CHAPTER V
CONCLUSIONS AND SUGGESTIONS

The present study is a study of mental health concomitant of religiousness and academic performance in Muslim students at adolescent level. The purpose of this chapter is to present a summary of conclusions, implications of findings and to suggest the guidelines for further research in the field concerned.

Having interpreted the data in the preceding chapter, it seems now appropriate to present the conclusions that have emerged out of such interpretation. Obviously, the logic of research demands that the conclusions should be presented in the context of the objectives of the study so that it becomes possible to know the extent to which objectives have been achieved. It also helps in knowing how far the hypotheses formulated have been validated. It would help in understanding the conclusion drawn.

CONCLUSIONS OF THE STUDY

The present study was initiated with a view to achieve eleven objectives.

1. The first objective of the study was to study the relationship of religiosity and academic performance of Muslim students at adolescent level. On the basis of this objective, first hypothesis was formulated. The hypothesis was "There is no positive relationship between religiosity and academic performance of Muslim students at adolescent level.” On the basis of analysis and interpretation of data (Table 4.1), the researcher observed no significant relationship between them. When the relationship was found between the religiosity and academic performance of Muslim adolescents, no significant relationship has been observed. This shows that faith in religion cannot improve the academic performance. Academic performance requires intelligence and hard work, which cannot be improved by faith in a religion.

2. The second objective of the study was to study the relationship of religiosity and mental health of Muslim students at adolescent level. On the basis of this, second hypothesis was formulated. The hypothesis was “There is no positive relationship between religiosity and mental health of Muslim students at adolescent level.” On the basis of analysis and interpretation of data (Table 4.2) the researcher observed significant relationship between them.
When the relationship was studied between the religiosity and mental health, significant relationship have been observed. Religiosity helps an individual to shift his burden, tension, frustration etc to almighty God, thus helping in preservation of mental health.

3. The third objective of the study was to study the relationship of mental health and academic performance of Muslim students at adolescent level. On the basis of this, third hypothesis was formulated. The hypothesis was "There is positive relationship between mental health and academic performance of Muslim students at adolescent level.” On the basis of analysis and interpretation of data (Table 4.3), the researcher observed significant relationship between them.

When the relationship was studied between mental health and academic performance, significant relationship was observed. As academic performance, is a mental work so sound mental health is pre-requisite to perform academically

4. The fourth objective of the study was to compare the mental health of Muslim boys and girls at adolescent level. On the basis of this, fourth hypothesis was formulated. The hypothesis was "There is no significant difference in mental health between Muslim boys and girls at adolescent level.” On the basis of analysis and interpretation of data (Table 4.4), the researcher observed no significant difference between them.

When comparison was made between Muslim boys and girls on mental health, no significant difference was observed between them. This shows that gender of an individual has no influence on his/her mental health.

The fourth – a. objective of the study was to compare various dimensions of mental health of Muslim boys and girls at adolescent level. On the basis of this, the hypothesis formulated was "There is no significant difference in various dimensions of mental health between Muslim boys and girls at adolescent level On the basis of analysis and interpretation of data (Table 4.4.1), the researcher observed significant difference in ES, AY and SI between Muslim boys and girls at adolescent level while difference in OA, SC and IQ are insignificant. Significant differences in certain cases and insignificant differences in other cases is due to the effect of heredity and environment.

The fourth – b. objective of the study was to compare various dimensions of mental health of Muslim boys and girls of U.P. board at adolescent level. On the basis of this, next hypothesis was formulated. The hypothesis was "There is no significant difference in various dimensions of mental health between Muslim boys
and girls of U.P. Board at adolescent level.” On the basis of analysis and interpretation of data (Table 4.4.2), the researcher observed significant differences in ES, AY, SI and IQ between Muslim boys and girls and insignificant difference in OA and SC.

Significant differences in some cases and insignificant differences in other cases is due to combined effect of heredity and environment.

