CHAPTER VI
SUMMARY

6.1 Introduction

The thing, which is mostly desired in all the societies of the world, is the need of preserving mental health of the individual. Mental health, as the health of one’s mind, can prove as a potent determinant of one’s integrated personality and balanced behaviour identified on the basis of the level of his adjustment to himself, others and environment. The acquisition of such personality is indeed for a normal individual. Only then an individual can be able to actualise his self, and live his life to his satisfaction in the perfect tune of talking and giving something to the society. It is only possible when one enjoys good mental health.

Mental health is state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, functions in society and meet the ordinary demands of everyday life. According to World Health Organization (WHO) (2006) the state of health is defined as a state of complete physical, mental and social well-being and not merely ‘an absence of disease’ or infirmity. WHO also suggested a fourth dimension i.e. ‘spiritual well-being’ (Kapur, 1995). Hence, theoretically correlation between mental health and spiritual intelligence exists but empirically hardly any research has been conducted for the same.

Spiritual intelligence is a new construct of psychology. Zohar et al. (2001) contends that in the early part of the twentieth century IQ, or rational intelligence was the big issue. More recently, emotional intelligence (EQ) has been identified as a requirement for the effective use of IQ. Now, there exists much scientific data that points to the presence of a spiritual intelligence (SQ), the ultimate intelligence that serves as a necessary foundation for the effective functioning of both IQ and EQ. Now, as we have entered the twenty first century, there is growing collective evidence that there is a third ‘Q’—‘SQ’ or Spiritual Intelligence.

Zohar et al. (2001) defined spiritual intelligence 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”.

According to Lama (2006), “by developing spiritual intelligence, a sense of compassion that helps us be more sensitive, more aware of our own feelings and the feelings of those around us, we become more intuitive; we relate better and love better. Cultivating
spiritual intelligence and learning how to connect will improve our capacity for intimacy, making us better mates, friends, parents and co-workers; it helps all of us to become more giving and brings us fulfillment, meaning and love”.

Prosocial behaviour is one of the major areas of social psychology that has become focus of research in the field of education in these days. Prosocial behaviour is defined by Bar-Tal (1976) as voluntary behaviour that is carried out to benefit without anticipation of external rewards and is performed under two circumstances:

(a) The behaviour is done for its own end and
(b) The behaviour is done as an act of restitution.

These conditions limit prosocial behaviour to two forms altruism and restitution.

Altruism is selfless concern for the welfare of others. It is a traditional virtue in many cultures and central to many religious traditions. In English, the idea was often described as the golden rule of ethics. Some newer philosophies such as egoism have criticized the concept, with writers such as Nietzsche (2000) arguing that there is no moral obligation to help others.

While 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) takes altruism to be a subcategory 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.

Human beings are always immersed in social environment, which not only changes the very structure of the individual or just compels to recognize facts, but also provides with a readymade system of signs. Two environments home and school share an influential space in child’s life (Tucker et al., 1979). The school is the most important experience in the process of child development next to home. When the child enters the school arena, s/he is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in school and may have a direct impact on cognitive and affective development of students.

Hence, school environment may be defined as a measure of the quality and quantity of cognitive, emotional, and social support that has been available to the students during their school life in terms of teacher-pupil interactions.

O’ Neil (1987) defined school climate as a combination of eight variables:

I. Clear school mission.
II. Safe and well ordered learning environment.
III. Expectation for success.
IV. Classroom interaction.
V. High morale.
VI. Effective instructional leadership.
VII. Monitoring of student progress.
VIII. Positive home school relationship.

Literature describes numerous factors that may enhance the school environment, including effective principal leadership, a safe and orderly setting, engaging extracurricular activities, reductions in the size and impersonality of schools and educational programs designed to fit the unique needs of specific students and school contexts (Teddle et al., 1993; Bryk et al., 1989; Comer, 1988; Ebets et al., 1988; Gottfredson et al., 1985; Landers et al., 1978). School environment is often as palpable as the weather. Some schools have a warm, friendly ambience, while others have a cold, foreboding environment that permeates classrooms and offices. School and classroom climate would influence student performance (Hill et al., 1990; Fraser et al., 1982; Moos, 1979).

6.2 Rationale

Although theoretically, Indian education system aimed at optimum development of mental health of students and teachers, but on practical side the huge curriculum, theoretical work, un-psychological methods of teaching, improper school environment, unhealthy stress for academic achievement by schools, family, and social environments are the obstacles or contrary in accordance with aims of education.

