CHAPTER II
REVIEW OF LITERATURE

Review of literature is a body of text that determines the aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contribution to a particular topic.

(A) STUDIES CONDUCTED IN INDIA

STUDIES RELATED TO ACHIEVEMENT:

Trivedi, Vineeta (1988)\(^1\) carried out a study of the relationship of parental attitude, socio economic background and the feeling of security among the intermediate students and their academic background. The objectives of the study were-

(i) to study the relationship among parental attitude, socio-economic status, feeling of security/insecurity and academic achievement of intermediate students with intelligence held constant.
(ii) to study the relationship among the parental attitude, socio-economic status and feelings of security-insecurity and
(iii) to study the relationship among parental attitude, feelings of security-insecurity and intelligence.

Following are the major findings-

1. There existed a significant relationship among parental attitude, socio-economic status and academic achievement. (2) Students belonging to various level of parental attitude and socio-economic status differed significantly with the parental acceptance group showing better achievement than parental concentration or avoidance groups. Further, students of upper SES showed better achievement than the students of lower SES group. (3) There existed no significant relationship between feelings of security-insecurity, parental attitude and intelligence.

2. Minnalkodi, B. (1997)\(^2\) carried out a study of higher secondary school student's achievement in zoology in relation to anxiety, achievement, motivation and self-concept. The major findings are as follows:

1. There was significant difference between boys and girls on achievement scores, achievement motivation but not on anxiety or self-concept.
2. The government and private school students differed significantly on their achievement, anxiety while they did not differ on achievement-motivation and self-concept scores.

3. Differing occupational status did not affect the achievement, anxiety, achievement-motivation and self-concept of students.

4. Different income levels of parents did affect the achievement level of students and self-concept.

5. The government and private school students differed significantly on their achievement, anxiety while they did not differ on the achievement motivation and self-concept scores.

Pradhan, Dibyaprava (1997)³ had carried out a study to see the effect of socio-economic status and intelligence on scholastic achievement of girls. It was found that SES is not effective with regard to scholastic achievement.

Mahmood, Ali (1998)⁴ carried out a study to develop a view of prediction about the children on the basis of their personal values, career aspiration, socio-economic status and academic achievement. The findings were as follows- The academic achievement correlated significantly and positively with socio-economic status, knowledge value and occupational aspiration and negatively with power value.

In the case of arts and science group, academic achievement was correlated significantly with socio-economic status but in the case of commerce group, these variables were found to be uncorrelated.

Borbora, Rupa Das (1998)⁵ carried out a study on the impact of socio-economic status on the academic achievement of the first generation learner. The important objectives were-(1) To study the influence of social classes, i.e., advance class and backward class on the academic achievement of first generation learner (2) to study the effect of economic status i.e., high income level, middle income level and low income level on the education of children. (3) to compare the academic achievement of first generation and non first generation learner of advance and backward classes(4) to study the values and attitudes of literature (parents of non-first generation) parents with a view to find out their effect on the learning process of their children.
The findings of the study were-
1. No significant difference was found in academic achievement of FGLs between advance and backward classes.
2. It was found that the academic achievement of the children in the three income groups were significantly different.
3. Both in advance and backward classes the significant difference in academic achievement in FGLs and NFGLs was observed.
4. A high significant difference in attitude of the parents of first and non-first generation learners was observed.

Taj, Haseen (1999)\(^6\) of Bangalore university carried out a study on academic achievement as a function of social class, parent child interaction, dependency behaviour and school management. The result indicated that all the four independent variables, namely, social class, parents child interaction, dependency behaviour and school management had significant effect on academic achievement of adolescents.

Prabha and Gupta, Monika (2000)\(^7\) made an attempt to find out of the effect of sex, intelligence and socio-economic status on the achievement of student in computer education. In the sample all the students of calls 11\(^{th}\) who were studying computer as a subject were selected form five convent schools in Agra City. Data was collected though various tools- Group intelligence tests, SES scale and mark secured by students in the computer examination. The important result is that is that there is significant relationship between SES and computer achievement.

Alam, M.M. (2001)\(^8\) carried out a study on academic achievement In relation to socio-economic status, anxiety level and achievement motivation. A comparative study of Muslim and non-Muslim school children of Uttar Pradesh. The objectives were as follows:
1. To study academic achievement in relation to socio economic status of the selected sample of school going children.
2. To study the extent upto which the academic achievement of the children are affected by their anxiety level.
3. To compare the data on academic achievement, socio-economic status, anxiety level and achievement motivation between Muslim and non-Muslim school children. The finding were as follows:
1. Significant positive relationship has been witnessed between socio-economic status and academic achievement.
2. Negative relationship exists between anxiety and academic achievement.
3. Positive relationship exists between achievement motivation and academic achievement of Muslim and non-Muslim students.
4. Both Muslim and non-Muslim children have significant inverse relationship between socio-economic status and anxiety.
5. Socio-economic status goes along with higher achievement motivation.
6. The academic achievement of non-Muslim children has been found superior in comparison to their Muslim counterparts.
7. The non-Muslim children have less anxiety in comparison to Muslim children.
8. On the measure of achievement motivation, non-Muslim children are found to be superior to Muslim children.

Sukhwant Bajwa and Shalu Jindail (2005) of Punjab University took up a study on under achievement in science in relation to intelligence and socio-economic status. The sample consisted of 2000 students of class 11th randomly taken from three schools of Chandigarh. 2x2 analysis of variance was used to analyze the data. 

The result showed a significant difference in high intelligent and low intelligent on variable of under achievement. There was significant difference between high socio-economic status and low economic status on the variable of under achievement. No Interaction effect of socio-economic status and intelligence on under achievement in science was found. 

