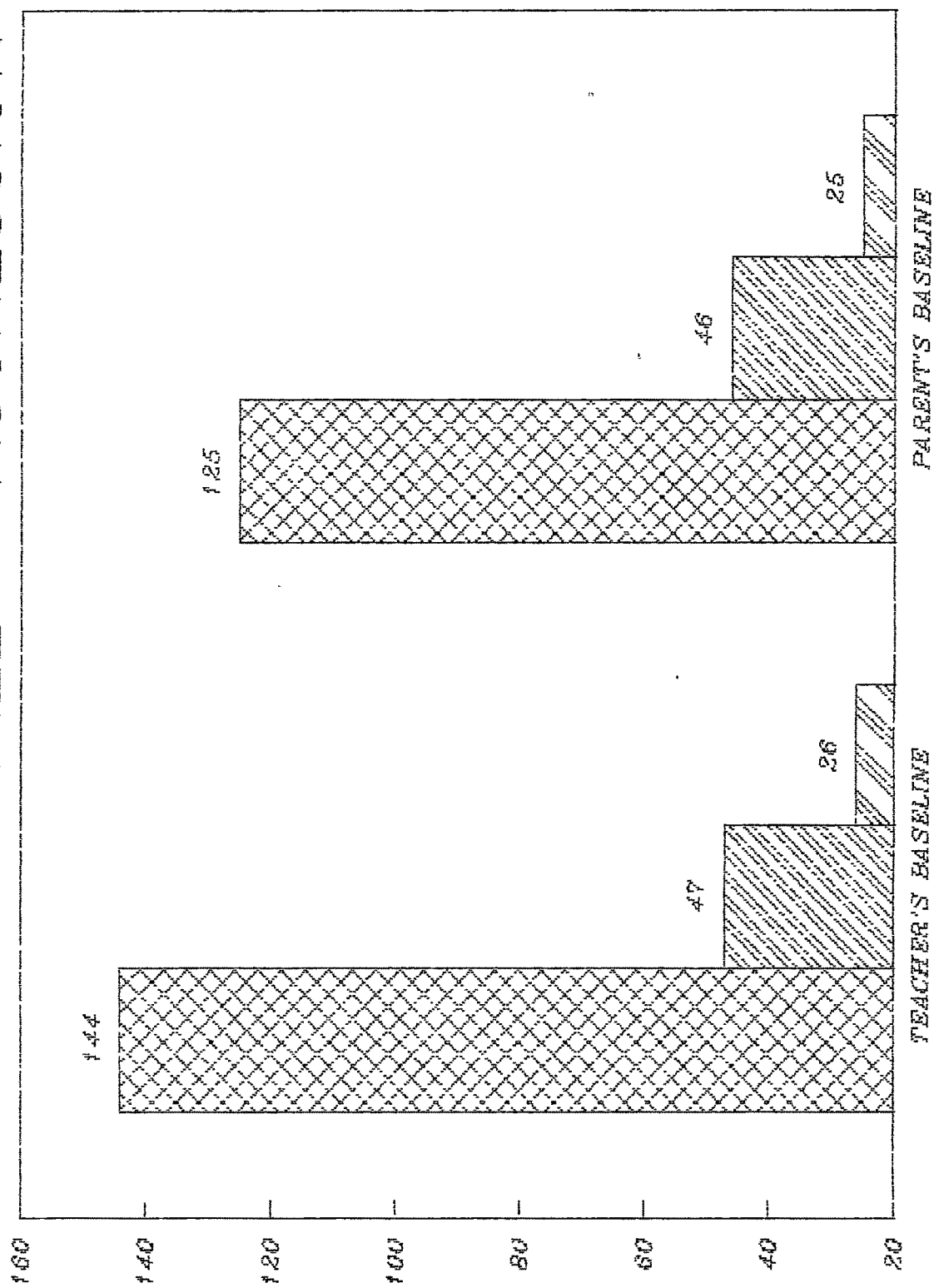
GROUP ONE - AGGRESSION



