ABSTRACT

The study was planned to examine the influence of academic stress, spiritual intelligence and life satisfaction on mental health among the students of professional courses (M.B.B.S., B.Tech. and M.B.A.) and non-professional courses (B.A., B.Sc. and B.Com) and to ascertain the problems pertaining to stated above variables of both the streams of students. Some students may see this transition as positive experiences in their life and they might be exciting but some students might see it somewhat as negative and a kind of threat seem to be emanating from this type of changes. The graduate level students whether they are pursuing professional or non-professional courses have to experience varied level of stress related to their academic achievements. In this research endeavour the academic stress, spiritual intelligence and life satisfaction were independent (predictors) variables and mental health as dependent (criterion) variable.

First chapter of the thesis highlights the basic concepts and review of literature related to variables and background of this study. The research investigator of this study attempted to put in the best of efforts in presenting varied and explicit explanation of the concepts and theoretical background of each variable incorporating relevant studies supporting the same by scanning the available research inputs bearing direct / indirect relations with the topic of the research work done. Keeping in mind the objectives 4 research hypotheses were formulated and tested analyzing the obtained data.

Second chapter of the thesis deals with methodology of the study. In the present research the sample size was consist of 600 students pursuing for the degree of different professional and non professional courses and participants were drawn using purposive random sampling technique from different Faculties and Colleges of
Aligarh Muslim University, Aligarh. The samples were categorized into 6 sub-groups of two major categories of students viz. Professional courses students include (M.B.B.S., B.Tech. and M.B.A). Similarly non-professional courses students include (B.A., B. Sc and B.Com). Both professional and non professional courses students were categorized into equal numbers (100) in each group of students. Both male and female students were also included in the sample and the participants age ranged between18-25 years (Mean=20.91 and SD=1.931). The tools used in this study were academic stress scale (ASS) which was developed by the present researchers _ Anjum S., and Khan, M.S. (2012), the life satisfaction scale developed by Warr et. al. (1979), spiritual intelligence self report inventory SISRI-24 was developed by David B. King (2008) and mental health checklist developed by Pramod Kumar (1992). Data obtained from the participants were analyzed by means of SPSS package of 16 version. In order to present the specific results the data was analyzed using Independent t-test to compare the groups of the students of two streams of professional and non-professional courses. One-way ANOVA was applied to see the impact of course-wise comparison on mental health of the students pursuing professional and non-professional courses (M.B.B.S., B. Tech., M.B.A., B.A., B.Sc. and B.Com). Stepwise multiple regression analysis was done to find out the academic stress, spiritual intelligence and its four dimensions Critical Existential Thinking (CET), Personal Meaning Production (PMP), Transcendental Awareness (TA) and Conscious state expansion (CSE) and life satisfaction predictors of mental health of the students of professional and non-professional courses. The product moment correlation coefficient was applied to determine the relationships of academic stress, spiritual intelligence, and life satisfaction with mental health.
In the third chapter, results and their discussion have been presented systematically in various tables. In the beginning of this chapter the descriptive statistics of overall sample of the students of both the streams including demographic variables are presented in Tables 4.1 to 4.5 to have a look at a glance on all the measures. In this part of thesis the results obtained by applying independent t-tests have been presented in various tables of the group of students of professional and non-professional courses and also high and low groups formed on the basis of Q1 and Q3 cut points to see the influence of high and low academic stress, spiritual intelligence, and life satisfaction on mental health and further the groups were compared in terms of gender, religious faith and family status (joint and nuclear). One-way ANOVA was applied to see the impact on mental health of the students pursuing professional and non-professional courses (M.B.B.S., B. Tech., M.B.A., B.A., B.Sc. and B.Com). In the second part of the thesis the results obtained by stepwise multiple regression analysis was done to find out the academic stress, spiritual intelligence and its four dimensions Critical Existential Thinking (CET), Personal Meaning Production (PMP), Transcendental Awareness (TA) and Conscious State Expansion (CSE) and life satisfaction predictors of mental health of the students of professional and non-professional courses and lastly the product moment correlation coefficient was applied to determine the relationships of academic stress, spiritual intelligence, and life satisfaction with mental health.

The obtained results revealed that:

- The professional and non-professional courses students were compared on measures of spiritual intelligence, academic stress, life satisfaction and mental health. It was found out that the professional courses students showed relatively low level of spiritual intelligence, academic stress and better mental health. In
contrast to it the non-professional courses students showed higher level of spiritual intelligence, academic stress and poor mental health.

- The M.B.B.S., B. Tech., M.B.A., B.A., B.sc and B.com students were compared on mental health. It was observed that M.B.B.S., M.B.A., B.sc and B. Tech students showed better mental health whereas B.A. and B.com students showed poor mental health as compared them on the basis of percentile of mental health checklist.

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

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

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

- The life satisfaction appeared as a significant predictor variable of criterion variable (mental health) among professional courses students with the magnitude of 6.8% of variance.

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

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

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

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

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

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

- The significant positive relationship was found between spiritual intelligence and life satisfaction at .01 level of significance for the students of non-professional courses.
• The significant positive relationship was found between spiritual intelligence and mental health with 99% level of confidence for the students of non-professional courses.

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

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

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

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

The fourth chapter incorporates conclusions, suggestions and implications based on the results of this study. An overview of the findings obtained clearly reveals that the professional courses students showed relatively low level of spiritual intelligence, academic stress and better mental health. In contrast to it the non-professional courses students showed higher level of spiritual intelligence, academic stress and poor mental health. Certain suggestions were given concerning to the mental health problems of the students. For further research it is suggested that the study can be replicated on cross-cultural samples, data can be collected from other Institutions/ Universities in India, the study can be conducted on the group of differently abled students and also the students of other courses.