CONCLUSIONS, SUGGESTIONS AND IMPLICATIONS

In this section the obtained findings of present study are concluded as under.

- When professional and non-professional courses students were compared on measures of spiritual intelligence, academic stress, life satisfaction and mental health. It was found out that the professional courses students showed relatively low level of spiritual intelligence, academic stress and better mental health. In contrast to it the non-professional courses students showed higher level of spiritual intelligence, academic stress and poor mental health. So far as their life satisfaction was concerned they did not differ significantly but on other measures both the groups were found to differ significantly.

- When course wise comparison of the professional and non-professional group of students (M.B.B.S., B. Tech., M.B.A., B.A., B.sc and B.com) were compared on mental health. It was observed that M.B.B.S., M.B.A., B.sc and B. Tech students showed better mental health whereas B.A. and B.com students showed poor mental health as compared them on the basis of percentile of mental health checklist. On the basis of obtained results it was found that B.A. and M.B.B.S. students; B.A. and M.B.A. students; and B.A. and B.sc students differed significantly on measure of mental health. It means that students pursuing B.A. courses they have highest mean scores on mental health and they suffer more from mental health problems in comparison to students of other remaining courses counterparts.

- Both the group of students were measured and compared on spiritual intelligence, academic stress, life satisfaction and mental health with regards to their family status (joint and nuclear). The nuclear family students have showed higher degree of mean score on all above measured variables than the joint family students counterparts. But only life satisfaction is one of the important factor for the students of both type of families and on the basis of result obtained it clearly reveals that the t-value was statistically significant on measure of life satisfaction. It means life satisfaction is one of the important variable for students of both types of families.
• The group of students were measured and compared on spiritual intelligence, academic stress, life satisfaction and mental health in terms of gender (male and female). Both the group of students did not differ significantly on spiritual intelligence, academic stress, life satisfaction and mental health but they significantly differed on the measure of life satisfaction. Hence, the obtained result clearly revealed that the female students experienced greater life satisfaction than their male counterparts during their courses of studies.

• When the two religious groups (Hindu and Muslim students) were compared on measures of spiritual intelligence, academic stress, life satisfaction and mental health. It was observed that two group of Hindu and Muslim students differed significantly in terms of their spiritual intelligence, life satisfaction and mental health but they did not differ significantly on measure of academic stress.

• The high and low spiritual group of students differed significantly in terms of their mental health. The mental health of high spiritual group of students was found better in comparison to low spiritual intelligence group of students.

• The high and low academic stress group of students differed significantly in terms of mental health. The mental health of high academic stress group of students was found poor than the group of students of low academic stress counterparts.

• The high and low life satisfaction group of students differed significantly in terms of mental health. The mental health of high life satisfaction group of students was found better than the low life satisfaction group of students.

• The life satisfaction appeared as a significant predictor variable of criterion variable (mental health) among professional courses students with the magnitude of 6.8% of variance. But the other remaining variables such as academic stress and spiritual intelligence did not emerge as significant predictors of criterion variable (mental health).

• The life satisfaction appeared as a best significant predictor variable of criterion variable (mental health) among non-professional courses students with the magnitude of 17.2% of variance, academic stress appeared as second
predictor variable of criterion variable (mental health) of non-professional courses students with the magnitude of 5.8% of variance and lastly spiritual intelligence emerged as third strong predictor variable of criterion variable (mental health) of non-professional courses students with the magnitude of 1.1% of variance.

- Personal meaning production (PMP) appeared as the significant predictor of criterion variable (mental health) of the entire sample of the students with the magnitude of 3.5% of variance. Personal meaning production is one of the dimension of spiritual intelligence but other remaining dimensions such as critical existential thinking, transcendental awareness and conscious state expansion did not emerge as significant predictors of criterion variable (mental health) of the students.

- The significant positive relationship was found between spiritual intelligence and life satisfaction with 99% level of confidence for the students of professional courses.