The result showed that the five variables compositely predicted academic performance of students. They also revealed that the factor resident in the child uniquely predicted academic performance of the respondent than did other factors.
Gupta, K.M. and Sangai, Sandha (2008) carried out a study on factors associated with low achievements among SC children at upper primary level. The objectives were:
1. To identity the factors associated with low achievement among SC children at upper primary level (2) to analyze teacher's opinion on factors associated with low achievement level of children (3) to analyze the opinions of scheduled caste community members on factors associated with low achievement of children (4) to analyze the opinion of children of SC communities on the factor associated with their low level of achievement (5) To analyze the factor of low achievement among SC children in each of the sampled states namely Chhatisgarh, Maharashtra, Rajasthan and Uttar Pradesh. The findings of the study were:

(1) The study has revealed that on the factors associated with teacher and students, the community members agreed to a large extent that there was a lack of communication between parents and teachers on the concerns regarding the achievement of the SC students. The students were not able to complete their home work. The teachers lack competence to understand special task concerning the SC students, according to parents and community members. The teachers don’t provide adequate attention to these students in the classroom. About one fourth community members and parents also expressed that teachers lack healthy and positive attitude towards the SC students. (2) On the factor associated with learning, three categories of respondents agreed that the SC students lack support materials at home. They are weak in studies from the beginning. Teachers and community members agreed that the SC students lack attention towards studies. They also remain absent from schools for longer duration. They generally lack basic study materials and the curriculum is heavy for them. (3) On the factors associated with school, all the respondents agreed that the SC community is economically, educationally and politically backward. The community lack awareness towards education. (4) On the factors associated with school, all the respondents agreed that the number of students is more in the classes. Various incentive schemes devised for the SC students are not implemented in the true spirit. The parents and community members felt that teachers do not attend school full time and regularly. (5) On the factors associated with home, the three categories of respondents agreed that parents lack awareness towards
education and student devote more time in home affairs. They lack physical facilities related to study at home and family.

STUDIES RELATED TO MENTAL HEALTH

**Manjuvani E. (1990)** carried out a study on the influence of home and school environment on the mental health status of children. The major findings of the study were:

1. The home environment was a major significant contributor to all the three components of mental health.
2. The school environment contributed to liabilities and the mental health index.

**Nanda, Ashok Kumar (2000)** carried out a study on the mental health of adolescents. The dependent variable “mental health” was compared under the independent variable, i.e. community, sex and area of habitation and also under their interaction. The following conclusions were drawn:

1. The castes in descending order according to their mental health are general, SC and ST students. When these three groups were compared in Urban, Rural and Ashram schools separately, it was found that general category students have better mental health in comparison to SC and ST students in urban and rural schools. SC and general category of students in Ashram School has similar mental health. SC students are better in mental health than ST students in urban, rural and Ashram schools.
2. The areas in descending order according to mental health are urban, rural and ashram.
3. Between male and female students it was found that female students have better mental health than male students. While comparing male and female students in Urban, Rural and Ashram schools separately, it was found that male and female students in Urban and Ashram school have different mental health.

**Gawali Gautam (2005)** got published a topic on self concept: Impact of caste and sex. 108 junior college students from Kalyan District in Maharashtra participated in the study. They were administered SES scale by Janbandhu and only those students were incorporated in the study who belonged to middle class. Sample was classified into four groups BM (Brahmin males); BF (Brahmin female); SCM (Schedule caste males) and SCF (scheduled castes females). Their
global self concept (GSQ) was measured by BeenaAwasthi's self evaluation scale. It was hypothesized that Brahamins are significantly superior to scheduled caste in GSE. Secondly male students have significantly better GSC than girls. Data were treated by two way ANOVA and "t" test. Results failed to support the first hypotheses; both Brahmin and Scheduled castes had developed more or less similar G.S.C. Second hypothesis got very strong support, boys had significantly better GSC than girls.

Masomeh, Khosravi (2005)\textsuperscript{14} carried out a study on the topic "A comparative study of relationship between self concept and anxiety among adolescent." The objectives were: (1) To find out correlation between self concept and anxiety among Iranian and Indian students (2) to compare level of self concept and school anxiety across gender and culture.

The findings of the study were:
1. There was no significant difference between girls and boys on self-concept in Indian students. (2) Among Iranian students, there was no significant difference between girls and boys on self-concept (3) Overall result, on school anxiety showed that Iranian students were higher on test anxiety and lack of confidence than the Indian students.

Tikkoo, Sangeeta (2006)\textsuperscript{15} studied introversion and mental health among school students. The sample of the study comprised of 600 boys studying in tenth standard in high and higher secondary schools of Jammu city. The result of the study revealed that extroversion tendency enhances mental health whereas introversion tendency deteriorates mental health.

Singh Meenakshi, Chaudhary, O.P. and Asthana, Madhu (2007)\textsuperscript{16} reported study on mental health among high and low emotionally intelligent adolescent. A sample of 400 adolescent (200 M and 200F) was taken from various schools and colleges of Varanasi. Emotional intelligence scale by Hyde and Petha (2002) was administered to the total sample and two extreme groups of high E.I. and low E.I. adolescent were formed on the basis of scores on E.I. scale, using Q1 and Q3 as cutting points. Mithila mental health status inventory by Kumar and Thakur (1986) was then administered to these two extreme groups. Scores on the five subscales of MMHSI as well as for total scale were compared for high E.I. and low E.I. groups.
The results revealed a significant difference in mental health status of aforesaid two groups, indicating better mental health of high emotionally intelligent adolescents.

**Srividhya, V.; and Khadi, Pushpa, B (2007)** carried out a study on mental health and adjustment problems of students of Navodhaya, central and state schools. Following findings were reported:
1. Of all the students selected only 52 percent had sound mental health.
2. Students were better in positive self evaluation, autonomy and group oriented attitude but poor in perception of reality, integration of personality and environmental mastery.
3. Boys and girls did not differ in mental health status.
4. Significantly, higher percentage of girls of central school and boys of Navodhadya had positive mental health.
5. Tenth graders were significantly better than PUC-11 students and significant differences were observed only among Navodhaya and central schools.
6. Scheduled caste/tribe students had poor mental health.
7. Students of all three educational systems faced more problems on social psychological relations, vocations and educational issues, curriculum and teaching procedures.
8. PUC-11 students compared to tenth, boys than girls and scheduled caste/tribe students faced more adjustment problems.
9. Age type of family, ordinal position, sibling status and constellation, parental education, occupation and family income did not influence mental health and adjustment problems.

Transition from school to college in case of state schools had no influence. Mental health was significantly correlated to adjustment problems indicating higher the problems, lower the mental health.

**Lakshmi, Vijaya and Narain, Shruti (2008)** carried out a study on mental health behaviour of psychologically androgynous persons. The sample covered students of Intermediate (+2) and Graduation level of Patna aged between 17 to 21 years of various faculties (Science, Arts, (Commerce). To measures the variable of study masculinity-feminity check list by Sinha (1986) and Mental health Battery by Singh and Sengupta (2000) was used. The result revealed that
psychologically androgynous persons were mentally healthier than gender typed individual.

