List of Publications in National and International Journals

1. Effect of Achievement Motivation and Gender on Spiritual Intelligence. Published online in Journal entitled “Educationia Confab”

2. The Impact of Social and Family Role Stress on the Achievement Motivation of Indian Teachers”. Published in International Journal entitled “GEOGRAFIA Malaysian Journal of Society and Space”

List of Research Papers presented in National and International Conferences/ Seminars

1. Perception of Body-Esteem among Obese and Non-Obese Female. in the 1st International and 3rd Indian Psychological Science Congress organized by National Association of Psychological Science-India and Department of Psychology, P.G Govt. College, Chandigarh (India).

2. Achievement motivation among Madrasa Students and School Students” in the National seminar on “Traditional versus Modern Education: Vision and Planning of Muslim Institutions” organized by Centre For Promotion Of Educational and Cultural Advancement of Muslims of India (CEPECAMI) Aligarh Muslim University, Aligarh (U.P) India.
CHAPTER ONE

INTRODUCTION
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Background of the study

In modern time hunt for knowledge, motivation for higher excellence, greediness and striving competition has become a very important part of life. Nowadays, people have become increasingly dissatisfied with experts in every field and on the contrary they are initiated to be confident for their own inner ability to seek a purposeful pathway to produce their own apparition and to realize a sense of empowerment. This change to use one’s inner understanding to face the situation, meaning, values, and to expand higher consciousness is termed as Spiritual Intelligence. Spiritual intelligence has significant influence on academics. Student with high spiritual intelligence may be very helpful to enhance the motivation and to develop confidence. Spirituality facilitates learning process and also makes students more energetic in academics.

Achievement motivation is another important personality related phenomenon which forms the basis for good quality of life. Achievement motivation refers to the behavior of an individual who strive to accomplish something to do his best to excel in performance. This involves competition with a particular standard of the excellence of performance. Achievement motivation influences learning and personality development of students. Individuals with high achievement motivation are self confident, function well in situation where they assume personal responsibility and can control what happens to them. They set challenging and realistic goals. They are neither satisfied with success that comes from attaining easy goals nor do they try to consider as impossible tasks.

It is suggested that one personal quality is shared by the most prominent leaders in every field is grit. Grit is the disposition to pursue long-term goals with sustained interest
and effort over time (Duckworth, Peterson, Matthews & Kelly, 2007). The notion that sustained effort and focused interests are distinct from talent but equally vital to success has been discussed in the psychological literature for well over a century. Past researches on individuals who were deemed to more successful and influential than their counterparts found that they typically possessed traits above and beyond that of normal ability (Cox, 1926; Galton, 1892; Terman & Oden, 1947). Grit entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity and plateaus in progress. The gritty individual approaches achievement as a marathon; his advantage is stamina whereas disappointment or boredom signals to others that it is time to change trajectory and cut losses, the gritty individual stays the course. Furthermore, the researches on grit have focused on understanding what in addition to intelligence and talent set apart exceptional individuals.

**Statement of the problem**

The present investigation is centered on the “spiritual intelligence in relation to achievement motivation and grit among students of professional and non-professional courses”. In the past, we neatly separated the cognitive realm of thinking and learning from the physical, social and emotional realities of the learner. However, substantial research has clearly established the interdependence and connectedness of each of these spheres within individuals. Spirituality though has rarely been considered in the development of young people.

Achievement motivation has been examined in general terms and across subject areas with slight awareness being paid to specific subject-area domains or instructional contexts. Reading, Mathematics, Science and Sports have been the most common
subjects in relation to achievement motivation. The need for achievement motivation is a motive to complete things and to be successful in performing tasks. People high in the need for achievement works on somewhat challenging and risky tasks where their performances can be compared with performance of others.

In recent years, the concept of ‘grit’ has received a lot of attention. Grit is seen as a non-cognitive trait based on an individual’s passion and perseverance for a longer-term goal. What distinguishes grit from other aspects of perseverance is its long-term quality noting that gritty individuals will work steadfastly on one significant goal over a prolonged period.

This study focuses on spiritual intelligence, achievement motivation and grit among students of professional and non-professional courses. The present investigator has gone through several studies with regards to the said variables and he is of the view that still a lot of attentions of researchers need to be focused in this area. The present research is an effort to study in the same direction.

**Spiritual Intelligence**

Spirituality exists in the hearts and minds of men and women everywhere within religious traditions and independently of tradition. Theologian Paul Tillich, define spirituality as the domain of ultimate concern, then everyone is spiritual because everyone has ultimate concerns. However, the term ultimate concern can be interpreted in many different ways. Some people do not consider themselves or their concerns to be spiritual. Spirituality like emotion has varying degrees of depth and expression. It may be conscious or unconscious, developed or undeveloped, healthy or pathological, naive or sophisticated, beneficial or dangerously distorted. Spiritual Intelligence is the intelligence
with which we assess our deepest meanings and of purposes of life and our highest motivations. It is needed to know the meaning of our existence. It illumines our way and aids our quest for a deeper knowledge and enlightenment of life.

Some current definitions of spirituality can be summarized as (a) Spirituality involves the highest levels of any of the developmental lines, for example, cognitive, moral, emotional, and interpersonal; (b) spirituality is itself a separate developmental line; (c) spirituality is an attitude (such as openness to love) at any stage; and (d) spirituality involves peak experiences not stages. An integral perspective would presumably include all these different views and others as well (Wilber, 2000). It is a personal belief system that gives meaning to the life events and raises his power of life and vitality. Spirituality is a transcendent relationship with God or a higher power that gives purpose and value to the life. Manning (2004) believes that spirituality can be experienced and felt either in the religious or in non-religious context and background. Spirituality can be resulted from religiosity and belief in a particular religion. It means that the religiosity can lead to spiritual growth.

Intelligence is sometimes defined as the ability to manage cognitive complexity. In current usage, the distinction between intelligence and reason has been largely lost. For example, as defined in *Webster’s Dictionary* (Mish, 1993), intelligence includes the ability to understand to apply knowledge to use reason skillfully and to manipulate one’s environment. Researchers view that intelligence comprises many different abilities that is supported by current trends in neurology and cognitive psychology.

