CHAPTER V

SUMMARY, CONCLUSIONS, SUGGESTIONS AND LIMITATIONS
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5.1 Summary
5.2 Conclusions
5.3 Suggestions for the future researches
5.4 limitations
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AND LIMITATIONS

5.1 Summary

Every chapter has its own importance in research. This chapter brings out the entire summary, conclusions, suggestions and limitations of research.

Problem of the study:

A Study of Spiritual Intelligence, Frustrations and Mental Health among Students

The main objectives of present study are as mentioned below.

1. To study the main effect of gender of students on spiritual intelligence, frustration and mental health.
2. To study the main effect of area of residence of students on spiritual intelligence, frustration and mental health.
3. To study the main effect of faculty of students on spiritual intelligence, frustration and mental health.
4. To study the interaction effect of gender and area of residence of students on spiritual intelligence, frustration and mental health.
5. To study the interaction effect of gender and faculty of students on spiritual intelligence, frustration and mental health.
6. To study the interaction effect of area of residence and faculty of students on spiritual intelligence, frustration and mental health.
7. To study the interaction effect of gender, area of residence and faculty of students on spiritual intelligence, frustration and mental health.
8. To study the relation between spiritual intelligence and frustration of students.
9. To study the relation between spiritual intelligence and mental health of students.
10. To study the relation between frustration and mental health of students.

The main hypotheses of present study are as mentioned below.

**H₀₁** There is no significant difference between male and female students on total score and various dimension of spiritual intelligence.

**H₀₂** There is no significant difference between urban and rural students on total score and various dimension of spiritual intelligence.

**H₀₃** There is no significant difference among arts commerce and science students on total score and various dimension of spiritual intelligence.

**H₀₄** There is no significant interaction effect between gender and area of residence students on total score and various dimension of spiritual intelligence.
\( H_{05} \) There is no significant interaction effect between gender and faculty students on total score and various dimension of spiritual intelligence.

\( H_{06} \) There is no significant interaction effect between area of residence and faculty of students on total score and various dimension of spiritual intelligence.

\( H_{07} \) There is no significant interaction effect among gender, area of residence and faculty of students on total score and various dimension of spiritual intelligence.

\( H_{08} \) There is no significant difference between male and female students on total score and various dimension of frustration.

\( H_{09} \) There is no significant difference between urban and rural students on total score and various dimension of frustration.

\( H_{10} \) There is no significant difference among arts commerce and science students on total score and various dimension of frustration.

\( H_{11} \) There is no significant interaction effect between gender and area of residence students on total score and various dimension of frustration.

\( H_{12} \) There is no significant interaction effect between gender and faculty students on total score and various dimension of frustration.
There is no significant interaction effect between area of residence and faculty of students on total score and various dimension of frustration.

There is no significant interaction effect among gender, area of residence and faculty of students on total score and various dimension of frustration.

There is no significant difference between male and female students on total score and various dimension of mental health.

There is no significant difference between urban and rural students on total score and various dimension of mental health.

There is no significant difference among arts commerce and science students on total score and various dimension of mental health.

There is no significant interaction effect between gender and area of residence students on total score and various dimension of mental health.

There is no significant interaction effect between gender and faculty students on total score and various dimension of mental health.

There is no significant interaction effect between area of residence and faculty of students on total score and various dimension of mental health.
There is no significant interaction effect among gender, area of residence and faculty of students on total score and various dimension of mental health.

There is no significant correlation between spiritual intelligence and frustration of students.

There is no significant correlation between spiritual intelligence and mental health of students.

There is no significant correlation between frustration and mental health of students.

In the present study 2x2x3 factorial design was used. Two levels of gender (male-female), two levels of areas of residence (urban-rural) and three levels of faculty (arts, commerce and science) are taken as independent variables. The dependent variables are at the scores of six dimension of spiritual intelligence, the scores of four dimensions of frustration and the score of five dimension of mental health including with total scores which are obtained by the each student on relevant tests.

The present research work conducted on 480 post-graduate college students by random and purposive sampling technique used for the selection of samples. The students were selected from Ahmedabad city.

For the present study following tools were used

- Spiritual intelligence test (RSIT) by Roquiya Zainuddin and Anjum Ahmed (2010)
- Reactions to frustration scale(RFS)by B.M. Dixit and D.N Shrivastava (2011)
• Mental Hygiene Inventory (MHI) by Bhatt and Gita Gida (1992)

Spiritual intelligence test (RSIT) by Roquiya Zainuddin and Anjum Ahmed

The researcher used to translate this test in Gujarati for easy communication. The test constructed on the basis of six dimensions as given by Zohar and Marshall (1999). The test contains 78 items were rated as likert rating scale and judged on 5 point scale. The test was administered on a sample of 300 postgraduate students and doctoral researchers of Aligarh Muslim University. The cultural framework and daily life activities were framing the questions. Reliability of this test is 0.73 and validity of this test is 0.85.