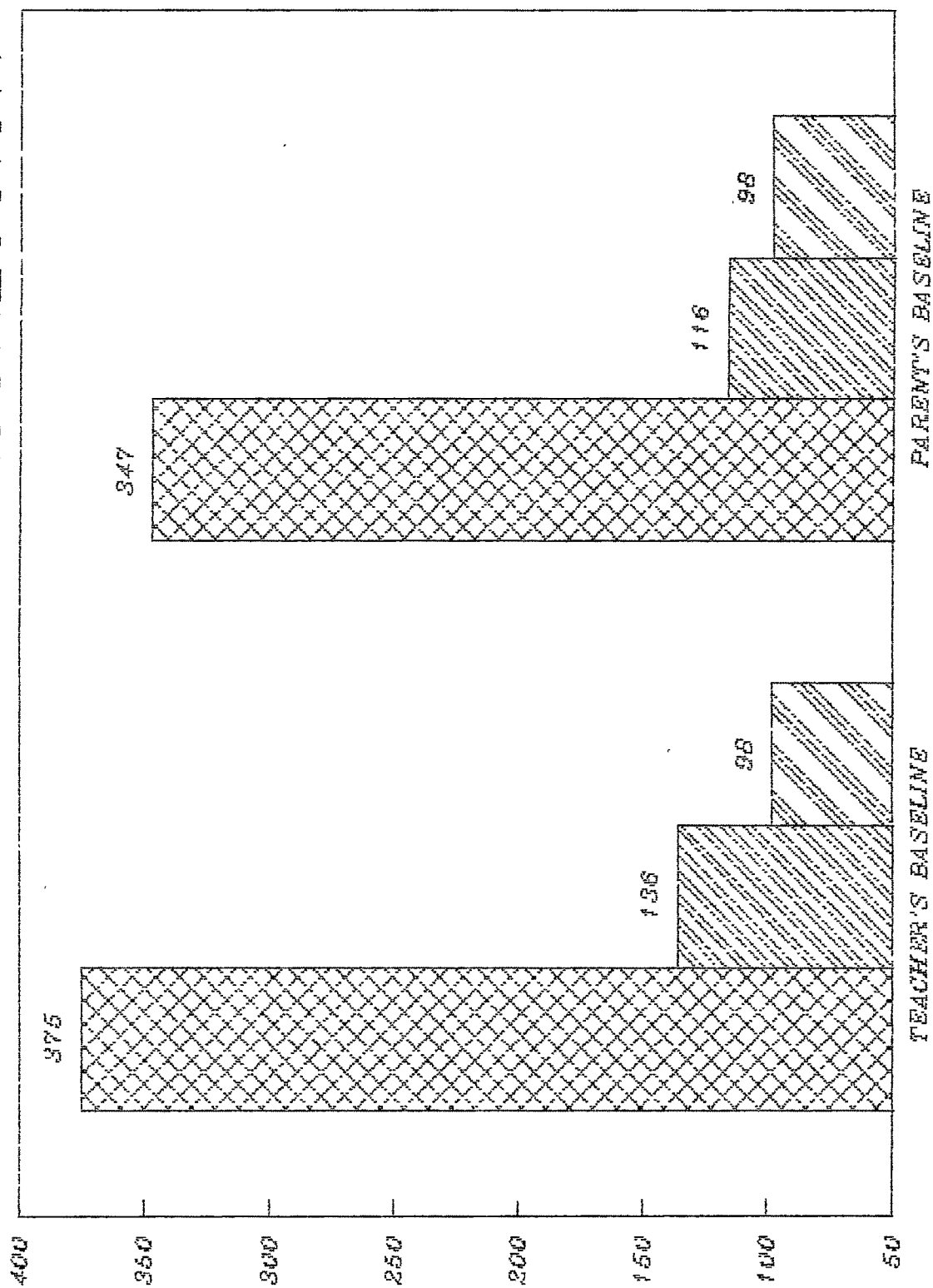
GROUP TWO AGGRESSION



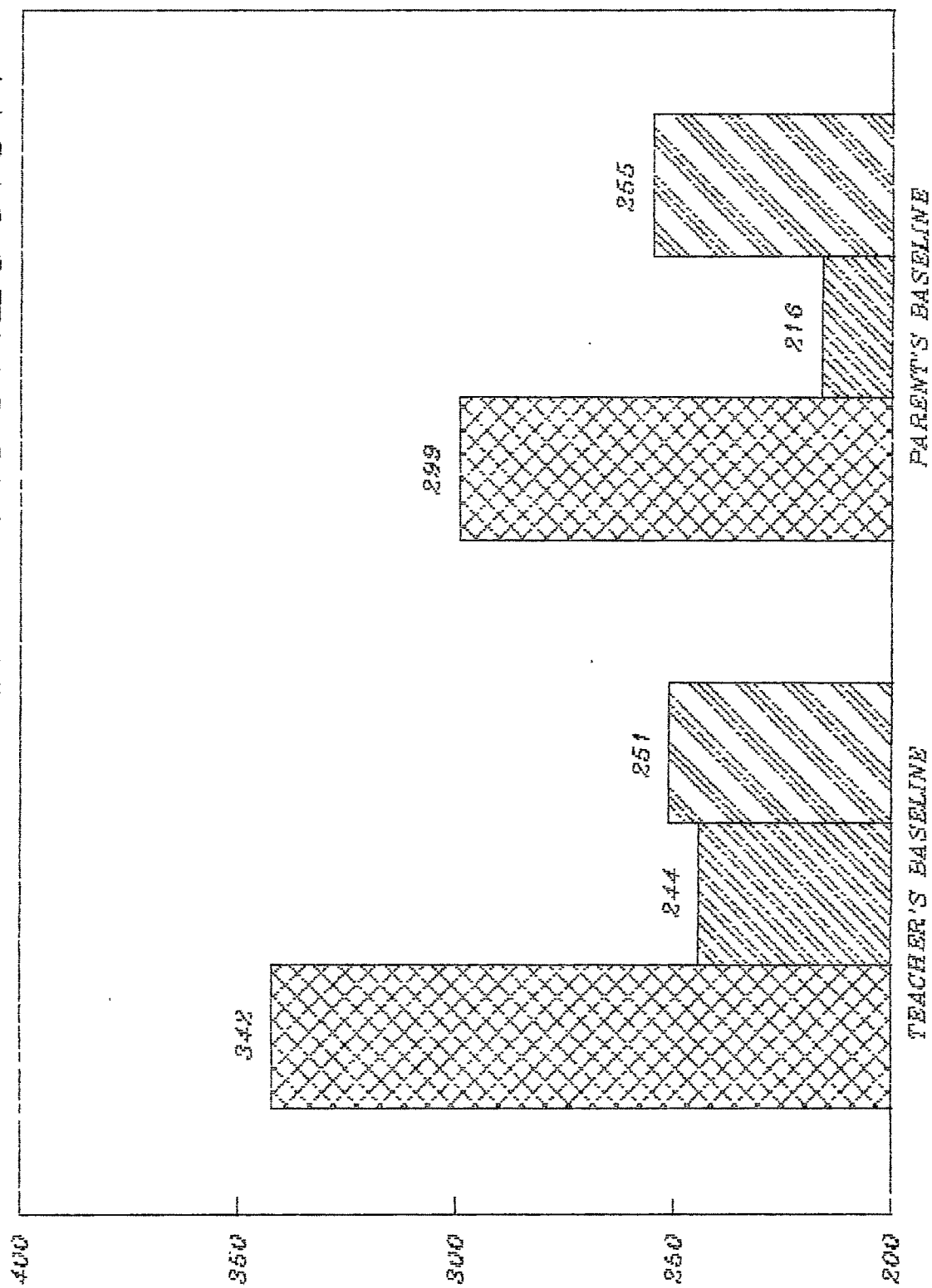