Among researchers who have identified various types of intelligence, Gardner’s (1993) pioneering work at Harvard on multiple intelligences has helped people
understand that intelligence is multifaceted. His work is currently being applied in many schools across America. Gardner’s research indicates that different kinds of intelligence develop relatively independently of each other, and proficiency in one area does not imply proficiency in another. For example, linguistic skill with words can be differentiated from logical mathematical skill with numbers and from the spatial intelligence that perceives spatial relationships. Excellence in one area does not necessarily tell us anything about abilities in another. In addition, Gardner (1993) discussed kinesthetic intelligence that enables a person to use the body in highly differentiated and skilled ways, such as dance or athletics; musical intelligence necessary for all different kinds of musical aptitude; intrapersonal intelligence that implies awareness of one’s own thoughts and feelings; and interpersonal intelligence that enables us to relate to others empathically. Lie does not discuss spiritual intelligence as a separate line of development.

Scientific Criteria for Intelligence

The current model relies on a general consensus of intelligence criteria (i.e., the criteria that must be met in order to support the establishment of a new human ability set), rather than only one perspective of intelligence. In particular, the following criteria rely heavily on those which have been proposed by Howard Gardner (1983), Sternberg (1997) and Mayer, Caruso, and Salovey (2000).

A number of common criteria can be derived from the current body of intelligence theory and research. Intelligence should:

1. Include a set of interrelated mental abilities (distinct from behaviors, experiences, etc.).
2. Develop over the lifespan (from birth to old age).

3. Facilitate adaptation and problem-solving in a particular environmental context.

4. Allow an individual to reason abstractly and make appropriate judgments.

5. Demonstrate a biological component or foundation in the brain.

**The Humanistic Paradigm**

This body of research essentially assumes a humanistic or holistic approach to psychology. A humanistic perspective typically addresses and integrates factors on the physical, mental, emotional, and spiritual levels. As such, spiritual intelligence completes the spectrum of human intelligence according to this perspective. This is also supported by the work of Zohar and Marshall (2000), who have proposed a model in which spiritual intelligence is positioned at the top of a hierarchy, with emotional intelligence below, and rational intelligence (IQ) below that.

**The current view of human intelligence**

Various dimensions of human intelligence have been studied over the years which played an important role in determining individual differences. Intelligence is the human ability to comprehend and understand; where the capacity of the mind understands truths, facts or meanings. Intelligence is one of the highest indicators to determine an individual level of achievement and competence. Intelligence of an individual has always been recognized in every competitive society. The concept of intelligence is very old and has been employed in various ways for the assessment of human abilities. It is an important faculty particularly for acquiring and applying knowledge. Studies on human intelligence
have continuously been explored and applied to all kinds of intelligence. Generally such studies are based upon the eight modes of intelligence. It is merely one of the skills or abilities included in a kind of intelligence or a synonym for, or combination of other kinds of intelligence (Gardner, 1993). He emphasized that the parameters used to define intelligence “are a way of ensuring that a human intelligence must be genuinely useful and important” (Gardner, 1993). Others see intelligence as a “purposive adaptation to shaping of and selection of real-world environments relevant to one’s life” (Sternberg, 1997). Many holds that intelligence revolves around the eight multiple intelligences as outlined in Gardner’s theory. The development of the eight multiple intelligences has been used as the main reference measuring intelligence among children and adults. The eight types of intelligence are: Linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence and naturalistic intelligence. All of these types of intelligence in fact, measure what is expected to measure for the dimensions of spirituality. Spirituality is the innate human need to connect with something larger than ourselves.

Although Gardner has cast some doubt on the existence of a spiritual intelligence (Gardner, 2000). Several books bearing the title of Spiritual Intelligence were published at the turn of this century (Noble, 2001; Sisk & Torrance, 2001; Zohar & Marshall, 2000). These authors regard spirituality as a significant and neglected part of the cognitive realm and therefore advocate the existence of a spiritual intelligence. Zohar and Marshall (2000) define it as “the intelligence with which we address and solve problems of meaning and value, the intelligence with which we can place our actions and our lives
in a wider, richer, meaning giving context, the intelligence with which we can assess that one course of action or one life-path is more meaningful than another”.

When spirituality is linked to intelligence, this has an indirect implication that implies “spirit” part of an invisible nature which is unknown. Spiritual intelligence has thus become the new alternative dimension of human intelligence which relates well to human thought, beliefs and faith. Understanding the relationship between intelligence and spirituality focuses attention on invisible and spiritual dimension of individual personhood. Spirituality has in fact required much discipline and effort to discover the truth of oneself or the ‘invisible self’ and all the hidden aspects of an individual spirituality level. As spirituality generally relates to a person’s religious belief and faith, it is arguable whether spiritual intelligence fits the profile of a measurable dimension. In fact, others see spirituality as located beyond the ultimate material world that can relate to a person’s level of knowledge i.e. intelligence.

When the level of spiritual intelligence is high, we are in contact with our wholeness (Zohar & Marshall, 2000). Our personality traits replicate our inner self and we tend to be intellectual and develop proper behavior while the level of our spiritual intelligence is low, we become caricatures of ourselves. Our feelings and emotional models are not stable and we experience difficult behavior patterns. Spiritual intelligence increases with age and is not confined to any religion

An investigation of the literature on spirituality has identified four central themes that are relevant to the task of schools. These themes are:
1. Spirituality is an integrating construct that works with our cognitive, emotional and social sides (integrating heart, mind and soul) to provide meaning and purpose.

2. Spirituality emphasizes the connectedness of all things (ideas, people, other life-forms, nature, and so on).

3. Spirituality involves making ethical and compassionate choices, a determination to live a ‘good life’.

4. Spirituality is symbolized by a search deep within and a rising above our physical realities. (Vialle, Lysaght, & Verenikina, 2005).

Regular and routine daily activities together with the conscious awareness, full feeling of presence and understanding the simple and beautiful things in the life can affect an individual’s existential perspective and to create a sense of sacredness and even facilitate transcendent encounters. Actively integration of spirituality with daily life and its related adaptive utilization of abilities, values and resources indicate the tools of spiritual intelligence. Spiritual intelligence can be used to identify and understand the thought patterns, beliefs and goals that form the foundation of our behavior. King (2008) views spiritual intelligence as a set of mental capacities which are based on immaterial and transcendent aspects of existence such as self-recognition, deep existential thinking and meaning expansion.