The fourth –c. objective of the study was to compare various dimensions of mental health of Muslim boys and girls of CBSE Board at adolescent level. On the basis of this, next hypothesis was formulated. The hypothesis was “There is no significant difference in various dimensions of mental health between Muslim boys and girls of CBSE Board at adolescent level. On the basis of analysis and interpretation of data (Table 4.4.3) the researcher observed significant differences in ES, OA, SI and insignificant difference in AY, SC, and IQ between Muslim boys and girls of CBSE Board.

Significant differences in some cases and insignificant difference in other cases is due to combined effect of heredity and environment.

5. The fifth objective of the study was to compare the mental health of U.P. Board and CBSE Board Muslim students at adolescent level. On the basis of this fifth hypothesis was formulated. The hypothesis was “There is no significant difference between mental health of U.P. Board and CBSE Board Muslim students at adolescent level.” On the basis of analysis and interpretation of data (table 4.5), the researcher observed significant difference between them.

When comparison was made between mental health of U.P. Board and CBSE Board Muslim adolescents, the mental health of CBSE Board students have been observed to be better than that of U.P. Board students. The reason is that students of CBSE Board usually come from middle class families and above while U.P. Board students come from lower middle and lower class families. So, the students of CBSE Board have educated parents, better facilities and other conditions, favourable in comparison to U.P. Board students.

The fifth a- objective of the study was to compare various dimensions of mental health of U.P. Board and CBSE Board Muslim students at adolescent level. On the basis of this, hypothesis was formulated. The hypothesis was “There is no significant difference in various dimensions of mental health between U.P. Board and CBSE Board Muslim students at adolescent level, “On the basis of analysis and interpretation of data (table 4.5.1), the researcher observed significant
difference in SI and IQ while the difference were insignificant in cases of ES, OA, AY and SC.

Significant difference in some cases and in significant differences in other cases is due to combined effect of heredity and environment.

The fifth b- objective of the study was to compare various dimensions of mental health of U.P. Board and CBSE Board Muslim girls at adolescent level. On the basis of this, hypothesis was formulated. The hypothesis was “There is no significant difference in various dimensions of mental health between U.P. Board and CBSE board Muslim girls at adolescent level.” On the basis of analysis and interpretation of data (Table 4.5.2), the researcher observed significant difference in SC, SI and IQ and insignificant difference in ES, OA and AY.

Significant differences in some cases and insignificant differences in other cases is due to combined effect of heredity and environment.

The fifth –c objective of the study was to compare various dimensions of mental health of U.P. Board and CBSE Board Muslim boys at adolescent level. On the basis of this, hypothesis was formulated. The hypothesis was "There is no significant difference in various dimensions of mental health between U.P. Board and CBSE Board Muslim boys at adolescent level." On the basis of analysis and interpretation of data (Table 4.5.3), the researcher observed insignificant difference in all the dimensions of mental health.

This insignificant difference is due to the combined effect of almost similar heredity and environment.

6. The sixth objective of the study was to compare the religiosity level of Muslim boys and girls at adolescent level. On the basis of this, hypothesis was formulated. The hypothesis was "Religiosity level of Muslim girls is higher than the religiosity level of Muslim boys at adolescent level”. On the basis of analysis and interpretation of data (Table 4.6), the researcher observed insignificant differences between them. Thus, religiosity of boys is almost similar to that of girls. This indicates that gender of an individual has no influence on religiosity level. Male and female are human beings facing stress and strain of life and their faith in God give them strength to face these stresses and strains.

7. The seventh objective of the study was to compare the academic performance of Muslim boys and girls at adolescent level. On the basis of this, hypothesis was formulated. The hypothesis was "Academic performance of Muslim girls is
better than the academic performance of Muslim boys at adolescent level." On the basis of analysis and interpretation of data (table 4.7), the researcher observed significant difference between them.

Thus, Muslim girls were found to be more studious with better academic performance than the boys. The reason is the freedom of girls to move out is generally restricted and girls are also aware of their pitiable conditions in the society. So, better education will help in improving their condition. This causes the girls to perform better academically.