GROUP THREE -- AGGRESSION



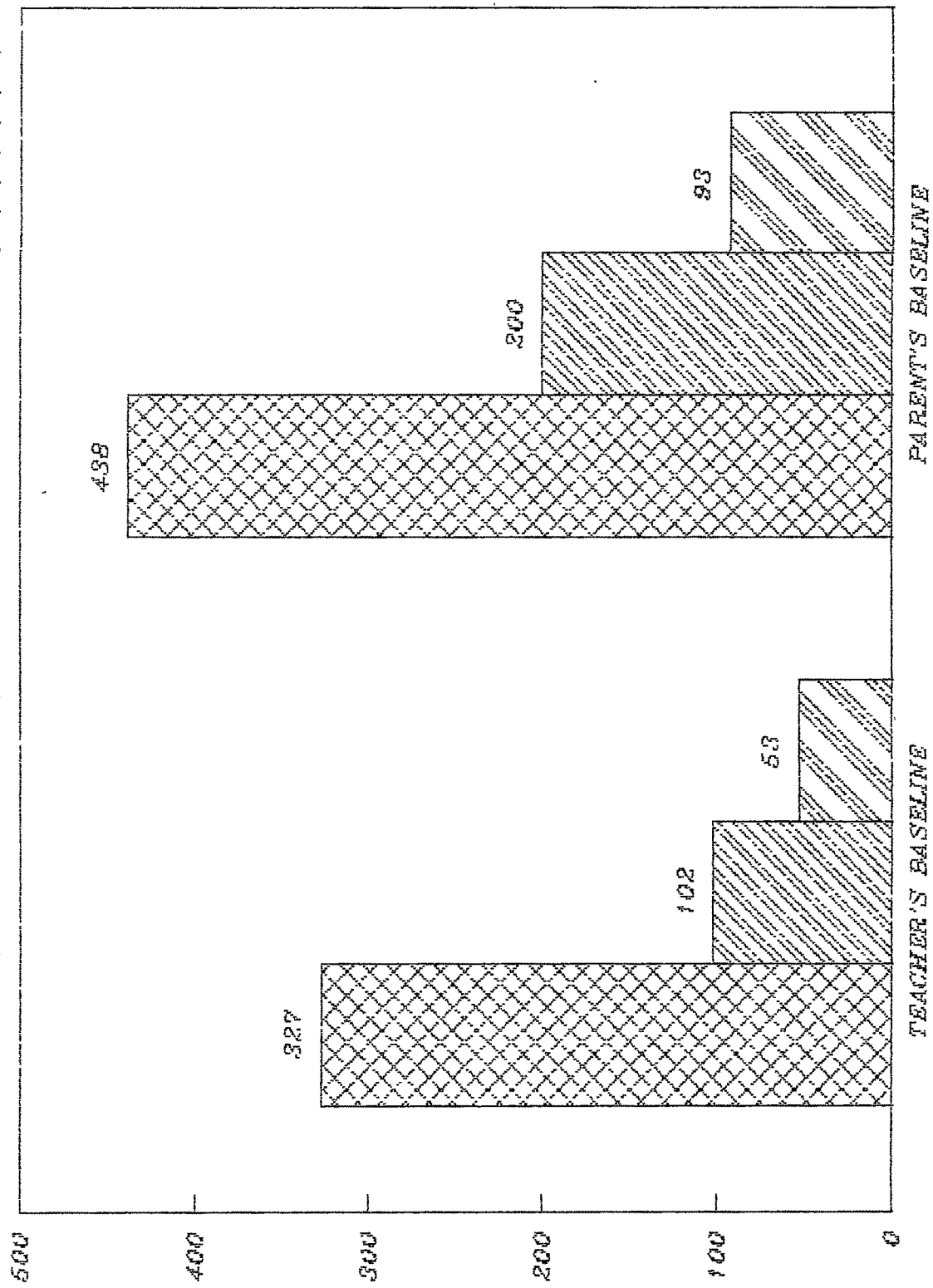