Spiritual intelligence (SQ) represents secular non-theistic spirituality. Spiritual intelligence regulates intellectual intelligence (IQ) and emotional intelligence (EQ) with wisdom, compassion, integrity, joy, love, creativity and peace. Spiritual intelligence therefore increases personal fulfillment that improves performance and motivates
altruism and social responsibility. When spiritual intelligence is established as the norm on a community-wide scale society at large will be transformed as governments are repurposed and corporations are reformed, according to spiritually intelligent principles. Spiritual intelligence results in cooperation, tolerance and peace between people at the individual level and between different groups in society and between different cultures and nations. Spiritual intelligence is therefore both necessary and sufficient for individual and collective transformation.

Spiritual intelligence is not based on religious faith. SQ is an innate capability that everyone can use without relying on religious beliefs. The scientific evidence for spiritual intelligence is based on findings from several different fields of research, including cognitive psychology, psychoanalysis, transpersonal and neuroscience. Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. Spiritual intelligence implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness. Spiritual intelligence also implies awareness of spirit as the ground of being or as the creative life force of evolution. If the evolution of life from stardust to mineral, vegetable, animal, and human existence implies some form of intelligence rather than being a purely random process, it might be called spiritual. Spiritual intelligence, then, is more than individual mental ability. It appears to connect the personal to the transpersonal and the self to spirit. Spiritual intelligence goes beyond conventional psychological development. Spiritual intelligence as an integrating factor that underlies higher levels of human consciousness is best embodied in the sages and saints. Of course we need to take into account the action of grace and the primacy of God in the spiritual journey of a person.
Definitions of spiritual intelligence seem incomplete if they do not include different ways of knowing. In a recent survey of grassroots spirituality, Forman (1997) reported that people from many different traditions tend to view spirituality today as being experiential rather than conceptual, and clearly transrational. Contemplative practices, such as meditation, seem particularly relevant for refining spiritual intelligence because it depends on familiarity with at least three distinct ways of knowing: sensory, rational, and contemplative. These three ways of knowing appear to be an integral part of the spiritual intelligence.

From another perspective, Islamic scholar Nasr (1989) said, “Intelligence is a divine gift which pierces through the veil of Maya and is able to know reality as such”. In this context, intelligence refers to the capacity of distinguishing truth from illusion which implies more than just being sensitive to subtle energies and spiritual phenomena.

Ideally, spiritual intelligence would enable us to see things as they are, free from unconscious distortions. In contrast to wishful thinking or grasping for certainty, exercising spiritual intelligence implies facing existential realities such as freedom, suffering, and death and grappling with the perennial quest for meaning. For many people, spiritual intelligence also implies aesthetic sensitivity and appreciation of beauty. Physically, spiritual intelligence is sometimes associated with sensitivity to subtle energy currents in the body. Practices such as meditation, yoga and martial arts that quiet the mind can expand awareness and refine perceptual sensitivity to energy, sound, light, and subtle levels of consciousness.

Developing spiritual intelligence includes transcends personal growth extending to the farther reaches of healthy psychological development. It begins with cultivating
authenticity and self-awareness and develops with practice to a concern for all beings. Some personal characteristics that could be associated with spiritual intelligence are the traditional virtues of veracity, humility and charity which could also be described as authenticity, respect for differences and the willingness to engage in service to others. Well-developed spiritual intelligence could also be associated with the absence of defensiveness and hostility as well as an inclination to kindness and generosity. Of course, these traits can also be found in psychologically healthy people who do not consider themselves particularly spiritual. In other words they can be considered necessary but insufficient conditions for spiritual intelligence.

Although the notion of spiritual intelligence is relatively recent, the concept draws heavily on important work on spirituality in the fields of psychology, neurology and philosophy, particularly, that associated with Eastern mysticism and indigenous beliefs. The work of Carl Jung, for example, has been particularly influential in shaping the writings of contemporary scholars on spirituality (Campbell, 1991; Sisk & Torrance, 2001; Zohar & Marshall, 2000).

Other psychological theories relevant to spiritual intelligence include Kazimierz Dabrowski’s theory of positive disintegration, which he described as the individual’s ability to abandon habitual ways of thinking and behaving in favor of compassion, integrity and altruism (Dabrowski, 1967); Maslow’s (1968) theory on self-actualization which emphasized values such as justice, beauty, truth, wholeness, and uniqueness; Rogers’s (1959) humanist psychology that emphasized the centrality of the individual’s innate drive to become a better person through values such as openness, caring for others, and desire for wholeness of life, body, mind and spirit; and, Csikszentmihalyi’s theory of
flow: When a person’s entire being is stretched in the full functioning of body and mind whatever one does becomes worth doing for its own sake. (Csikszentmihalyi, 1996).

Many of the advocates for spiritual intelligence for example, Howard Gardner’s theory of Multiple Intelligences are stating that many of the elements that current theorists are calling spiritual intelligence do not represent cognitive activity (Gardner, 2000). Nevertheless, he acknowledged three possible dimensions of a spiritual intelligence or spirit-related intelligence such as (a) spiritual as concern with cosmic or existential issues; (b) spiritual as achievement of a state of being and; (c) spiritual as effect on others.

Gardner postulated that a more important aspect for intelligence would be existential intelligence which meets many of his original criteria for intelligence. However, it does not meet all the criteria failing to meet the evolutionary and the neurological criteria. Hence, Gardner concluded that existential intelligence, a more-narrowly defined form of spirituality is promising but in need of additional empirical evidence.

Zohar and Marshall (2000) have written extensively on spirituality drawing on evidence from psychology, neurology and religious tradition. They argue that spiritual intelligence is an integrating intelligence because of its role within individuals. They propose that we have three intelligences which include rational intelligence (as captured by IQ), emotional intelligence (EQ) and spiritual intelligence (which they term SQ). Spiritual intelligence, they assert, may be seen as an integrating intelligence because it
helps individuals make sense of their world that is experienced through rational intelligence and emotional intelligence.

**Model of spiritual intelligence**

In the current model, spiritual intelligence is defined as a set of adaptive mental capacities which are based on nonmaterial and transcendent aspects of reality, specifically those which are related to the nature of one’s existence, personal meaning, transcendence, and expanded states of consciousness. When applied, these processes are adaptive in their ability to facilitate unique means of problem-solving, abstract-reasoning, and coping (King & DeCicco, 2008). An extensive literature review suggests four main components of spiritual intelligence:

**Critical Existential Thinking**

The capacity to critically contemplate meaning, purpose, and other existential/metaphysical issues (e.g., existence, reality, death, the universe); and to come to original existential conclusions or philosophies; also the capacity to contemplate non-existential issues in relation to one’s existence (i.e., from an existential perspective).