**Singh, Arun Kumar, KumariSavita and KumariSuprashna (2008)** carried out a study on Mental health behaviour as function of SES and residence. A total of 200 college students of both sexes participated in the study. 100 students were taken from colleges located in the rural areas of Patna District and 100 students were taken from colleges located in Urban areas of the same district. They were administered Mental health battery and SES scale. The obtained results were analyzed with the help of t-test.

It was found that SES particularly lower SES had a negative impact upon sound development of mental health behaviour. However, urban rural region was not found to be a significant determiner of mental health behaviour.

**Sravanthi, S. and Devi, M. Saroda (2009)** carried out a study on personality development of adolescents. The sample comprised of 180 students (90 boys and 90 girls) MAP series (Teenage form) covering 20 dimensions was used for data collection. The mental health dimension revealed that majoring of boys and girls (44%) fell into average category followed by 39 percent in high category and 17 percent in low category. It also indicated that mental health of adolescent boys was better than those of girls.

**STUDIES RELATED TO RELIGIOSITY**

**Leela, A.V.S. (1988)** carried out a study on Religiosity in relation to certain personality traits of college students. It had following objectives:

(i) To find out relationship between religiosity and locus of control.

(ii) To find out relation between religiosity and personality factors as measured by the 16 P.F. questions.

(iii) To compare the personality profiles in high and low religious groups.

(iv) To find out the relation between religiosity and socio-economic and familial variables like father's occupation, mother's income, mother's education, mother's occupation, sex, size of family, birth order and rural -urban background.
The major findings given were:
1. The difference in mean scores on the locus of control of high and low religious group was significant.
2. Similarly, the difference in mean scores of the high religious group on the personality factors $O, q_1, q_2$ and $q_4$ were significantly higher than those for the lower groups. The two groups did not differ on the remaining 12 of the 16 personality factors.
3. About 48% of variance in religiosity of subjects was explained by the above five variables.
4. The personality profiles of the high and low religious Groups were not similar.
5. High and low religiosity was not associated with father's income, education or occupation and mother’s income, education locality of the subject, size of the family or order of birth.
6. High and low religiosity was significantly associated with sex, girls being higher than boys. (AVRP. 1268).

Kohli, Om Prakash(1989) carried out a study whose topic was "A study of attitude students towards religion in relation to personality characteristics, intelligence and socio-economic status. It had following objective:
1. To study the effect of intelligence, socio-economic status and sex on the attitude of students towards religion.
2. To study the interaction effects (double and triple) of intelligence, socio-economic status and sex difference of the religious attitude of the students.
3. To work out significance of difference between boys and girls in the relationship of attitude scores with each of the 14 personality dimensions given by Cattle.
Following findings were arrived at:
1. Students belonging to high intelligence group and socio-economic status were more religious in attitude than the students of low intelligence groups and low socio-economic status.
2. Girls were more inclined towards religion than boys.
3. Intelligence, socio-economic status and sex did not interact with each other to produce significant differences in the mean scores on religious attitude.
4. There were significant correlations between personality traits like intelligence, sober or enthusiastic, super ego strength, timid or venturesome, tough minded
or tender-minded, group-dependent or self-sufficient, self-concept, control and attitude scores of boys and girls in respect of religion; there were significant correlation also in the case of the traits of emotionality in boys and willingness to act in girls (JNJ 0292)

Joshi, Bharti (2008) carried out a study on the topic "A study of the development of religious recognition and locus of control in children." The sample of study has been selected randomly from the primary and middle school of Sagar town. 160 students (age range 5-12 years) were selected for the investigation, 80 being boys and 80 being girls. They were taken from four religious groups Hindu, Muslim, Sikh and Christian. Tools of measure were-Pictures of Religion Recognition Test (PRT) by Joshi and Locus of control (for Primary school children) by Roma Pal. The objectives were:
1. To study the development of religious recognition in four groups of children (Hindu, Muslim, Sikh, Christian) from 5 to 12 years age group.
2. To study the development of locus of control in children.
3. To find out relationship that exists among the religious identity and locus of control.
4. To find out the difference among the different gender in four groups. Following conclusions were drawn:
   1. Religious recognition increases with age, in other words; as the children grow they do recognize more religious symbols.
   2. Preference for items of one's own religion decreases with age, which is a new finding of earlier investigations.
   3. Sex difference was evident in Muslim and Sikh children whereas no such evidence was available in Hindu and Christian in their religious recognition.
   4. There are mixed findings between younger and elder children regarding their locus of control. Where as, Muslims and Christian younger and elder children have significant differences in their locus of control. No such difference was found in Sikh children and in Hindus, only girls have difference.
   5. As regard relationship between religious recognition and locus of control, it was found that Hindu, Muslim, Christian elder boys and younger girls have high or marked correlation between religious recognition and externality and reverse is true in their case.
STUDIES RELATED TO MENTAL HEALTH AND RELIGION

Khatoon, Parveen (1990) carried out a study on self-concept and alienation in college girls in relation to education and religion.

The objectives were-
1. To study the difference of self-concept of college going and uneducated girls.
2. To study the alienation among girls belonging to the Hindu and Muslim communities. The major findings were:
   1. There was no difference in the self-concept of college-going Hindu girls and uneducated Hindu girls.
   2. The self-concept of college going Muslims was higher than that of uneducated Muslim girls.
   3. Self-concept of college going girls was higher than that of the uneducated girls in the sample among both Hindus and Muslims.
   4. Self-concept of Hindu and Muslim girls was not very different.
   5. The degree of alienation was higher among the college girls compared to uneducated girls in both groups. Hindu and Muslims.

Gyanani, T.C. (1999) carried out a study on self-concept of the adolescents in relation to caste; religion and gender difference. The aim of the investigation was to study the self-concept of the adolescent in relation to certain demographic correlates, e.g., sex, caste and religion. For the purpose, a sample of 230 units was selected by using purposive sampling techniques from the various intermediate colleges of Agra city. The "AtambothMapni "constructed by Chauhan, S. (1982) was used to measure the self-concept of the adolescents.