GROUP FOUR - AGGRESSION



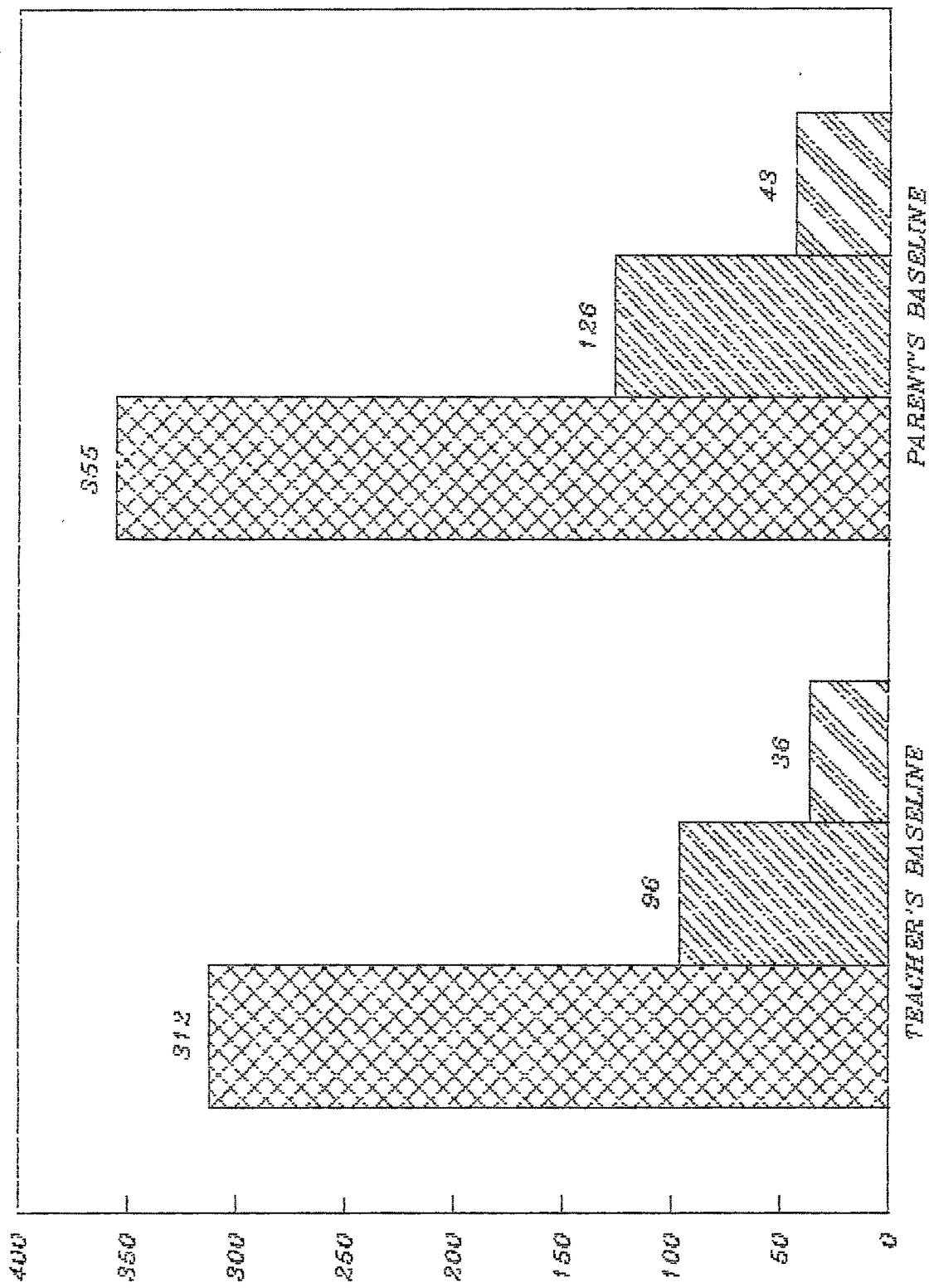
GROUP FIVE — AGGRESSION



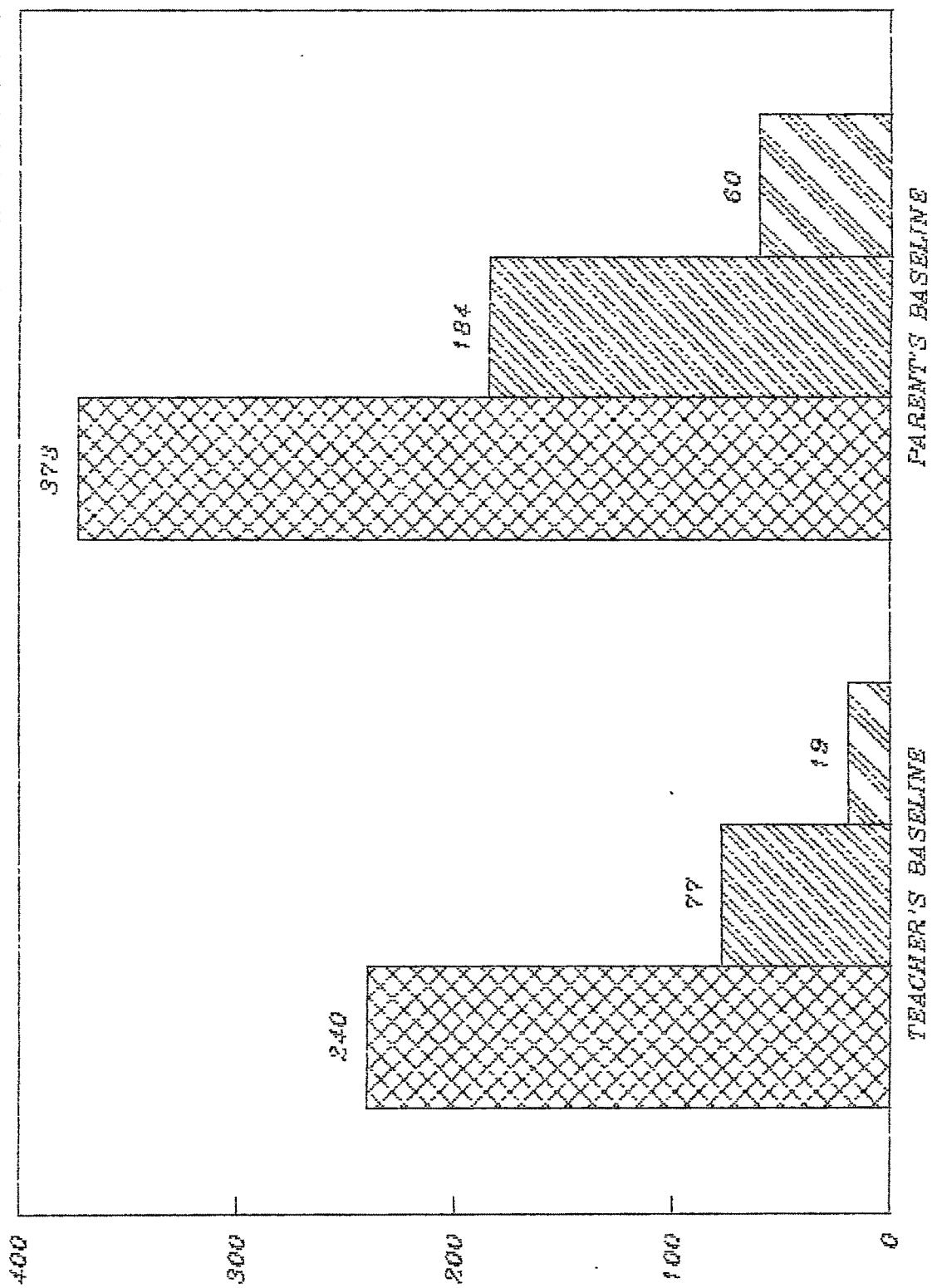
GROUP ONE - HYPERACTIVITY