**Personal Meaning Production**

The ability to derive personal meaning and purpose from all physical & mental experiences including the capacity to create and master (i.e., live according to) a life purpose.

**Transcendental Awareness**

The capacity to identify transcendent dimensions/patterns of the self (i.e., a transpersonal or transcendent self), of others and of the physical world (e.g., holism, non
materialism) during normal states of consciousness accompanied by the capacity to identify their relationship to one’s self and to the physical.

**Achievement Motivation**

A quick survey of scientific literature and popular language would reveal that, while the word “motivation” has many meanings, fundamentally they refer to processes that force an organism to act. Indeed, “motivation” comes from the Latin verb *movere*, which means “to move.” Hence, motivation refers to the processes that lead to the instigation, continuation, intensity, and quality of behavior. Accordingly, the term “achievement motivation” represents that course of action which leads that behavior that aims to achieve a certain criterion or standard. The criterion can be any goal or objective, formal or informal, set by an individual or by others, in any professional or leisure domain (e.g., school, sports, work, music, gardening, even social relationships and moral conduct), which present a guide for assessing success and failure.

There are various definitions but combining elements mentioned in different sources (Hermans, 1970; McClelland, Atkinson, Clark, & Lowell, 1953), we could say that it concerns an ‘intrinsic’ will or drive to master tasks (McClelland, Atkinson, Clark, & Lowell 1953) and/or to perform well (Hermans, 1970). Individuals with a high achievement motivation set standards of excellence show clear affect in connection with evaluation of their performance (McClelland et al., 1953).

Motivation is the basic drive for all individual’s actions that refers to the dynamics of their behavior which involves their needs, desires and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Those who are high achievement motivation search for tough tasks that they know
they can accomplish with effort and persistent. High achievers tend to be persistent and hard work to attain goals they set for themselves (Briones & Flores, 2010).

Motivation is an internal state or condition, sometimes described as a need, desire, or want that serves to activate or energize behavior and gives it direction (Kleinginna & Kleinginna, 1981a). It is an internal state or condition that turn on behavior and provide it direction; aspiration or desire that strengthen and directs goal-oriented behavior; influence of needs and desires on the intensity and direction of behavior. Franken (1994) gives an additional component in his definition: the arousal, direction, and persistence of behavior. While still not widespread in terms of introductory psychology textbooks, many researchers are now start to acknowledge that the factors that boost behavior are likely different from the factors that provide for its determination.

Cognitive views of motivation strain that human behavior is influenced by the way people consider about themselves and their environment. The direction that behavior takes place can be explained by four influences: the innate need to create an organized and rationally consistent knowledge base, one’s expectations for successfully finishing a task, the factors that one believes account for success and failure, and one’s beliefs about the nature of cognitive ability.

In the evaluation of human motivation, testing instruments have attempted to isolate an individual’s level of achievement motivation was first defined by Murray (1938) and further by McCleland (1953). Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior.

Achievement motivation refers to the behavior of an individual who struggle to accomplish something to do his best to excel in performance. This involves competition
with a particular standard of the excellence of performance and influences learning and personality development of an individual pupil with high achievement motivation are self-confident individuals who function well in situation where they suppose personal responsibility and can manage whatever happens to them. They designed challenging but reasonable goals demanding utmost efforts. They are neither satisfied with repeated success that comes from easy goals nor do they try to do impossible tasks. Achievement motivation is a widely researched topic in both the fields of psychology and education and it can best be understood by exploring the meanings of “achievement” and “motivation” separately.

Achievement characteristically strain the significance of success and attainment with effort involved. Achievement can also be illustrated as energy that is used to overcome hurdles, challenges and persevere to conquer a goal. Motivation relates to an individual’s reason for engaging in an activity, the degree to which an individual pursues the activity and the persistence of the individual (Clark, 2010).

Recently achievement motivation has drawn the attention of psychologists, sociologists and educators. According to Green (1995) motivation is defined as the process involved in the initiation, direction and energization of individual behavior.

According to Briones and Flores (2010) achievement motivation is the desire or tendency to overcome obstacles, to exercise power to strive to do something difficult as well as and as quickly as possible. Achievement motivation is the aspiration for significant accomplishment for mastering of skills or ideas; for control; for rapidly attaining a high standard. Many achievement-oriented children have parents and teachers who encourage and affirm independent achievement rather than overly controlling them
with rewards and threats. First-born children tend to be higher achievers, but later-born tend to have greater social skills and to be more accepting of new ideas.

**Concept of Achievement Motivation**

The concept of achievement motivation as one singularly measurable personality characteristic, whether it is called Ms (Motive to Approach Success; Atkinson, 1957; Heckhausen, 1963), nAch (Need for Achievement; McClelland, Clark, Roby, & Atkinson, 1949; Murray, 1938, 43), or P (Prestatiemotivatie, i.e., achievement motivation in Dutch; Hermans, 1970), has received little attention, at least in mainstream educational psychology. The pioneers of the achievement motivation research, McClelland and Atkinson, performed a lot of studies to prove the importance of the achievement motive for the prediction of career performance and success (e.g., Atkinson, 1966a; McClelland, 1985a, 1987; McClelland, Atkinson, Clark, & Lowell, 1953; McClelland & Boyatzis, 1982; McClelland & Franz, 1992). Positive correlations also exist between the achievement motive construct and academic performance (e.g., Busato, Prins, Elshout, & Hamaker, 2000; Giesen, Gold, Hummer, & Jansen, 1986; Robbins et al., 2004; Trapmann, 2008; Trapmann, Hell, & Schuler, 2005; 2007, etc.).

Research since the 1950s has focused on three major motivational needs: the need for achievement (n Achievement), the need for power (n Power), and the need for affiliation (n Affiliation). From all the motivational systems the achievement motive attracted the most attention due to its relevance in all spheres of life. Many authors stress that along with the cognitive abilities, general achievement motivation can be viewed as the second career relevant trait, important for both academic and career success (e.g., Eckardt & Schuler, 1992; Schuler & Prochaska, 2001; Zimmermann, 2008). For example,
Schuler (1991) mentions achievement motivation among four other factors such as intelligence, mental stability, interpersonal competence, and self-confidence which significantly influence and determine the career performance.