Results indicated that:
1. At the adolescent age, boys and girls have similar self concept but they differ significantly in different dimension of self-concept.
2. Caste difference created significant difference in self-concept.
3. The non-scheduled caste adolescents were found higher in their self-concept than the scheduled caste adolescent.
4. The religion of the adolescents does play a significant role in determining the self-concept of the individuals. Hindu and Sikh adolescents were found higher in global self-concept than adolescents of other religion.

5. In different dimensions of self-concept, Hindu adolescents have shown high perception in intellectual, social, moral and ethical and emotional self-concept.

6. Muslims have shown high perception in physical dimensions.

7. Sikh adolescents have shown high proportion in activity dimension and Christian adolescents have shown their high proportion in social aspect of self-concept.

Akhan, Panna; Rathi, Nanda and Nath, Pooja (2003) had carried out a correlational study of mental health and personal value of hostellites and day scholars. The main objective of the study was to find out correlation between mental health and personal values of hostellites and day scholar. The affective sample comprised 200 girl students in the age-range of 18-22 year. 100 hostellitesample were drawn from the LAD college hostel, Nagpur. While the rest of the samples (Day Scholars) were collected from different colleges of Nagpur university.

The finding of the study was:
1. Hostilities have more religious personal values than day scholars.
2. Day scholars are significantly high on health personal values
3. There is no significant difference between mental health of two group.

Hafeez, Reshma (2007) carried out a study on Religiosity and mental health. The objective of the study was to find out whether mental health is affected by religiosity of a person of a community. The sample comprised of subjects in each religious community of a person of a community. i.e. Hindu and Muslims selected from teacher training colleges of Kanpur.

The major findings were:
1. Muslims are having significant effect of religion in comparison to their counterpart on their mental health.
2. In Hindus, the low religiosity is found to be more positively associated with their mental health.

Kothari Saroj (2009) carried out a study on spiritual orientation as predictor of mental health in executives. The objective was to find out the effect of spiritual orientation on mental health in executives. The sample comprised of
100 executives from Indore City. The tests employed were spiritual orientation inventory by Elkins (1986) and Mithila Mental health status inventory by Anand Kumar and Thakur (1985). The data were analyzed by C.R. test.

The finding were:
1. The results revealed that high spiritual groups had significantly better mental health than low spiritual group.
2. The high spiritual group differed significantly from low spiritual group on all five dimensions of mental health.

Mohan, Monika and Goyal, Lovely (2009) carried a study on managing stress through religiosity. The objectives were-
(1) to study the management of stress through religiosity. (2) to evaluate the interactive effect of gender and religiosity on tolerance of stressful life events.

The sample comprised of 40 individuals; 20 males and 20 female graduates. Data were collected with the help of presumptive stressful life event scale (Singh, Kaur and Kaur, 2000) and Religiosity scale (Bhushan, 1990).

The findings were:
1. Highly religious males and females would be able to manage the stressful life events effectively in comparison to less religious ones.
2. Female have better stress tolerance capacity in comparison to males.

STUDIES RELATED TO MENTAL HEALTH AND ACADEMIC PERFORMANCE

Anand, S.P. (1989) carried out a study on Mental health of high school students. A sample of 262 high school students (169 boys and 93 girls) participated in the study. A Likert-type Mental Health scale developed by the author was used. Correlation and chi-square were used for data analysis. The finding of the study indicated that mental health of adolescent, their academic achievement and the educational and occupational status of parents were positively correlated.

Sinha, Nirjharini (1991) carried out a cross-sectional study of the impact of scientific attitude, motivation and self-concept in science upon the achievement of the students in science. Objectives of the study were:
1. To ascertain achievement in physical science.
2. To appraise the extent of self–concept in science.
3. To find out the extent of motivation of the students in science and determine the relation among and between them. The major findings were:
   1. In physical science, urban boys achieved higher than rural boys and urban girls, urban students achieved better than rural students.
   2. There was no difference in the achievement in physical science of boys and girls.
   3. There was no difference in the self-concept of science between urban and rural students.

**Burwani, Rupa G (1991).**

Burwani, Rupa G (1991) carried out a study on enquiry into the nature of self-concept in the area of competence and its impact on mental health and academic achievement. The objectives of study were:

i. To study nature and extent of the real self-concept of competence and the ideal self-concept of competence, and the discrepancy between the two.

ii. To study the nature and extent of mental health in the group students.

iii. To study the relationship between real self-concept/ ideal self-concept and mental ill health/academic achievement.

iv. To study the relationship between each of the five facets (social, intellectual, physical, emotional and general) of self-concept in competence and mental ill health.

v. To study the relationship between each of the five facets and academic achievement.

vi. To make a comparative study of the three groups of students: the commerce group, the science group and the combined group.

The major findings were:

1. Real self-concept scores, ideal self-concept scores, real-ideal discrepancy scores and mental ill-health scores were found to be more or less normally distributed in the sample and the three groups did not differ significantly among themselves in respect of distribution of scores on these variables.
2. Real self-concept and ideal self-concept were highly correlated.
3. Students with high self-concept scores showed lower discrepancy scores.
4. Students who perceived themselves to the highly competent were relatively free from mental ill health symptoms.
5. A trend could be noticed to suggest that high ideal-self-concept was conducive to mental health.

6. Discrepancy between real and ideal self-concept was found to be associated with mental ill health.

7. Academic achievement was positively associated with perceived intellectual competence but not with scores of other areas of self competence. However ideal self concept regarding their competence did not seem to affect the academic achievement scores.

8. Discrepancies between real and ideal self-concept did not affect the academic achievement of the commerce group but in the science group these two were positively related.

9. Students who revealed mental ill symptoms were poor in academic achievement.


The sample comprised of 291 students covering 187 boys and 104 girls studying in class VII in five different school of Shahdol district of Madhya Pradesh.

The findings of the study were:

1. Control and protectiveness dimensions of home environment were positively and significantly related with academic self-concept and academic achievement in science.

2. Nurturance, rejection and permissiveness dimension of home environment were negatively and significantly related with achievement in science whereas social isolation was related with academic self-concept in science.

3. The homes of high academic self-concept students were controlled, protective, socially isolated and less permissive.

4. The home of high achieves in science were controlled, protective, punishing, less nurtured, less rejected & less permissive.

Tandon, Uma (1994) carried out a comparative study of self-concept among high and normal IQ adolescents in relation to creativity, SES and academic achievement. The objective of the study were:
1. To determine the extent of relationship of self-concept with intelligence, creativity, SES and academic achievement.