Reactions to frustration scale (RFS) by B.M. Dixit and D.N Shrivastava

This reaction to frustration scale (RFS) covers four reactions namely-aggression, resignation, fixation and regression as scientifically described by Maier (1949). It consists of 40 items out of which each reaction to frustration has 10 items equally divided in to positive and negative items. These items are presented in the simple statement and provide six alternative response options grated on six point scales. Reliability for boys 0.82 is and girls is 0.79 and validity 0.61.

Mental Hygiene Inventory (MHI) by Bhatt and Gita Gida

Dr Bhatt and Ms.Gita Gida have standardized mental Hygiene inventory in 1992. The tool reliability is 0.94 (0.01) and validity at 0.63(0.01) of presently discussed test. The test contains 40 items in all with ‘Yes’ or ‘No’ response. Components of mental health are perception of the reliability, integrated personality, self-assessment of respond, group oriented tendencies, control over environment.
5.2 Conclusions

The main conclusions of this study are mention below

1. There is significant difference between urban and rural students in relation to their total score of spiritual intelligence. Rural students have shown better spiritual intelligence than urban students.

2. There is significant difference among arts, commerce and science students in relation to their total score of spiritual intelligence. Science students have shown better spiritual intelligence than rest of the students.

3. There is significant interaction effect between gender and area of residence of students in relation to their total score of spiritual intelligence. Female students of rural area have shown better spiritual intelligence than rest of the students.

4. There is significant interaction effect among gender, area of residence and faculty of students in relation to their total score of spiritual intelligence. Female rural students of commerce have shown better spiritual intelligence than rest of the students.

5. There is significant interaction effect between gender and area of residence of students in relation to their inner self dimension of spiritual intelligence. Male students of rural area have shown better inner self than rest of the students.

6. There is significant interaction effect between gender and area of residence of students in relation to their inter self dimension of spiritual intelligence. Female students of rural area have shown better inter self than rest of the students.
7. There is significant difference between male and female students in relation to their biostoria dimension of spiritual intelligence. Female students have shown better biostoria than male students.

8. There is significant difference between urban and rural students in relation to their biostoria dimension of spiritual intelligence. Rural students have shown better biostoria than urban students.

9. There is significant interaction effect between gender and area of residence of students in relation to their biostoria dimension of spiritual intelligence. Female students of rural area have shown better biostoria than rest of the students.

10. There is significant interaction effect among gender, area of residence and faculty of students in relation to their biostoria dimension of spiritual intelligence. Female rural students of commerce have shown better biostoria than rest of the students.

11. There is significant difference among arts, commerce and science students in relation to their life perspectives dimension of spiritual intelligence. Science students have shown better life perspectives than rest of the students.

12. There is significant interaction effect between gender and area of residence of students in relation to their life perspectives dimension of spiritual intelligence. Female students of rural area have shown better life perspectives than rest of the students.

13. There is significant interaction effect among gender, area of residence and faculty of students in relation to their life
perspectives dimension of spiritual intelligence. Female rural students of commerce have shown better life perspectives than rest of the students.

14. There is significant difference among arts, commerce and science students in relation to their spiritual actualization dimension of spiritual intelligence. Science students have shown better spiritual actualization than rest of the students.

15. There is significant interaction effect between gender and area of residence of students in relation to their spiritual actualization dimension of spiritual intelligence. Female students of rural area have shown better spiritual actualization than rest of the students.

16. There is significant interaction effect among gender, area of residence and faculty of students in relation to their spiritual actualization dimension of spiritual intelligence. Male urban students of science have shown better spiritual actualization than rest of the students.

17. There is significant difference between urban and rural students in relation to their value oriented dimension of spiritual intelligence. Rural students have shown better value oriented than urban students.

18. There is significant difference among arts, commerce and science students in relation to their value oriented dimension of spiritual intelligence. Science students have shown better value oriented than rest of the students.
19. There is significant interaction effect between area of residence and faculty of students in relation to their value oriented dimension of spiritual intelligence. Rural students of science have shown better value oriented than rest of the students.

20. There is significant interaction effect among gender, area of residence and faculty of students in relation to their value oriented dimension of spiritual intelligence. Male rural students of science have shown better value oriented than rest of the students.

21. There is significant interaction effect between area of residence and faculty of students in relation to their total score of frustration. Rural students of science have shown high frustration than rest of the students.

22. There is significant interaction effect among gender, area of residence and faculty of students in relation to their total score of frustration. Female rural students of science have shown high frustration than rest of the students.

23. There is significant difference between urban and rural students in relation to their aggression dimension of frustration. Rural students have shown high aggression than urban students.

24. There is significant interaction effect between gender and faculty of students in relation to their aggression dimension of frustration. Male students of arts have shown high aggression than rest of the students.

25. There is significant interaction effect between area of residence and faculty of students in relation to their aggression dimension of
frustration. Rural students of science have shown high aggression than rest of the students.

