
Role of Spiritual Intelligence, Altruism and Mental Health in predicting Academic Achievement

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Abstract

The purpose of present study was to find out the paths for academic achievement Adolescents on the basis of Spiritual Intelligence, Altruism, and Mental Health. The sample comprised of 883 Adolescents out of these 324 were boys and 559 were girls. Data were collected by using Spiritual Intelligence Scale (2006) developed by Dr. Tirath Singh, Dr. Arjinder Singh and Binderjit Kaur; Altruism Scale (1988) developed by Dr. S.N. Rai and Dr. Sanwat Singh; School Environment Inventory (1984) developed by Dr. Karuna Shankar Misra; and Mental Health Battery (2000) developed by Dr. Arun Kumar Singh and Dr. Alpana Sen Gupta. Marks obtained by the Adolescents in Matriculation Examination conducted by Punjab School Education Board, Mohali were taken as Academic Achievement. Results revealed that there existed significant paths between Altruism and Spiritual Intelligence; Mental Health and Spiritual Intelligence; Mental Health and Academic Achievement; and Spiritual Intelligence and Academic achievement.

Key Words: Mental Health, Spiritual Intelligence, Altruism, School Environment and Academic Achievement, Adolescents.

Introduction

In spite of implementation of Continuous and Comprehensive Evaluation, academic achievement is a major concern of present education system in India. Social pressure, teachers and parents lead the learners to get more and more marks or higher grade. Academic achievement is so significant because it is considered one part or whole as base of entry in particular profession or in higher class. Due to these factors administrators, teachers, parents become the stressor for students, which affect the mental health of students.

Finding of 'God particle' provide indication about scientific enquiry into spiritual field. The construct of spiritual intelligence is also result of some scientific enquiries of human experience. King (2009) defined spiritual intelligence as a set of adaptive mental capacities based on non-material and transcendent aspects of reality, specifically those that contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states. Most of the previous researches provide evidences regarding importance of spirituality for human beings in general. Wiersma (1999) found that spiritual belief strongly determined careers choice, transition and experience. Renteria (2001) confirmed effectiveness of teaching of public school teachers from their spirituality. Mohler (1996) found a strong correlation between self-esteem and spiritual well-being. Potts (1998) explored that the spiritual maturity was positively associated with better mental health and specifically

spiritually mature students tend to feel moral, lovable and powerful. Goudy (1998) reported that significant negative correlation between emotional eating and spiritual health.

Mental Health (MH) depends on the development and retention of goals that are neither too high nor too low to permit realistic successful maintenance of belief in one's self as a worthy and effective human being (Lakshminarayanan et al., 1993). Mentally healthy person is firm in his/her intentions and is least disturbed by strains and stresses of day to day life. The concept of mental health has taken 'Gestalt' view of individual. It incorporates the concepts of personality characteristics and behaviour all in one. It may also be understood as the behavioural characteristic of the person. A mentally healthy person shows a homogeneous organization of desirable attitudes, healthy values, and righteous self-concept and a scientific perception of the world as a whole. Psychologists like Rogers (1961), Hurlock (1972), and Erickson (1936) have similar opinions.

Altruism is the willingness to sacrifice for the good of others (Harris, 1967). There are differences about the precise definition of altruism, there is general agreement that altruism behaviour must be carried out volunteering; must aim to benefit another; and must be carried out without anticipation of reward. The difference arises about further specification of altruistic behaviour. Midarsky (1968) took altruism to be a sub category of aiding referring to helpful action which incur cost to the individual, but bring either very little or nothing by way of gain, relative to the magnitude of the investment.

On the basis of above discussed theoretical and empirical finding, the present study was designed with following objective.

Objective

To find out the path of relationships of Spiritual Intelligence, Altruism and Mental Health in predicting Academic Achievement of Senior Secondary Students.