According to World Health Organization (WHO) (2006) the state of health is defined as a state of complete physical, mental and social well-being and not merely ‘an absence of disease’ or infirmity. WHO also suggested a fourth dimension i.e. ‘spiritual well-being’ (Kapur, 1995). Hence, theoretically correlation between mental health and spiritual intelligence exists but empirically hardly any research has been conducted for the same. Indirectly, Sobel (1997) indicated some evidence of a linear relationship between scores of the Spiritual Perspective Scale and the index of well-being. Few empirical researches have been conducted on spiritual intelligence as by Kaur (2004), Sisk (2008), Hyde (2008), Luckcock (2008), and Singh (2008), but out of these no study is related with mental health of adolescents in local conditions.

The investigator found the importance of variables closely related to spirituality in human life on the basis of previously conducted researches such as Albert (2005), Matlock-
Hetzel et al. (2004), Zimmer et al. (1994), Goudy (1998), Lips-Wiersma (1999), Renteria (2001), Van et al. (2006), and Vaughan (2002). Again these findings and relations directed the investigator to select spiritual intelligence as a variable in the present study. Finding this gap of relationship between spiritual intelligence and Mental Health, the investigator selected these variables in present study.

Throughout history, many social psychologists have been interested in the study of prosocial behavior and in particular, understanding the underlying factors that contribute to these voluntary actions carried out for the benefit of others.

Many researchers have examined the concept of altruism and suggested a number of variables influencing the occurrence of altruistic behavior such as mood (Khanna et al., 1992), locus of control (Sharman et al., 1992), empathy (Khanna, 1991), gender (Khanna et al., 1992; Jha et al., 1997). Levine (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. On the whole, there was hardly any study which examined relationship between mental health and altruism of adolescents. That is why, altruism was taken as predictor variable.

Literature revealed that type and nature of school environment influence more or some aspect of mental health. Finding gap in studies with school environment (especially with dimension of school environment) and mental health, the investigator selected these variables for examination.

Academic achievement is major educational variable of Indian secondary education. Large number of studies has been conducted on relationship of academic achievement and mental health or academic achievement and various aspect of mental health. Majority of studies reported that mental health was positively and significantly correlated with academic achievement of senior secondary students such as 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 et al. (2006). Literature presented that much research work has been done on mental health, but there was dearth of studies which examine academic achievement and mental health in relation to spiritual intelligence and altruism. Thus, the academic achievement was taken. Behavior of learner is complex and influenced by many internal and external variables. That is why, a comprehensive title was designed as ‘Mental Health in relation to Spiritual Intelligence, Altruism, School Environment and Academic Achievement of Senior Secondary Students’.
6.3 Statement of the Problem
Mental Health in relation to Spiritual Intelligence, Altruism, School Environment and Academic Achievement of Senior Secondary Students

6.4 Delimitations of the Study
The present study was delimited to students of 10+1 class studying in government and aided and unaided schools of Jalandhar district affiliated to Punjab School Education Board, Mohali.

6.5 Objectives
The following were the objectives of the study:
1. To cross validate Mental Health Battery and Altruism Scale in Hindi and Spiritual Intelligence Scale and School Environment Inventory in Punjabi language for Senior Secondary Students of Jalandhar district.
2. To analyse the Mental Health (Total and dimension wise), Spiritual Intelligence, Altruism and Academic Achievement of Senior Secondary Students.
3. To compare Mental Health, Spiritual Intelligence, Altruism and Academic Achievement on the basis of Gender of Senior Secondary Students.
4. To compare Mental Health, Spiritual Intelligence, Altruism, School Environment (dimension wise) and Academic Achievement on the basis of Location of Senior Secondary Students.
5. To compare Mental Health, Spiritual Intelligence, Altruism, School Environment (dimension wise) and Academic Achievement on the basis of Type of School of Senior Secondary Students.
6. To compare Mental Health on the basis of different levels of Spiritual Intelligence, Altruism, School Environment (dimension wise) and Academic Achievement of Senior Secondary Students.
7. To study the influence of interaction between Gender and Spiritual Intelligence; Gender and Altruism; Gender and School Environment (dimension wise); and Gender and Academic Achievement on Mental Health of Senior Secondary Students.
8. To study the influence of interaction between Location and Spiritual Intelligence; Location and Altruism; Location and School Environment (dimension wise); and Location and Academic Achievement on Mental Health of Senior Secondary Students.
9. To study the influence of interaction between Type of School and Spiritual Intelligence; Type of School and Altruism; Type of School and School Environment (dimension wise);
and Type of School and Academic Achievement on Mental Health of Senior Secondary Students.