McClelland’s (1985a) observed that motive is “a recurrent concern for a goal state based on a natural incentive—a concern that energizes, orients, and selects behavior”. The McClelland’s theory focuses on three needs:

1. Need for achievement—the drive to excel, to achieve in relation to a set of standards, to strive to succeed.
2. Need for power—the need to make others behave in a way that they would not have behaved otherwise.
3. Need for affiliation—the desire for friendly and close interpersonal relationships.

It is assumed that all people possess all of the above motives, though in different degrees. McClelland and his colleagues defined the need for achievement as “the concern over competition with a standard of excellence” (McClelland et al., 1953). In the first of their studies, the authors tried to arouse the achievement motive by telling some young men that performance tests they were taking would give an indication of their general intelligence and leadership capacities, and then manipulating the amount of success and failure they experienced on those tests (McClelland et al., 1953).

Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals
can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997).

Achievement motivation is the tendency to endeavor for success and to choose goal oriented success or failure activities. Achievement motivation forms to be the basic for a good life. People who are oriented towards achievement in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets which help them to achieve their objectives. They do not set up extremely difficult or extremely easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them. Achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success (Romando, 2007).

Intelligence is the best-documented predictor of achievement (Gottfredson, 1997a; Hartigan & Wigdor, 1989). Some students have a need to achieve in all that they do. Their desire for success drives them to accomplish every task, no matter what the task is, or the difficulties involved in completing it. Other students also feel a need for success, but consider the value or worth of the task before attempting it. If the student feels the task has no value the student chooses not to do the task, even though they are perfectly capable of accomplishing the task (Atkinson, & Raynor, 1974).

Most students tend to fall somewhere in the middle of this achievement scale between extremely high achievers and those who may not achieve at all (Alschuler, 1973). Everyone has a need to achieve and a fear of failure but these needs vary from person to person and From situation to situation. Each student acts on the levels of
motivation differently, but some students are predisposed to having little desire to accomplish certain tasks (Atkinson, 1999).

Monte and Lifrieri (1973) state that students may have the desire to achieve and the ability to accomplish the task, but feel that the accomplishment has little or no value and feel that doing it is not worth the effort or time. Others may fear that they are not capable of completing the required task, so they do not even begin. They feel it is better to receive a lower overall grade than to prove that they do not have the ability to correctly complete the task. Atkinson and Feather (1966) describe this rational as achievement motivation. It is typically a non-conscious process in which a decision how to act or not to act is made. Spence (1983) and Wlodkowski (1985) state that achievement can often bring benefits, and failure can often bring shame. Atkinson (1974) and Aschuler (1973) add that it is only a small number of students who fall into these categories of little accomplishment.

Achievement motivation considers the reason why a student achieves (McCollum, 2005) the motivation behind accomplishment (Vallance, 2004), and a product of the interaction between student characteristics and instructional practices (Okolo & Bahr, 1995). Ugodulunwa (1997) wrote that, “Achievement motivation propels a person to desire success and to make a commensurate effort to achieve the same”. Familiarity with the necessary steps to success, and the willingness to take them, is the primary characteristic of achievement motivation.

High levels of achievement motivation are associated with striving for excellence and success without consideration of a particular reward (Coleman, 1993). Jorgensen (2000) viewed achievement motivation is conceptually similar to activity involvement
and self-esteem because one’s perception and interpretation of competence directly influences participation and continuance.

Verkuyten, Thijs, & Canatan (2001) speculate that there are two overarching types of achievement motivation, the individual type and the group-oriented or collectivist type. Most of the researches on achievement motivation emphasize achievement in the context of individual success and competition thus, the stronger emphasis has been on personal accomplishments, desires, and self-actualization. The less studied collectivist type of achievement motivation stresses loyalty to the group and the fulfillment of others’ expectations.

When we go through socio-cognitive theory of achievement motivation proposed by Nicholls (1989), we find that there are two different goal perspectives, or dispositional goal orientations that influence an individual’s perceptions of success. They are the task involved goal orientation (also known as the mastery, or learning, orientation) and the ego goal orientation (also known as performance orientation) (DeBacker & Nelson, 2000).

On the other hand, individuals with ego orientation assess their ability by normative information. Success or competence is perceived as the capacity to demonstrate superior abilities through outperforming peers not through effort or personal improvement (Nicholls, 1989) and comparison to others is the primary focus (Jorgensen, 2000). This perspective is associated with negative and maladaptive motivational patterns. Maladaptive patterns stress avoiding challenges, attributing failure to ability and giving up easily.
In general, it has been shown that students who engage in task goals have greater cognitive engagement and persistence than those who engage in ego-involved goals (Ames & Archer, 1988; Dweck & Leggett, 1988; DeBacker & Nelson, 2000; Greene & Miller, 1996). Task performance consists of learning for the sake of internal and intrinsic rewards (Meece, Blumenfeld, & Hoyle, 1988). In addition, it has been found that successful achievers report more positive self-perceptions, more interpersonal support, more active problem solving, deeper processing, persistence and effort (Elliot, 1999; Pollard, 1993, Vallance, 2004). Ego-involved performance is associated with the desire to compare one’s self to one’s peers to perform relative to others, and to aim for external reinforcement and rewards regardless of whether learning has taken place (Vallance, 2004).

Studies revealed that males tend to be more ego-oriented whereas females tend to be more task-oriented (Claes, 2003; Duda, 1997; Jorgensen, 2000; Mann, 2001). Older students are more inclined toward ego-orientation and ego-involved climate, and students tend to become more ego-oriented as they advance from grade to grade (Bennett, 2002; Harter, 1981; Maeher, 1983; Nicholls, 1989).

Nicholls (1989) theorized that the achievement motivation orientation of a particular individual is a function of three factors: (a) dispositional differences (such as variations in task or ego orientation or the proneness individuals display towards being task- or ego-involved) (b) situational characteristics (or the motivational climate reflected in the environment) and (c) developmental differences. Motivation has been found to be heavily influenced by students’ beliefs about effort, ability, goal setting, task difficulty and levels of motivation in turn impact academic outcomes (McCollum, 2005).
Evidence suggests that achievement deficiency is the result of motivational problems rather than cognitive disabilities (Okolo & Bahr, 1995).