METHOD

Sample

The present study was conducted on adolescents studying in class 10+1 of senior secondary schools of Jalandhar district (Population). Adolescents studying in schools affiliated to Punjab School Education Board, Mohali were taken for selecting the sample. Adolescents were raised by cluster sampling technique keeping in mind strata based on gender. The sample comprised of 883 adolescents (Mean age=16.38 Years, SD=0.88) out of these 324 were boys (Mean age=16.64 Years, SD=0.88) and 559 were girls (Mean age=16.22 Years, SD=0.84). 354 adolescents were residents of urban area (Mean age=16.30 Years, SD=0.84) and 529 adolescents were from rural area (Mean age=16.42 Years, SD=0.90). 560 adolescents were studying in government schools (Mean age=16.36 Years, SD=0.86); 205 were studying in aided schools (Mean age=16.38 Years, SD=0.81) and 118 were studying in unaided schools (Mean age=16.42 Years, SD=1.02).

Procedure

The data were collected in a set of four visits to each school selected in sample. The instructions of the tool were made clear to adolescents. After that the tool was administered on them according to the instructions given in the respective manual and the response-sheets

were collected. The same class was visited again on next day and the next tool was administered on them in the same way. The same procedure was followed for all the tools in all the schools. The academic achievement of the adolescents was taken from the scores of their matric class examination conducted by Punjab School Education Board, Mohali. Scoring was done according to the instructions given in the manuals of respective tool (scale/battery). Data analysis was done in the light of framed objective.

Tools

Following tools were used in the present study to collect data.

1. *Mental Health Battery** (MHB)(2000) developed by Arun Kumar Singh and Alpana Sen Gupta was used. The battery covers six indices of Mental Health containing a total of 130 items. Dimension wise reliabilities of Mental Health Battery were computed, which ranges between .77 to .87. Dimension wise concurrent validity of the battery ranges from .60 to .82.
2. *Spiritual Intelligence Scale (2006)** developed by Dr. Tirath Singh, Dr. Arjinder Singh and Binderjit Kaur was used. The scale was found highly reliable with test-retest reliability =.81 and split half (even odd) =.81, split half (1st and 2nd half) =.78. The scale possessed high content validity as only those items were included in the scale which got consensus of the judges. The concurrent validity with Wolman's (2001) PSI and Khaira et al.'s (2004) SFSIS were found (N=65) .69 and (N=50) .63 respectively.
3. *Altruism Scale** (1988) developed by Dr. S.N. Rai and Dr. Sanwat Singh in Hindi language with 30 items was used. The reliability coefficient of the scale was .84 with reliability index of .92, which was statistically significant. The opinion of the experts was taken into consideration and that increased its content validity. The coefficient of correlation between the scores of teachers cum guardians and the scores of altruistic scale was .63 ($p < .01$).
4. Marks of adolescents from result of Punjab School Education Board, Mohali Matriculation Examination were taken as Academic Achievement.

*Mental Health Battery and Altruism Scale were re-validated and Spiritual Intelligence Scale was cross validated before using in present study.

RESULTS

Table 1

Coefficients of Correlation between Academic Achievement, Altruism, Mental health and Spiritual Intelligence

Variable	Altruism		Mental Health		Spiritual Intelligence	
	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>
Mental Health	.17	.001				
Spiritual Intelligence	.24	.001	.15	.001		
Academic Achievement	.00	.975	.10	.003	-.12	.001

It is evident from table 1 that the coefficient of correlation between mental health and altruism ($r = .17$, $p < .001$), between spiritual intelligence and altruism ($r = .24$, $p < .001$), between spiritual intelligence and mental health ($r = .15$, $p < .001$), between academic achievement and mental health ($r = .10$, $p < .01$) are significant and positive. The coefficient of correlation

between academic achievement and spiritual intelligence ($r=.12$, $p<.001$) is significant and negative. All these coefficients are moderate. It indicates the fulfillment of required conditions for the path analysis.

Table 2
Decomposition of Significant Effects from the Path Analysis

DV	IV	Std. Coeff.	<i>t</i>	<i>F</i>	R Sq. %age
SI	Altruism	.22	6.62*	52.22	5.6
	Mental Health	.11	3.34*		
AA	SI	-.14	-3.97*	12.04	1.3
	Altruism	.01	0.40		
	Mental Health	.12	3.47*		

Note. DV = Dependent Variable, IV = Independent Variable, SI=Spiritual Intelligence, AA=Academic Achievement.

* $p < .01$.

Table 2 shows the decomposition of effects of path coefficients between the variables. It is evident from the table that 5.6% variance is explained by altruism and mental health for predicting spiritual intelligence. 1.3% variance is explained by spiritual intelligence, altruism and mental health for explaining academic achievement.