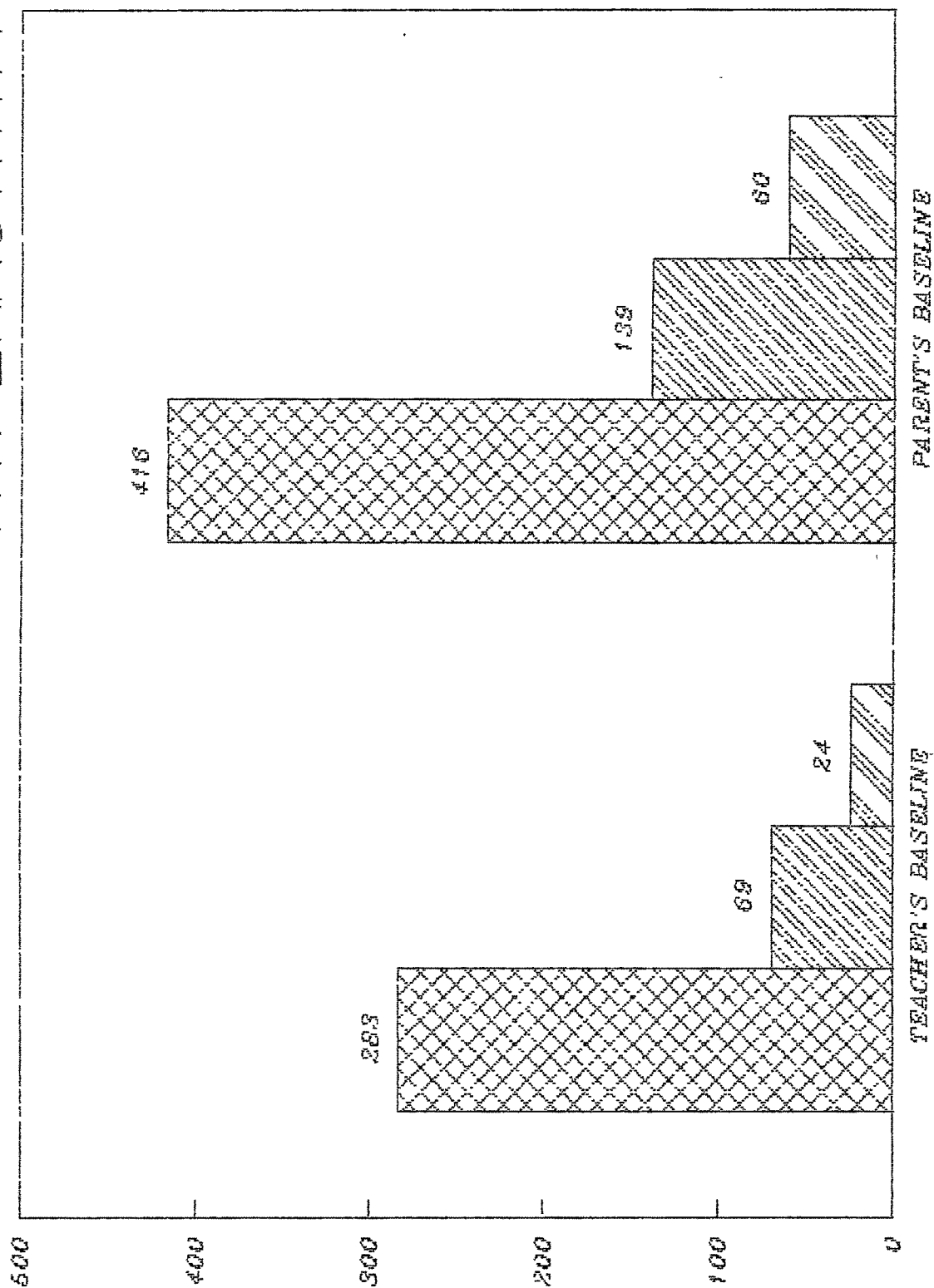
GROUP TWO - HYPERACTIVITY



GROUP THREE - HYPERACTIVITY



GROUP FOUR - HYPERACTIVITY



GROUP FIVE — HYPERACTIVITY