There is clear evidence to imply that achievement motivation is a critical determinant of behavior in the classroom studies on achievement motivation and the academic performance of students revealed that there is a positive relationship between the two variables (Hancock, 2004; Ugodulunwa, 1997). Learning and motivation are no longer two separate constructs but are inextricably linked (Okolo & Bahr, 1995).

Researchers have offered a number of theories, refinements of previous theories, definitions and constructs related to the motivational beliefs of students (McCollum, 2005). Theories of achievement motivation include the goal-orientation theory, self determination theory, the expectancy-value theory, the attribution theory and the self worth theory (McCollum, 2005; Vallance, 2004). The goal-orientation and expectancy-value are the theories mostly tested in student’s motivation studies.

The expectancy-value theory proposed by Atkinson and Feather in 1966 states that students are motivated through their expectation for success as well as the value placed on the task. The first part expectancy refers to a student’s belief that he or she is in control of learning and both positive and negative outcomes (Solomon, 2003). The second part value (or task value), refers to students’ opinions of importance, interest or usefulness of the task (Pintrich & Schunk, 2002). This theory emphasizes that high task values lead students to be more involved in their learning.

The goal orientation theory based on Nicholls’ (1989) research was specifically developed to study achievement behavior in classrooms and student motivation (Ames, 1992). This theory attempts to explain why students engage in achievement-related
behavior and what meanings they attribute to that behavior (Vallance, 2004). Earlier theories assumed that either environmental or individual factors contributed to motivation. However, goal orientation research suggests that students are motivated by environmental and individual as well as academic and social goals in the classroom. In this theory, motivational and cognitive factors are integrated and the nature of motivation is exposed as being dynamic and multifaceted (Pintrich & Schunk, 2002).

Goal orientation theorists believed that students’ achievement-related cognitions and behaviors are thought to be influenced by individual differences in achievement goals and the function of perceived motivational climate (Bennett, 2002). Bennett’s study found that the students who reported task-oriented goals perceived the motivational climate of their classroom as task-involved. At the same time students who reported ego involved goals viewed the climate as ego-oriented.

In young children, achievement motivation appears to be heavily influenced by parents (Coleman, 1993). Those children whose parents reinforce achievement, initiative, competitive behavior and observational learning are likely to have higher levels of motivation. However, motivation in young children is of limited value with regards to achievement if not accompanied by behavioral regulation (Boyles, 2003). Evidence suggests that the self-regulation skills of children or their “deliberate attempts to self regulate the quality and sequence of their behaviors in task settings” (Boyles, 2003), enhances achievement beyond the general initial effects of intrinsic motivation.

Okolo and Bahr (1995) discovered that there are specific student behaviors that are associated with achievement motivation. These are paying attention to the teacher, maintaining interest in academic activities, volunteering answers in class, asking for
guidance, persistence in problem solving, going above and beyond what are required and taking risks for improvement. The study of Okolo and Bahr (1995) also revealed that there are particular characteristics that affect achievement motivation and these include as

(a) Students’ ability to perform a task which includes their skills; background knowledge and prior experiences;

(b) The degree to which students value an activity and perceive it as relevant, interesting and important and

(c) Students’ beliefs about learning and about themselves as learners.

After an extensive review of the research, Okolo and Bahr (1995) concluded that achievement motivation in classrooms is the result of interactions between student characteristics and instructional practices. Achievement motivation is accompanied by grit and hence positive effect upon the perseverance of effort and ambition set by the individual. It seems to be closely related to grit and involves the striving to achieve excessively high standards while setting goal.

GRIT

Grit in psychology is a positive, non-cognitive trait, based on an individual’s passion for a particular long-term goal or end state coupled with a powerful motivation to achieve their respective objective. This perseverance of effort promotes the overcoming of obstacles or challenges that lay within a gritty individual’s path to accomplishment and serves as a driving force in achievement realization. Commonly associated concepts within the field of psychology include "perseverance," “hardiness,” “resilience,” “ambition” and “need for achievement”. These constructs can be conceptualized
as individual differences and have been studied in psychology since 1907 when William James challenged the field to further investigate how certain individuals are capable of accessing richer trait reservoirs enabling them to accomplish more than the average person (James, 1907), in addition to cognitive ability, a list of attributes of high-achieving individuals would likely include creativity, vigor, emotional intelligence, charisma, self-confidence, emotional stability, physical attractiveness and other positive qualities. It is suggested that one personal quality is shared by the most prominent leaders in every field is grit.

Grit is conceptualized as a stable trait that does not require immediate positive feedback. Individuals high in Grit are able to maintain their determination and motivation over long periods of time despite experiences with frequent failures and adversities. Their passion and commitment towards the long-term objectives are the overriding factors that provide the endurance required to “stay the course” amid challenges and set-backs. In competitive sports beside physical and techno-tactical prowess, greater importance is assigned to psychological parameters (Duckworth, Peterson, Matthews, & Kelly, 2007; Duckworth & Quinn, 2009; Maddi, Matthews, Kelly, Villarreal & White, 2012; Mangan, 2010; Singh & Jha, 2008). A host of researchers opined that a Grittier person is essentially focused on winning the long duration event such as marathon, not an event lasts in a short span of time. (Lopes, 1976; Senecal, Loughead & Bloom, 2008; Veenhof, van Hasselt, Koke, Dekker, Bijlsma & van den Ende, 2006; Widmeyer & Ducharme, 1997).

Recent interests of psychologists have been prevailing relationship of healthy factors of personality with emerging concepts of positive psychology. Curiosity of the
The present study is further exploration in Grit. The trait defined as level of perseverance and passion for long-term goals (Duckworth, Peterson, Matthews, & Kelly, 2007).