2. To determine relationship of self-concept with intelligence, creativity, SES and academic achievement.

The major findings were:

1. Self concept was found to be significantly related to intelligence and creativity.
2. Self concept was found to be significantly related with academic achievement only under uncontrolled conditions but uncorrelated under controlled conditions.
3. Self concept was not related with SES.
4. Creatively was found to be significantly correlated with intelligence and academic achievement.
5. The effect of sex was found to be highly significant between creatively and intelligence and creatively and academic achievement and boys were found to be more intensely related than girls.

**Shukla, S.K. and Agarwal, Archana (1997)** carried out a study of socio-economic status, intelligence, occupational aspiration, self-concept and academic achievement of scheduled castes and non-scheduled caste students. The objective was to find out difference between SC and non-SC students in their socio-economic status, level of intelligence, self-concept, occupational aspiration and academic achievement.

The major findings were:

1. It was found that scheduled caste (SC) students were low for socio-economic status as compared to non-scheduled caste (non-SC) students.
2. No significant difference was found between SC and non-SC students in their level of intelligence. The same pattern was observed for SC and non SC boys and girls.
3. The boys of both SC and non-SC had low level of self concepts compared to their girl counterpart. SC boys were of low self-concept as compared to non-SC boys were of low self-concept as compared to non SC boys though no significant difference was found in the level of self concept of SC and non SC girls.
4. The level of occupational of SC students was lower as compared to the non SC students. The SC boys had low occupational aspiration in comparison to non SC
boys though no significant difference in occupational aspiration of SC and non SC girls was found.

5. The level of academic achievement of SC students was lower as compared to non-SC students. Boys, both SC and non SC had low level of academic achievement in comparison to their girl counterparts.

Minnalkoodi, B. (1997) carried out a study of higher secondary school students’ achievement in zoology in relation to anxiety, achievement, motivation and self concept. The objectives of the study were:

1. To find out the level of achievement in zoology in relation to anxiety, achievement- motivation and self concept among the whole sample, different sex, different locality, different types of schools, occupations, SES of the students.

2. To find out whether there is significant difference on the achievement scores, anxiety scores, achievement motivation scores and self-concept score of different sex different locality, different types of schools, different occupation and different SES.

3. To find and whether there is a significant relationship between anxiety score and achievement score of zoology as well as with different sub-samples in to find out whether there is a significant relationship between anxiety scores and achievement scores in zoology as well as with different sub-samples.

4. To find out whether there is a significant relationship between achievement motivation scores and achievement scores of zoology as well as with other sub samples.

5. To find out whether there is significant relationship between anxiety scores and achievement scores.

6. To find out whether there is significant relationship between anxiety score and achievement scores.

7. To find out whether there is significant relationship between anxiety scores and self concept scores.

8. To find out whether there is a significant relationship between achievement motivation scores and self-concept scores.

9. To find out whether there is a significant relationship between independent variables, namely anxiety, achievement motivation scores and self-concept scores-
10. To find out whether there is a significant relationship between independent variable, namely anxiety, achievement-motivation and self-concept on one hand and independent variable, namely achievement in zoology on the other. 

Major findings of the study were:
1. There was a significant difference between boys and girls on achievement-scores, achievement-motivation but not on anxiety or self concept.
2. The rural and urban student did not differ on their achievement but on anxiety, achievement-motivation and self-concept, they differed significantly.
3. The government and private school student differed significantly on their achievement, anxiety while they did not differ on achievement-motivation and self-concept scores.
4. As regards the educational level of parents, children who belonged to differing educational level differ significantly on their achievement but not on anxiety, achievement-motivation and self-concept.
5. Differing occupational status did not affect the achievement, anxiety, achievement-motivation and self concept.
6. Differing income level of parents did affect the achievement level of students and anxiety, but not achievement-motivation and self concept.
7. There was significant positive relationship among achievement scores, achievement-motivation and self concept of students.

Maikhun, R. and Pande, Kiran, Shashi (1997) got published a study on self-concept of adolescent in relation to their academic achievement. Self concept of the adolescents was assessed by using self-concept inventory developed by Deo, Pratibha (1986) on the self-reporting technique. Academic achievement was taken from institutional record. The sample comprised of 200 students randomly selected from the intermediate colleges of Katchwara city. 

The conclusions drawn were:
1. Academic achievement and self concept are not significantly related.
2. Significant relationship was observed with academic achievement of adolescent having high and low self-concept.
3. No significant difference was found between academic achievement of adolescent belonging to high and low self-concept.
Dubey, S.N. and Mishra, A.K. (1999) made an attempt to study the determinants of academic success of scheduled castes (SC's) backward caste (BC) Muslims (MS) and upper caste (UC's) rural High school boys. Sample comprised of 100 students of class VIII to X belonging to the scheduled castes, backward castes, Muslims and upper castes selected from rural areas of Eastern U.P.
1. There was no consistency in the predators of academic success across the four groups.
2. In SC and BC boys sample, none of the SEI and SCQ variables contributed significantly to academic success.
3. In the MS sample only one and in the UC sample two variables were emerged as significant predictor of academic achievement.

Sindhu, I.S. (2005) carried out a study on teacher's Motivation, student adjustment and their academic achievement. The objectives of the study were:
1. To study male and female teacher's motivation to work.
2. To study and compare school adjustment of boys and girls.
3. To study and compare male and female students liking towards their teachers.
4. To compare the achievement of boys and girls.
5. To examine the extent of interrelationship between the above mentioned variable.

The findings of the study were:
1. Both, male and female teachers were found to possess average or above average level of motivation to work.
2. Most displayed average and above average adjustment with school environment. The girls displayed superior adjustment as compared to the boys.
3. The girls were found to have more liking for their teachers than the boys.
4. No significant difference was found in the achievement of boys and girls.
5. Low positive correlations were found between students liking for their teachers and school adjustment.
6. Better liking of teachers contributed to better achievement of boys.

Permual, R. (2008) carried out a study on "mental health status and locus of control – A study with reference to VIII standard English students achievement. The objectives study of were:
1. To study the mental health status of VIII standard students of Kerala.
2. To assess the locus of control of VIII standard students of Kerala.
3. To explore the relationship between mental health status and locus of control of VIII Standard students of Kerala.
4. To analyze the relationship between mental health, locus of control and achievement in English of VIII standard students of Kerala.