8. The eighth objective of the study was to compare the religiousness of U.P. Board and CBSE Board Muslim students at adolescent level. On the basis of this hypothesis was formulated. The hypothesis was “There is no significant difference between religiousness of U.P. Board and CBSE board Muslim students at adolescent level”. On the basis of analysis and interpretation of data (table 4.8), the researcher observed insignificant difference between them.

Thus, students of U.P. Board are almost similarly religious to that of CBSE Board. The reason is, all are human being facing stresses and strains of life and so turn to God for the strength required to face all the hardships.

9. The ninth objective was to compare the academic performance of U.P. Board and CBSE Board Muslim students at adolescent level. On the basis of this, hypothesis was formulated. The hypothesis was “There is no significant difference between academic performance of U.P. Board and CBSE Board Muslim students at adolescent level”. On the basis of analysis and interpretation of data (Table 4.9), the researcher observed insignificant difference between them.

Thus, academic performance of U.P. Board Muslim students is similar to that of CBSE Board students. The reason is people from all walks of life want to improve their economic condition and education is the safest and easiest mean within reach to do so.

10. The tenth objective of study was to compare mental health, religiousness and academic performance of U.P. Board and CBSE Board Muslim girls at adolescent level. On the basis of this, hypothesis was formulated. The hypothesis was “There is no significant difference in mental health, religiousness and academic performance between U.P. Board and CBSE Board Muslim girls at adolescent level.” On the basis of analysis and interpretation of
data (table 4.10), the researcher observed insignificant differences between them.

The similarity in mental health between girls of U.P. Board and CBSE Board is that in both the cases the girls have almost similar genetic constitution and live in similar conditions in the society.

Thus similarity in academic performance of U.P. Board and CBSE Board girls is that girls in both the cases want to remove their pitiable conditions. Moreover they are forced to stay at home. This results in similar academic performance.

The similarity in religiousness is due to the fact that girls stay at home and are more exposed to conditions at home, which is usually religious in our country. Moreover, faith in religion helps one to face the stress and strain of life. This results in almost similar increase in religiousness.

11. The eleventh objective of the study was to compare mental health, religiousness and academic performance of U.P. Board and CBSE Board Muslim boys at adolescent level. On the basis of this, hypothesis was formulated. The hypothesis was “There is no significant difference in mental health, religiousness and academic performance between U.P. Board and CBSE Board Muslim boys at adolescent level”. On the basis of analysis and interpretation of data (Table 4.11), the researcher observed insignificant differences between them.

There is no difference in mental health because boys in both kind of schools have similar genetic constitution and environment.

The similarity in religiousness is due to similar religious environment at home.

The similarity in academic performance is due to same mean IQ in both the cases and similar academic environment.

**IMPLICATIONS**

The present study purports to study relationship among mental health, religiousness and academic performance among Muslim adolescents. Towards the end of this study, it becomes essential to find out its implications.

We are in an era where development is taking place at a very fast pace. The countries are divided into developed, developing and under developed countries.
We belong to the category of developing countries. If we want to progress and belong to the category of developed countries, then serious efforts need to be done in this direction. It requires that people from all walks of life should become more productive. The laid back attitude should be left behind. To become more productive, knowledge and skills are required. These knowledge and skills are imparted in educational institutions. These are the places where sound foundation required for the progress of India, is laid. Hence, it is rightly said –“Destiny of India is shaped in her classrooms.” The quality of education is indicated by one’s academic performance. Academic performance is influenced by a number of factors such as IQ, hard work, mental health etc. The researcher found significant relationship between academic performance and mental health in Muslim adolescents.

Thus, in order to improve the academic performance, the mental health of students should be sound. In fact, the problem of mental health in the educational context in a developing country like India, occupies high priority on the agenda for human development. Knowledge of remaining mentally healthy should be given to teachers and students.

The researcher has deduced in her study that mental health has significant relationship with religiousness. Hence, religiousness play a significant role in maintenance of mental health. This requires that the board of education and management of educational institutions should think in this direction and shift emphasis towards the importance of values and religious education. However, U.P. Board schools provides the same but unfortunately the CBSE Board adopts different culture and does not give due importance for this type of education. But, this type of education prepare better platform for the character and mental development.