Duckworth, Peterson, Matthews, and Kelly (2007) identified a two-factor structure for the Grit Scale. This structure was consistent with the theory of grit as a compound trait comprising stamina in dimensions of interest and effort. They also defined grit as perseverance and passion for long-term goals. Grit entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity and plateaus in progress (Duckworth, Peterson, Matthews, & Kelly 2007). Duckworth et al. (2007) provided consistent evidence suggesting that grit is negatively related to general intelligence and successfully predicts achievement and performance across a wide variety of samples and settings (Duckworth & Quinn, 2009), as well as positively predicting happiness and life satisfaction (Singh & Jha, 2008). Duckworth and colleagues believe this dual-component (e.g., passion and perseverance) of grit to be the crucial differentiator from similar constructs (e.g., hardiness: Maddi, 2007), specifically that grittier individuals could adapt to change within their environment and maintain their determination and motivation over long periods of time despite experiences with failure and adversity. Their passion and commitment towards the long-term objective is the overriding factor that provides the stamina required to persist amid challenges and setbacks.
Link between Achievement Motivation and Grit

While intelligence is clearly a difference-maker in terms of achievement, there are other factors that are equally important. Studies have shown grit may be one of these. What mechanisms link grit to achievement? One important behavioral mechanism is deliberate practice defined as practice activities designed to improve specific aspects of performance. It may be obvious that effort and stamina are required to accomplish anything worthwhile in life and nevertheless, individuals differ dramatically in their stamina for long-term goals. Gritty individuals are tortoise-like distinguished by their propensity to maintain “effort and interest over years despite failure, adversity and plateaus in progress” (Duckworth, Peterson, Matthews, & Kelly, 2007). Less gritty individuals are, in contrast, more easily discouraged, prone to take “naps” mid-course and frequently led off track by new passions.

Grit clearly belongs to the Big Five Conscientiousness family, particularly overlapping with achievement motivation. Grit, however, is distinguished from the general tendency to be reliable, self-controlled, orderly and industrious with its emphasis on long-term stamina rather than short-term intensity.

In our cross-sectional analyses, grit increases monotonically throughout adulthood. One possibility is that people have a growing appreciation of the efficacy of effort as they age. Early in life, it may make more sense to privilege exploration over specialization. Until we develop a solid understanding of our own inherent interests and abilities, it may make sense to hold off on committing to lifelong goals. Later in development, it may be increasingly adaptive to stay with a particular vocational (or a
vocational) pursuit, especially since division of labor in our modern economy tends to reward specialization.

Although the last decade has seen a noticeable increase in research focused on achievement-oriented traits, there continues to be difficulty in aligning specific traits and outcomes. As the grit is defined as “perseverance and passion for long-term goals (Duckworth, Peterson, Matthews, & Kelly, 2007) Building upon biographical collections of famous leaders in history, researchers and scientists have reached similar conclusions about high achieving individuals. Specifically, those individuals who were deemed more successful and influential than their contemporary counterparts typically possessed traits above and beyond that of normal ability (Cox, 1926; Galton, 1892; Terman & Oden, 1947) while ability was still critically important, these individuals also possessed “zeal” and “persistence of motive and effort (Peterson & Seligman, 2004). Duckworth and colleagues (2007) believe this dual-component of grit to be a crucial differentiator from similar constructs. Grit is conceptualized as a stable trait that does not require immediate positive feedback (Gottfredson, 1997). Individuals high in grit are able to maintain their determination and motivation over long periods of time despite experiences with failure and adversity. Their passion and commitment towards the long-term objective is the overriding factor that provides the stamina required to “stay the course” amid challenges and set-backs. Essentially, the grittier person is focused on winning the marathon not the sprint.

Despite the dearth of immediately available research on Grit, one should note that the many semantic definitions of similar constructs described above may be a better description of the interest in this construct. Still there is an ample curiosity in the
importance of a Grit-like component and its effect on individual’s drive or motivation to achieve personally meaningful goals.

Questions may surface relating to what additional cognitive and non-cognitive traits play complementary roles in this Grit equation. Of additional interest may be how the distinctive environmental conditions, specifically the interrelationships of emotional and cognitive load might moderate and assist in explaining why some individuals succumb to significant challenges or struggle with obstacles that block their path to goal achievement while others are able to overcome these barriers. The United States military believes that this and similar constructs may assist in explaining why some soldiers are better equipped to handle the psychological trauma of combat (Conan, 2009). Other on-going work includes investigations of the combined or multiplicative impacts of both cognitive and Grit-like predictors of achievement in leader adaptability situations (Weis, Chen, Zaccaro, May, & Matthews, 2012).

Duckworth and her colleagues have found that the highest achievers in many fields show higher levels of grit than their peers. This may seem like common sense to some; however, it may come as a surprise that in many cases grit predicted achievement better than intelligence or personality. For instance, Duckworth found that students with high levels of grit often had lower SAT scores than their peers and yet the grittier students on average performed better academically. Grit has also been shown to increase with age showing that perhaps “older and grittier” may be just as valid as the famous adage “older and wiser,” and based on the research the former may be just as much of an asset. Unlike intelligence, grit can be learned. Each person can unlock a greater portion of his potential by improving upon his work ethic and ability to persist.
Perseverance is the steadfast pursuit of a task, mission or journey in spite of obstacles, discouragement, or distraction. In contrast, grit is a trait that is antecedent to perseverance. Grit enables an individual to persevere in accomplishing a goal despite obstacles over an extended period of time (Duckworth, Peterson, Matthews, & Kelly, 2007). When compared with the construct of persistence, Grit adds a component of passion for the goal (Hancock, & Szalma, 2008). This goal passion also contributes to the ability of the individual to sustain effort over the long term.

Perseverance is more often studied as an outcome than as a predictor. For example, perseverance in difficult or impossible tasks has served as the dependent variable in studies of optimistic attribution style, self-efficacy, goal orientation and depletion of self-control resources (Bandura, 1977; Baumeister, Bratslavsky, Muraven, & Tice, 1998; Elliott & Dweck, 1988; Muraven, Tice, & Baumeister, 1998; Seligman & Schulman, 1986). However, the study of perseverance as a predictor, in particular as a stable individual difference was of keen interest to psychologists in the first half of the 20th century. In a review of the existing literature of his day, Ryans (1939) concluded that “the existence of a general trait of persistence, which permeates all behavior of the organism has not been established, though evidence both for and against such an assumption has been revealed”. Very recently, positive psychology has renewed interest in the empirical study of character in general and in the trait of perseverance in particular (Peterson & Seligman, 2004).

The human psyche manifests its different strengths and weaknesses through the traits of the person it inhabits, one of which scientists has named grit. The encapsulating idea of grit becomes the mental and physical fortitude that a person exhibits during
difficult situations. While toughness implies the general strength and endurance of a person, the main qualities of grit show themselves in a person’s ability to persevere through intense or difficult situations; at times, an individual’s grittiness matters more to the success of a person than their physical strength. Moreover, the successes of those with this grittiness can be observed in the real world.