The findings of study were:
1. The majority of VIII standard students of Kerala do not have high mental health status. There is no significant difference between the rural and urban as well as between gender groups with respect to mental health status of VIII standard students of Kerala.
2. VIII standard students of Kerala do not have high internal locus of control. There is no significant difference between the gender groups as well as between rural–urban groups with respect to internal locus of control of VIII standard students of Kerala.
3. There exists a significant correlation among mental health status and achievement of English of VIII standard students of Kerala.
4. There is a significant difference in the correlation between mental health status, locus of control and achievement in English in the total sample and sub-sample based on gender and locale.

Mittal, A. (2008) carried out a study on academic achievement of secondary level students in relation to mental health and locality. The objectives of the study were:
1. To study the academic achievement of secondary level students of different localities.
2. To study the mental health of secondary level students of different localities.
3. To study the relation between academic achievement and mental health of secondary level students of different localities.
4. To compare correlation coefficient of academic achievement and mental health of secondary level students of different localities.

The findings of the study were:
1. There is significant difference in academic achievement of secondary level students of different localities. Academic achievement of secondary level students of urban localities is better than the academic achievement of secondary level students of rural localities.
2. The difference between mental health of secondary level students of different localities is significant. There is no significant difference in mental health of secondary level students of rural as well as urban localities.

3. The relationship between academic achievement and mental health of students of secondary level of urban locality is highly significant.

4. The relationship between academic achievement and mental health of students of secondary level of rural locality is highly significant.

5. There is no significant difference between correlation coefficient of academic achievement and mental health of secondary level students of different localities.

Bandhana and Sharma, Darshan, P. (2010)\(^4\) carried out a study on home environment, mental health and academic achievement among Hr. secondary school students. The objectives of the study were:

1. To find significant sex differences in mental health among secondary school students.

2. To find significant differences in mental health among secondary school students with good and poor home environment.

3. To find significant differences in mental health among secondary school students with high and low academic achievement.

4. To find significant interaction between sex and home environment among secondary school students with mental health as dependent variables.

5. To find significant interaction between sex and academic achievement among secondary school students with mental health as dependent variables.

6. To find significant interaction between home environment and academic achievement among secondary school students with mental health as dependent variables.

7. To find significant interaction among sex, home environment and academic achievement among secondary school students with mental health as independent variables.

The findings were:

1. These are significant sex differences in mental health among secondary school students. Girls are more mentally healthy in comparison to boys.

2. There are significant differences in mental health among secondary students with good and poor home environment.
3. There are insignificant differences in mental health among secondary school students with high and low academic achievement.
4. There is no significant interaction between sex and home environment among secondary school students with mental health as dependent variable.
5. There is no significant interaction between sex and academic achievement among secondary school students with mental health as dependent variable.
6. There is no significant interaction between home environment and academic achievement among secondary school students with mental health as dependent variable.
7. There is no significant interaction among sex, home environment and academic achievement among hr. secondary school students with mental health as dependent variable.

**Rout, Manisa and Mantry, Sudhir Kumar (2011)** carried out a study of academic achievement of secondary school children in relation to their self-confidence and adjustment. The tools used were: Self- confidence inventory (SCI) by M. Basavanna, adjustment inventory by H.S. Asthana and for educational achievement, scores of previous class were used. The objectives of the study were:

1. To find out the difference in adjustment of students having high academic achievement, average academic achievement and low academic achievement.
2. To find out difference in the adjustment of male and female students at secondary level.
3. To find out the correlation between self confidence and academic achievement of secondary level students.
4. To find out the correlation between self confidence and adjustment of secondary level students.
5. To find out difference in the adjustment of male and female students at secondary level.

The finding of the study were:

1. There is no significant difference between adjustment of students having high academic achievement, average academic achievement and low academic achievement.
2. There was significant difference between adjustment of male and female students at secondary level.
STUDIES RELATED TO RELIGION AND ACADEMIC ACHIEVEMENT

Mahmood, Ali (1998) attempted to develop a view of prediction about the children on the basis of their personal values, career aspiration, socio-economic status and academic achievement. The findings of the study were:
1. The academic achievement correlated significantly and positively with socio-economic status, Knowledge value and occupational aspiration and negatively with personal value.
2. In the case of arts and science groups, academic achievements were co-related significantly with socio-economic status but in the case of commerce groups these variable were found to be uncorrelated.

Singh, Bear and Singhal, Arti (2008) carried out a comparative study of value system of high and low achiever boys. The sample of this study consisted of 50 male students (25 high and 25 low achiever boys) The Allport Vernon –Linzay study of value test adapted by R.K. Ojha was administered to the subjects. It had six-dimensions.
   Theoretical, Economical, Aesthetic, Social.political and religious. The findings of the study were:
1. There is a significant difference for the theoretical values between the high achiever and low achiever boys.
2. There is a significant difference for the economic value between the high achiever and low achiever boys.
3. There is no significant difference for the aesthetic value between high achiever and low achiever boys.
4. There is a significant difference for social value between the high achiever and low achiever boys. High achievers have higher social value than the low achiever.
5. There is significant difference for political values between high achiever and low achiever boys.
6. There is a significant difference for religious values between high achiever and low achiever boys. High achiever is more religious than low achiever.
STUDIES RELATED TO RELIGION AND MENTAL HEALTH

Miller, William R. (2004) of University of New Mexico dealt with spirituality, religion and health: An emerging research field. All of the findings on spirituality/religion and health cited come from research done in the United States.

There are four contextual issues-

a. Definitions of terminology.
b. Criteria used to judge the level of evidence currently supporting specific spiritual/religious hypotheses.
c. Methodological approaches to statistical control in research on spirituality and religion.
d. Some recent critiques and concerns regarding religion and health.

Most hypotheses involved spiritual/religious construct on one side of a proposition and health variable on the other. Scientific disciplines often use different approaches in the design of studies and analysis of data. Unique variance approach was used. After summarizing the broad literature on the strength of bivariate relationships between spiritual/religious factors and health, the authors attempted to make the bivariate relationship go away by removing variance shared by religiousness and currently accepted risk factors. Using this conservative approach, they concluded that religiousness does constitute, in general an independent risk (protective) factors, particularly in predicting all-cause mortality. Causal modeling approach was also used. In this, a recent study by Iransonetal (2002) was given. Here, in a longitudinal study of HIV/AIDS survivors, they found that each component of a composite religiousness index was associated with a longer survival.