- The significant negative relationship was found between academic stress and life satisfaction at .01 level of significance for the group of students of professional courses.

- The significant positive relationship was found between academic stress and mental health with 95 % level of confidence for the group of students of professional courses.

- The significant positive relationship was found between life satisfaction and mental health with 99% level of confidence for the students of professional courses.

- The significant positive relationship was found between spiritual intelligence and life satisfaction at .01 level of significance for the students of non-professional courses.

- The significant positive relationship was found between spiritual intelligence and mental health with 99% level of confidence for the students of non-professional courses.
Chapter IV  Conclusions, Suggestions and Implications

• The significant positive relationship was found between spiritual intelligence and mental health with at .01 level of significance for the students of non-professional courses.

• The significant negative relationship was found between academic stress and life satisfaction with 99% level of confidence for the students of non-professional courses.

• The significant positive relationship was found between academic stress and mental health with 99% level of confidence for the students of non-professional courses.

• The significant positive relationship was found between life satisfaction and mental health with 99% level of confidence for the students of non-professional courses.

Suggestions

It is a generally known fact that research in any disciplines and especially in social sciences too is a never ending effort. Similarly any study can’t be free from criticism from various points of views. Researches in psychology focused on few problematic areas and during the processing of his / her research investigation the researcher came to know about the novel areas which were somewhat unknown during initiation of the study. Each and every research scholar is enthusiastic and inclined to conduct research which is comprehensive and enduring. However in due process of finishing point of research, many hurdles and shortcomings are noticed by the researcher. In a long time period of completion of thesis and thus achieving the desired goal, the investigator has to keep on working by ignoring some important variables because of paucity of time, financial constraints and difficulty in data collection and so on. Sometime the respondents are not available, the other time they may not have the time to answer the investigators’ questions and so on. As all these unavoidable hindrances put certain restrictions on a researcher all through the process of research as many variables in the psychological research remain unexplored. By keeping in mind the results of the present study it is suggested that –

• The study can be conducted by using much larger samples in each sub-group of students.
Chapter IV

Conclusions, Suggestions and Implications

- The study can be replicated on cross-cultural samples.
- Further it is also suggested that this type of research can be conducted on samples of students of all professional and non-professional courses.
- Data can be collected from other Institutions/Universities in India.
- The study can be conducted on group of differently abled students.

Implications

Whether we are aware of it or not, an assumption underlying in our mind that students are like “empty vessels” and the teacher’s role is to fill them with knowledge and motivate them to make ceaseless efforts to get success in life. It is clear from the findings of the present investigation that professional and non-professional students differ significantly with respect to academic stress, spiritual intelligence and mental health but they did not differ significantly on life satisfaction. When we talked about the course wise comparison of the professional and non-professional group of students (M.B.B.S., B. Tech., M.B.A., B.A., B.sc and B.com) were compared on mental health. It was observed that M.B.B.S., M.B.A., B.sc and B.Tech students showed better mental health than B.A. and B.com students showed poor mental health on the basis of percentile of mental health checklist. It means that students pursuing B.A. courses they had highest mean scores on mental health checklist and they were found to suffer from mental health problems in comparison to other remaining courses group of students. On the basis of findings of this research work the following points should be taken into considerations.

- Parents should give moral-spiritual support to their children.
- Teachers should emphasize not only to impart knowledge but also to foster obedience and adjustment of students in diverse areas.
- The teacher should understand the academic problems of the students and translate the curriculum specification for brighter future and contentment.
- The teacher is to get the students involve to learn, the obstacles in their ways of progress will overcome.
- Positive interpersonal relationship between teacher and students should be strengthened.
- The teacher should apply the correct teaching method in teaching-learning process.
• The classroom facilities should also be improved because it enhances the level of confidence of the students.

• Career counselling should be made important in college/university.

• Seminars should be organized to address the curriculum development and indicate discipline as per the specific needs of the students.

• Universities should provide counselling services to students of both professional and non-professional courses.