The grittiness of a person becomes apparent when observing his or her accomplishments. Conversely, his or her lack of grittiness shows in their downfalls and lack of spectacular achievement. Stretching oneself thin does not allow for exceptional progress in any talent or skill. Therefore, those who choose to perform in a number of different school sports or clubs fall by the wayside and usually never rise above being mediocre at an activity. Next, though grittiness in a general amount can be observed the specific level of grit that inhabits a person may be quantified and further studied.

When an observation of one’s grit occurs, it becomes easy for the grit inside a person to be deemed existent or nonexistent quickly. No machine that measures grit like a heart monitor exists but the way that a person acts in tough or desperate situations can be quantified and measured. However, a scientist or any overseer attempting to determine the grittiness of subjects could put them into a hectic or tough situation and record the actions that they performed. These challenges would continually rise in difficulty and the time it took for the subject to finish all of these tasks or give up would be recorded. Depending on how the subjects fared in their challenge, the number of tasks they accomplished would determine their level of grittiness. Grit, however, does not just stem from how much one is born with but it also comes from how one learns to persevere on his or her own.
Grit is teachable just as bad habits are thwarting able. Teachers could plant the seeds of grittiness within their students through various styles of challenges. Where some teachers would coddle their students into teach a subject, a teacher striving for grit would give problems to their students that they may have never seen before, forcing their minds to struggle and learn through the work they demonstrate. Over time, the level of work necessary to complete these tasks would become less of a struggle to maintain, thus the grittiness would grow in the students’ brains.

Grit entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity and plateaus in progress. The gritty individual approaches achievement as a marathon; his or her advantage is stamina. Whereas disappointment or boredom signals to others that it is time to change trajectory and cut losses the gritty individual stays the course.

Theoretically, grit shares its characteristics utmost with conscientiousness. Although, Duckworth, Peterson, Matthews and Kelly (2007) contested that grit differs from traditionally-measured facets of Big Five Conscientiousness in its emphasis on long-term effort and interest in projects that may take months or even years to complete, still grit was associated more strongly with Conscientiousness as compared to other five factors (Duckworth et al., 2007).

Human have highly valued but challenging goals in life, excellence in their job, completing a graduate education or perfecting their athletic performance all requires grit. Earlier research has indicated that gritty individuals tend to work diligently towards very challenging, long-term goals, sustaining commitment when confronted with setbacks and adversity (Duckworth and her colleagues 2007). Psychologists will continue to refine the
construct of grit. Matthews (2014) believed that it is manifested in different domains. For example, there may be task-completion grit (never giving up until the goal is achieved), emotional grit (facing difficult situations head on and dealing with the joys and disappointments of life in a mature way), social grit (sticking with important relationships, through thick and thin) and physical grit (our Olympic athletes would be high in this).

Previous studies suggest that the effect of grit on outcomes is through cumulative efforts. Gritty individuals tend to work harder than their peers and they remain committed to chosen pursuits over a sustained period of time. For instance in a study of student performance in a national spelling bee, grittier competitors completed more hours of effortful, deliberate practice (Duckworth, Kirby, Tsukayama, Berstein, & Ericsson, 2010).

**Significance of the present research**

The thoughts and behaviors that differentiate individuals classified as high versus low in achievement motivation were reviewed. The present investigator preferred to select the present research topic because the investigator did not find any research data till date demonstrating the relationship between Achievement Motivation/Spiritual intelligence, Achievement Motivation/Grit and Spiritual intelligence/Grit; evidence concerning the endurance of these traits is sparse.

In order to fill the research gap, in the present study the predictors of spiritual intelligence will be examined in samples of students of professional and non-professional courses.
**Research Objectives**

1. To identify the factors of achievement motivation through principal component analysis.

2. To examine the relationship between spiritual intelligence and achievement motivation in the overall sample.

3. To examine the relationship between spiritual intelligence and achievement motivation among students of professional courses and non-professional courses.

4. To examine the relationship between spiritual intelligence and grit in the overall sample.

5. To examine the relationship between spiritual intelligence and grit among students of professional courses and non-professional courses.

6. To examine the relationship between achievement motivation and spiritual intelligence among male and female students.

7. To examine the relationship between grit and spiritual intelligence among male and female students.

8. To explore the predictors of spiritual intelligence with the help of achievement motivation and grit for the overall sample.

9. To explore the predictors of spiritual intelligence with the help of achievement motivation and grit among students of professional courses and non-professional courses.

10. To explore the predictors of spiritual intelligence with the help of achievement motivation and grit among male and female students.
Research Hypotheses

1. There will be no relationship between spiritual intelligence and achievement motivation in the overall sample.

2. There will be no relationship between spiritual intelligence and achievement motivation among students of professional courses and non-professional courses.

3. There will be no relationship between spiritual intelligence and grit for the overall sample.

4. There will be no relationship between spiritual intelligence and grit among students of professional courses and non-professional courses.

5. There will be no relationship between achievement motivation and spiritual intelligence among male and female students.

6. There will be no relationship between grit and spiritual intelligence among male and female students.

7. Achievement motivation and grit will not emerge as predictors of spiritual intelligence among overall sample.

8. Achievement motivation and grit will not emerge as predictors of spiritual intelligence among students of professional courses and students of non-professional courses.

9. Achievement motivation and grit will not emerged as predictors of spiritual intelligence among male and female students.
Operational Definitions

Spiritual Intelligence

Spiritual intelligence is defined as a set of adaptive mental capacities which are based on nonmaterial and transcendent aspects of reality, specifically those which are related to the nature of one’s existence, personal meaning, transcendence and expanded states of consciousness (King, 2008).

Achievement Motivation

The term motivation refers to any organismic state that mobilizes activity which is in some sense selective or directive. With respect to the environment (Newcomb, 1964) Achievement motivation which is the acquired tendency and is one of the most important social needs, has been defined by McClelland and his associates (1953) and also by DeCharms (1968) as a disposition to strive for success in competition with others, with some standard of excellence, set by the individual.

Grit

Grit is a non cognitive trait that may be defined as perseverance and passion for long-term goals (Duckworth et al., 2007).
Conceptual Framework

Spiritual Intelligence

Achievement Motivation

Grit

Professional courses Students

Non-professional courses Students

Professional courses Students

Non-professional courses Students