Testing a prior hypothesis, about religiousness and reduced urinary cortisal, serving others in need, optimism and several health behaviour, they found that the relationship religiousness to survival was directly mediated by cortisal level and by serving others but not by optimism.
Smith, T.B. McCullough, ME; Poll, J. (2004)\textsuperscript{47} got published a study on religiousness and depression. The association between religiousness and depressive symptoms was examined with meta analytic methods across 147 independent investigation (N=98, 975). Across all studies, the correlation between religiousness and depressive symptoms was -.096 indicating that greater religiousness is mildly associated with fewer symptoms. The results were not moderated by gender, age ethnicity, but the religiousness depression association was stronger in studies involving people who were undergoing stress due to recent life events. The results were also moderated by the type of measure of religiousness used in the study with extrinsic religious orientation and negative religious coping (e.g., avoiding difficulties through religious activities, blaming god for difficulties.) associated with higher level of depressive symptoms, the opposite direction of overall finding.

Yuk-Cheng, Chan and Jerf, YeungWai-Keung (2007)\textsuperscript{48} carried out reviews on "The positive effects of religiousness on mental health in physically vulnerable population; A review on recent empirical studies and related theories. The main reviews were. Broam and his colleagues conducted two notable studies investigating the relationship between religious involvement and depression in older population (Broam et.al.1997, 2004). One study confirmed the inverse association between the elderly religious involvement and depression (Broam et.al. 1997). Another recent and more salient longitudinal study of aged residents in Amsterdam by Braomet. al. (2004) also reported an inverse relationship between religious involvement and depression. The sample comprised of 1840 community dwelling old people. Likewise, the study by Idler(1987) pointed out a significant negative relationship between religiosity and level of depression measured by the centre for Epidemiologic studies depression scale in older women (CES-D)

Ellison (1995) also found a negative relationship between church attendance and depressive symptoms measured by diagnostic interview schedule (DIS) in a sample of old Americans.

Bienefeldet. al. surveyed a group of retired catholic sisters examining the contribution of psychosocial factors and religiousness to life satisfaction, psychological distress and depression. The finding supported the elderly religiousness was conducive to mediating the psychological impact of impaired functional status.
A number of similar findings were noted in rest of the review indicating a consistent view on the positive relationship between religiousness and health.

**Piko, B and Kovacs, E (2009)** carried out a study—Is religiosity a protective factor? Social epidemiologic study of adolescents psychological health. The objective of the study was to investigate relationship between religiosity and psychological health among adolescents. Regarding religiosity, religious affiliation, religiousness (subjective level of religiosity) and religious participation were assessed. Among health status indicators, occurrence of depressive symptomatology, level of satisfaction with life and self-perceived health were determined. Data collection of the questionnaire survey was done of 881 school students in the age range, between 14-20 years (mean=16.6 year, S.D. = 1.3 years of age, 44.6% of the sample was female). Association between health status indicators (as dependent variable), were assessed using odd ratios calculated by logistic-regression analyses.

The conclusion of the study was religiosity is a determinant factor in adolescent psychological health except for depression.

**Winter, V; Houri, D; Huber, S; Schnyder, U; Kreemer, B (2009)** carried out a study on psychological outcome of religious coping with stressful life events in a Swiss sample of church attendees. A Swiss sample of 328 church attendees in the aftermath of stressful life events were selected to explore association of positive or negative religious coping with the psychological outcome. Applying a cross-sectional design, Huber’s contrality scale to specify religiousness and Pargaments measure of religious coping (RCOPE) for the assessment of positive and negative religious coping. Depressive symptoms and anxiety as outcome variables were examined by the Brief symptoms inventory. The Stress Related Growth scale and the Marburg questionnaire for the assessment of well being were used. Mann-Whitney tests for group comparison and cumulative logit analysis were conducted for the assessment of association of religious coping with the variable.

The findings suggested that both forms of religious coping were positively associated with stress-related growth. However, negative religious coping additionally reduced well being and increased anxiety and depressive symptoms.

**Koenig, HG (2009)** got published "Research on religion, spirituality and mental health: a review. The important reviews are:
Prior to 2000, more than 100 quantitative studies had examined the relation between religion and depression. Among 93 observational studies, two-thirds found significantly lower rates of depressive disorder or fewer depression symptoms among the more religious. Supporting these findings was a more recent independently published meta-analysis of 147 studies that involved nearly 100,000 subjects. The average inverse correlation between religious involvement and depression was 0.10 which increased to 0.15 for studies in stressed population.

Among the depressed patients (n=1000), investigators followed 865 individuals for 12 to 24 weeks, examining factors influencing speed of remission from depression. The most religious patients remitted more than 50% than other patients.

Bosworth et. al. interviewed elderly psychiatric inpatients (n=104) assessing public and private religious practices and religious coping. Depressive symptoms were assessed at baseline and 6 months later by a psychiatrist using the MADRS. Baseline positive religious coping predicted significantly less depression on the MADRS at the 6 months evaluation.

O' Cornor and Vallerand examined associations between religion motivation and personal adjustment in a sample of elderly French Canadians drawn from nursing home in the greater Montreal area. Intrinsic religiosity was inversely related to depression and positively related to life satisfaction.

Boetz and colleagues have shown in a long cross-sectional community surveys of the Canadian population that religious attendance is associated with less depression and fewer psychiatric disorders.

There are a number of other studies also. These studies in medical patients, older, adults with serious and disabling medical conditions and the caregiver suggest that religious involvement is an important factor that enables such people to cope with stressful health problems and life circumstances.


The article provides an overview of psychiatries and mental health research on religion. First conceptual models of religion and of mental health used throughout the literature are described. Second, published empirical research in this field is summarized including finding from epidemiologic clinical and social and behavioural investigations. Third, promising perspectives for understanding a
positive religion-mental health connection is elaborated. These are based on respective behavioural, biological, psychodynamic and transpersonal interpretations of existing research.

Empirical investigation of religion and mental health include epidemiologic studies involving population based national or community samples, clinical studies of psychiatric out patients or in patients and social and behavioural research on psychological distress and well-being. Due to wealth of published work over the past two decade, this review is selective rather than comprehensive.