This knowledge can immensely benefit the students, teachers, management and the parents. The knowledge of various dimensions of mental health and their level attained would suggest the importance of various dimensions in maintenance of mental health. If all these dimensions are taken care of, students will be mentally healthy.

The researcher had also noted difference in academic performance between girls and boys. It is a matter of concern for the teacher and management. Further research needs to be done so as to know the reason for the same. The consequence of this difference also needs to be known.
Mental health in CBSE Board school was found better than that of U.P. Board school. It is again a matter of concern for the teachers and management. Again, further research needs to be done so as know the reason for the same. The consequence of this difference also needs to be known.

As the country surges forward, contribution of every individual gains importance. But, it was found that Muslim community as a whole is lagging behind educationally and economically. So, the focus on this community in this research is important.

**SUGGESTIONS FOR FURTHER RESEARCH**

The present study has thrown some light on relationship among mental health religiousness and academic performance in Muslim students. Obviously, the present research has tried to seek some answers of this relationship at adolescent level. But these answers invoke further questions and also present possible directions for further research. The possibilities of further research are indicated below:

1. Present study has been confined to three dependent variables- mental health, religion and academic performance. There are many other variables which influence the Muslim adolescents. Education of parents, socio-economic status, sincerity of teachers, encouragement given by the management of school etc. are some of the variables which affect Muslim adolescents.

2. Present study has been confined to Mental health under psychological determinants, other psychological determinants such as self-concept, adjustment etc. also may affect the Muslim adolescent and need to be studied.

3. Just as various dimensions of mental health was considered for this study, in the same way dimensions of religiousness should also be considered.

4. The present study has given importance to U.P. Board and CBSE Board results in order to judge the academic performance. To give due justice to study of this nature, internal assessment done by school teachers should also be considered.

5. The present study is confined to Meerut city only. The result of this study may not be applicable to rural areas of Meerut. It is therefore suggested that relationship of mental health, religion and academic performance be studied in rural areas of Meerut.
6. The present study is confined to Meerut city only. The result of this study may not be applicable to other cities of India. It is therefore suggested that relationship of mental health, religion, academic performance should be studied in other parts of India also.

7. The present study is confined to U.P. Board and CBSE Board. There are many other Boards of education and examination. The academic performance can be found from the result of these boards also and used to find out the relationship between mental health, religiousness and academic performance among Muslim adolescents.

8. The present study has been confined to the students of higher secondary level only. The relationship between mental health, religiousness and academic performance among Muslim adolescents should be studied at other levels of education such primary level, secondary level, graduate level, post graduate level. Such comprehensive and inclusive understanding would help in making an overall judgment of prevailing conditions in educational institutions and their impact on interrelationship between mental health, religiousness and academic performance among Muslim adolescents.

9. The present study has also revealed that mental health of students in CBSE Board schools was better than that of U.P. Board schools. Research attempts are needed to understand the determinants of this difference in mental health.

10. The present study has also revealed that academic performance of girls is better than that of boys. Research attempts are needed to understand the determinants of this difference in academic performance.

11. The present study to find relationship between mental health, religiousness and academic performance has been limited to Muslim adolescents only. In order, to get complete picture of this relationship, study should be carried out on general students. Studies can also be carried out on students of other religion also such as Hindu, Christian, Jainism, Buddhism, Parsis etc.

12. The present study has been carried out to find out relationship between mental health, religiousness and academic performance of Muslim adolescent—
   (a) The study can be limited to find out relationship between mental health and religiousness only of Muslim adolescents.
   (b) The study can be limited to find out relationship between mental health and academic performance only of Muslim adolescents.
(c) The study can also be limited to find out relationship between religiousness and academic performance.

To sum up, it is believed that suggestions for further research present in this section of the thesis may go a long way in the direction of improving and enriching research in the area of institution effectiveness and its comparison with other variables.