26. There is significant interaction effect between area of residence and faculty of students in relation to their resignation dimension of frustration. Rural students of science have shown high resignation than rest of the students.

27. There is significant interaction effect among gender, area of residence and faculty of students in relation to their fixation dimension of frustration. Female urban students of arts have shown high fixation than rest of the students.

28. That there is significant interaction effect between gender and area of residence of students in relation to their regression dimension of frustration. Female students of urban area have shown high regression than rest of the students.

29. There is significant interaction effect between gender and faculty of students in relation to their regression dimension of frustration. Female students of arts have shown high regression than rest of the students.

30. There is significant difference between male and female students in relation their total score of mental health. Female students have shown better mental health than male students.

31. There is significant difference among arts, commerce and science students in relation to their total score of mental health. Arts students have shown better mental health than rest of the students.
32. There is significant interaction effect between area of residence and faculty of students in relation to their total score of mental health. Rural students of arts have shown better mental health than rest of the students.

33. There is significant interaction effect among gender, area of residence and faculty of students in relation to their total score of mental health. Female urban students of arts have shown better mental health than rest of the students.

34. There is significant interaction effect among gender, area of residence and faculty of students in relation to their perception of reality dimension of mental health. Male rural students of arts have shown better perception of reality than rest of the students.

35. There is significant difference between urban and rural students in relation to their integrated personality dimension of mental health. Urban students have shown better integrated personality than rural students.

36. There is significant interaction effect between area of residence and faculty of students in relation to their integrated personality dimension of mental health. Urban students of science have shown better integrated personality than rest of the students.

37. There is significant interaction effect among gender, area of residence and faculty of students in relation to their integrated personality dimension of mental health. Male urban students of science have shown better integrated personality than rest of the students.
38. There is significant difference between male and female students in relation their self assessment of respondent dimension of mental health. Female students have shown better self assessment of respondent than male students.

39. There is significant difference among arts, commerce and science students in relation to their self assessment of respondent dimension of mental health. Arts students have shown better self assessment of respondent than rest of the students.

40. There is significant interaction effect between gender and area of residence of students in relation to their self assessment of respondent dimension of mental health. Female students of urban area have shown better self assessment of respondent than rest of the students.

41. There is significant difference between male and female students in relation their group oriented tendencies dimension of mental health. Female students have shown better group oriented tendencies than male students.

42. There is significant difference among arts, commerce and science students in relation to their group oriented tendencies dimension of mental health. Arts students have shown better group oriented tendencies than rest of the students.

43. There is significant interaction effect between area of residence and faculty of students in relation to their group oriented tendencies dimension of mental health. Urban students of science have shown better group oriented tendencies than rest of the students.
44. There is significant difference among gender, area of residence and faculty in relation to their group oriented tendencies dimension of mental health. Male urban students of science have shown better group oriented tendencies than rest of the students.

45. There is significant difference between male and female students in relation their control over environment dimension of mental health. Female students have shown better control over environment than male students.

46. There is significant difference among arts, commerce and science students in relation to their control over environment dimension of mental health. Arts students have shown better control over environment then rest of the students.

47. There is significant interaction effect between gender and faculty of students in relation to their control over environment dimension of mental health. Female students of science have shown better control over environment than rest of the students.

48. There is significant positive correlation between spiritual intelligence and mental health of the students.

5.1 Suggestions for the future researches

After conducting this study the researcher thought of various related problems, which may be selected for future research work. In fact the experience of during the period of this study as well as the finding of this study may serve as guideline for the research worker in the field of spiritual intelligence, frustration and mental health. In this conception the following suggestions may be given.
1. A study of spiritual intelligence, frustration and mental health of school students and B.Ed students can be done.

2. A study of spiritual intelligence, frustration and mental health of working and non working women can be done.

3. To know the instructions of medium, study of spiritual intelligence, frustration and mental health of Hindi or Guajarati medium can be done.

4. A comparative study of handicap and non handicap students in relation to spiritual intelligence, frustration and mental health can be done.

5. A study can be done regarding socio-economic status also

6. Co-relational study of spiritual intelligence and mental health of various groups can be done.

7. The present research title can be also carried out on a large sample.

8. A study can be done regarding government and nongovernment school students also.

9. Some more reliable and specific results some other variable like age group, religion, other faculties, family size, parents marital status and occupational status can be measured.

10. To get more reliable and specific results, some other psychological factors like E.Q, I.Q, C.Q, A.Q, adjustment, self
concept, achievement motivation, anxiety, stress and personality can be measured with this present research.

5.4 limitations

Limitations of present study are mentioned below:

1. The sample size of each group was very small (n=40) so that the findings of the study cannot be generalized on large populations.

2. The present study was time bounded work, so it was conducted in limited area.

3. The sample size drawn only from different areas of Ahmadabad City of Gujarat state.

4. Only genders, area of residence and faculty have been studied in present research.

5. Type of family, religious, caste etc are not controlled in present research.