According to conclusion of study, empirical evidence supports a generally protective effect of religious involvement for mental illness and psychological distress. Like all epidemiologic findings, there are exceptions: e.g. individuals whose religious ideation and practice contributes to or reflect pathology. But, on average, this finding is statically significant, replicated, and modest in magnitude.

**STUDIES RELATED TO RELIGION AND ACADEMIC ACHIEVEMENT**

**Koubek, Richard J. (1984)** reported a study on correlation between religious commitment and student achievement. Twenty seven females and seventeen males, ranging in age from 13 to 18 years served as subjects. Self-reported G.P.A. and scores on religious commitment were obtained through a questionnaire mailed to randomly selected Assembly of God churches in northern Illinois. Using a 2x2 contingency table, the relationship between GPA and religious commitment was significant. A two tailed t-test indicate no significant relation between sex and commitment.

**Jeynes, William H. (2002)** carried out a Meta analysis of the effect of attending religious school and religiosity on Black and Hispanic Academic achievement. Using meta analysis, this study sought to determine the effects of religious schooling and personal commitment on African American and Hispanic students academic achievement. The result indicates that religious school and religious commitment each have a positive effect on academic achievement and school related behaviour. In the case of religious schooling, the effects sizes that emerged for religious schooling tended to be larger for older children. The effect sizes for
religious schooling were even larger for school related behaviour, than they were for academic achievement.

**Jeynes, William H. (2002)** carried out a study on Education policy and the effect of attending a religious school on academic achievement of children. Using the 1992 National Education Longitudinal Survey data set, this study assessed the effects of students attending religious schools on the academic achievement of those children. The results indicate that those children attending religious schools performed better academically than those who did not. Students from religious schools included all private religious schools examined in the study. Students who did not attend religious schools included students attending public schools and nonreligious preparatory or other private schools. Results also indicate that Black and Hispanic students as well as children of low socioeconomic status performed better academically in religious schools than in nonreligious schools. These results suggest students attending religious schools in general perform better academically than do students attending nonreligious schools.

**Williams, Trina R.; Davis, Larry E; Saunders Jeanne and Williams, James Herbert (2002)** carried out a study on Friends, Family and neighborhood-understanding: Academic outcomes of African American youth. This study examines the relationship between academic performance and a number of contextual factors for African, American freshmen in an urban setting. Living arrangements, relatives and friends religiosity, exposure to academic success and neighborhood perceptions were analyzed to investigate their impact on intention to complete school, grade point average (GPA) and number of suspensions. Results indicate that gender, church attendance by peers and percentage of relatives completing high school were significant in predicting positive academic outcomes. Perception to neighborhood deterioration was inversely related to intention for school completion and GPA. School suspensions were positively related to perception of neighborhood deterioration.

**Jeynes, William (2010)** undertook a metanalysis on the relationship between Bible literacy and behavioural and academic outcomes in urban areas. The metanalysis included 11 studies to determine relationship whether there is a relationship between Bible knowledge on one hand and behavioural outcome on
the other among those living in urban areas. The result indicate that increased Bible Knowledge is associated with higher level of student academic achievement and positive behavioural pattern. The analysis indicate that the relationship, as measured by degree of statistical significance, between Bible Knowledge and academic outcome is stronger than it is between Bible Knowledge and behavioural outcome.

STUDIES RELATED TO MENTAL HEALTH AND ACADEMIC PERFORMANCE

Dix, Katherine L; Slee, Phillip T.; Lawson Michael J. and Keeves, John P. (2011)\cite{58} carried out a study on implementation quality of whole-school mental health promotion and student's academic performance. It examines the impact of implementation quality of mental health academic performance in Australian mental health initiative. Hierarchical linear modeling was used to investigate change in standardized academic performance across the 2 year implementation of a mental health initiative in 96 Australian primary (or elementary) schools. The result was that after controlling for differences in socio-economic background, a significant positive relationship existed between quality of implementation and academic performance. The difference between students in high and low implementing schools was equivalent to a difference in academic performance upto months of schooling.

Richardson Michelle; Abraham, Charles; Bond, Rod (2012)\cite{59} carried out a review on psychological correlates of university students’ academic performance. A systematic search of Psy INFO and web of knowledge database between 1997 and 2010 identified 7, 167 English language articles yielding 241 data sets, which reported on 50 conceptually distinct correlates of GPA, including 3 demographic factors and 5 traditional measure of cognitive capacity or prior academic performance.

In addition, 42 non-intellective constructs were identified from 5 conceptually, overlapping but distinct research domains: (a) personality traits (b) motivational factors (c) self-regulatory learning strategies (d) students approaches to learning,
and (e) psychological contextual influences. 1, 105 independent correlation were retrieved and data analyzed using hypothesis driven, random effects meta-analysis. Significant average weighted correlation were found for 41 of 50 measures. Unvaried analyses revealed that demographic and psychosocial contextual factors generated, at best, small correlation with GPA. Medium sized correlation were observed for high school GPA, SAT, ACT, and A level scores. Three non-intellective constructs also showed medium-sized correlations with GPA: academic self efficacy, grade goal and effort regulation. A large correlation was observed for performance self-efficacy, which was the strongest correlate (50 measures) followed by high school GPA, ACT and grade goal

**RESEARCHER’S NOTE:**
A Review of literature shows that a number of studies had been done on mental health in India and abroad. The studies done abroad far exceeds the studies done in India. It shows a growing awareness about mental health abroad. The study of mental health had been associated with mental health, adjustment, self-concept, personality development, religion, academic achievement etc.

A number of studies had been done in India and abroad on religion also. Again, the studies conducted abroad, in recent years, far exceeds the studies conducted in India.

The religion variable has been associated with personality factors, socio-economic status, intelligence, locus of control, sex, mental health, academic achievement etc.

Even on academic achievement/performance a number of studies has been done in India and abroad.

The academic achievement variable had been associated with motivation, self-concept, socio-economic status, anxiety level, mental health, religion etc.

The investigation has been selected to study the inter relationship of mental health, religion and academic performance/achievement in Muslim adolescent to ascertain some reasons for their educational backwardness.

It is hoped that this study will be an increase in the available volume of literature. This study will also be helpful for educators and social reformers to tackle with educational backwardness in Muslim population.
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