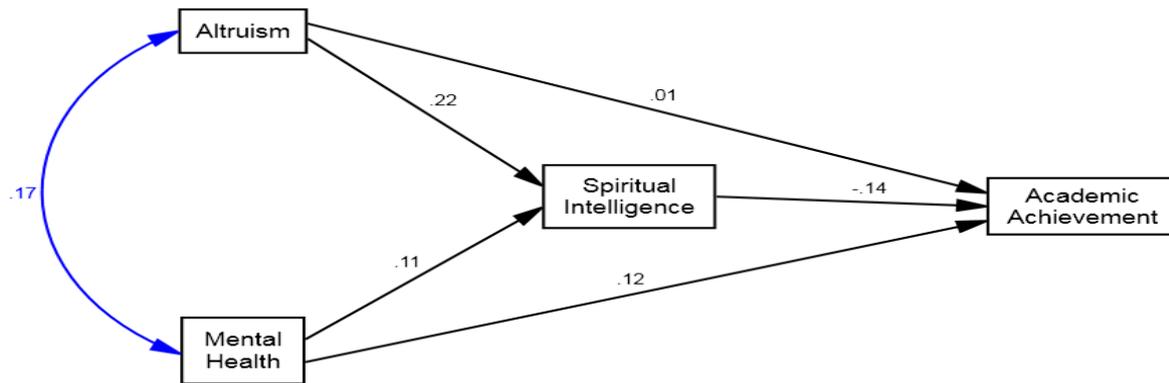
The *F* values (table 2) for mental health and altruism are significant at .001 level. This means the models for mental health and altruism is significant for predicting spiritual intelligence.

Table 3
Direct and Indirect Effects on Academic Achievement

Exogenous	R	Direct Effect	Indirect Effect	Total	Non-causal co-variation
SI	-.12*	-.14	.00	-.14	.02
Altruism	.00	.01	-.03	-.02	.02
Mental Health	.10*	.12	-.02	.10	.00

Note: * $p<.01$.

Table 3 provides an overview of direct and indirect effects on endogenous variables. It is evident that strongest direct effect exists from spiritual intelligence to academic achievement which is negative in nature. Mental Health has second strongest direct effect on academic achievement. Spiritual intelligence has strongest total effect on academic achievement. Highest non-causal co-variation exists from spiritual intelligence and altruism to academic achievement.



Discussion

Mental Health was positively and significantly correlated with Altruism of senior secondary students. Indirectly, alike findings were given by Khanna et al. (1992), Sharman et al. (1992), and Khanna (1991). On the other hand, Levine et al. (1983) provided weak support for the notion that moods can affect helping, but no support for the notion that helping relieves negative mood states. Batson (1989) illustrated that giving help to others was most significantly associated with Mental Health than receiving help.

Mental Health of senior secondary students was positively and significantly correlated with their Spiritual Intelligence. Directly no study was found, which examined the relationship between mental health and spiritual intelligence. Actually mental health indicated peace of mind, happiness, satisfaction and adjustment. Almost similar nature exists in dimensions of spiritual intelligence. Indirectly, similar results were confirmed by Inang (2002), Jones (1998), Salakar (1998), Barnes (1999), Andersen (2000), Burke (1999), Allen et al. (2008), Purin (2000), Martin (1997), Sobel (1997), Alexander (2001), and Zipkin (1999). The result is also (indirectly) supported by Weiner (2000), Bloor (2005), Moorjani (2004), Bharti (2008), Srivastava (2005), Kashyap (2000), and Woodmansee (2000).

Mental Health was positively and significantly correlated with Academic Achievement of senior secondary students. Studies of Magotra (1982), Anand (1989), Devi (1993), Bhalerao et al. (2008), Prasanna et al. (1981), Abraham (1984), Arjunan (1994), Perumal (2008), Bhurwani (1991), Kaur (1982), Sharma (1984), and Van (2006) were agreed with the results. Actually, Mental Health included intelligence which was positively and significantly correlated with Academic Achievement as Panigrahi (2005) found that there was significant and positive correlation between Academic Achievement and intelligence; high intelligence lead to better academic success.

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