10. To study the influence of interaction between Spiritual Intelligence, Altruism and Academic Achievement on Mental Health (total and dimension wise) of Senior Secondary Students.

11. To find out correlation between Mental Health and Spiritual Intelligence; Mental Health and Altruism; Mental Health and School Environment (dimension wise); and Mental Health and Academic Achievement of Senior Secondary Students.

12. To find out Gender difference in correlations between Mental Health and Spiritual Intelligence; Mental Health and Altruism; Mental Health and School Environment (dimension wise); and Mental Health and Academic Achievement of Senior Secondary Students.

13. To find out difference in correlations between Mental Health and Spiritual Intelligence; Mental Health and Altruism; Mental Health and School Environment (dimension wise); and Mental Health and Academic Achievement on the basis of Location of Senior Secondary Students.

14. To find out difference in correlations between Mental Health and Spiritual Intelligence; Mental Health and Altruism; Mental Health and School Environment (dimension wise); and Mental Health and Academic Achievement on the basis of Type of School of Senior Secondary Students.

15. To find out correlations between Mental Health and Spiritual Intelligence; Mental Health and Altruism; Mental Health and School Environment (dimension wise); Mental Health and Academic Achievement by controlling spiritual Intelligence, Altruism, dimensions of School Environment and Academic Achievement of Senior Secondary Students individually.

16. To study the joint contribution of Spiritual Intelligence, Altruism, School Environment (dimension wise) and Academic Achievement in predicting Mental Health of Senior Secondary Students.

17. To establish regression equation for predicting Mental Health on the basis of Gender, Location, Type of School, Spiritual Intelligence, Altruism, School Environment (dimension wise) and Academic Achievement of Senior Secondary Students.

18. To study the factor structure of Mental Health (dimension wise), Spiritual Intelligence, Altruism, School Environment (dimension wise) and Academic Achievement of Senior Secondary Students.
19. To study the paths of relationships between Mental Health, Spiritual Intelligence, Altruism, dimensions of School Environment and Academic Achievement of Senior Secondary Students.

6.6 Hypotheses

The following were the hypotheses of the study:

1. There is no significant Gender difference in Mental Health, Spiritual Intelligence, Altruism and Academic Achievement of Senior Secondary Students.

2. There is no significant difference in Mental Health, Spiritual Intelligence, Altruism, School Environment (dimension wise) and Academic Achievement on the basis of Location of Senior Secondary Students.

3. There is no significant difference in Mental Health, Spiritual Intelligence, Altruism, School Environment (dimension wise) and Academic Achievement on the basis of Type of School of Senior Secondary Students.

4. There is no significant difference in Mental Health on the basis of different levels of Spiritual Intelligence, Altruism, School Environment (dimension wise) and Academic Achievement of Senior Secondary Students.

5. There is no significant influence of interaction between Gender and Spiritual Intelligence; Gender and Altruism; Gender and School Environment (dimension wise); and Gender and Academic Achievement on Mental Health of Senior Secondary Students.

6. There is no significant influence of interaction between Location and Spiritual Intelligence; Location and Altruism; Location and School Environment (dimension wise); and Location and Academic Achievement on Mental Health of Senior Secondary Students.

7. There is no significant influence of interaction between Type of School and Spiritual Intelligence; Type of School and Altruism; Type of School and School Environment (dimension wise); and Type of School and Academic Achievement on Mental Health of Senior Secondary Students.

8. There is no significant influence of interaction of Spiritual Intelligence, Altruism and Academic Achievement on Mental Health (total and dimension wise) of Senior Secondary Students.

9. There is no significant correlation between Mental Health and Spiritual Intelligence; Mental Health and Altruism; Mental Health and School Environment (dimension wise); and Mental Health and Academic Achievement of Senior Secondary Students.
10. There is no significant Gender difference in correlations between Mental Health and Spiritual Intelligence; Mental Health and Altruism; Mental Health and School Environment (dimension wise); and Mental Health and Academic Achievement of Senior Secondary Students.

11. There is no significant difference in correlations between Mental Health and Spiritual Intelligence; Mental Health and Altruism; Mental Health and School Environment (dimension wise); and Mental Health and Academic Achievement on the basis of Location of Senior Secondary Students.

12. There is no significant difference in correlations between Mental Health and Spiritual Intelligence; Mental Health and Altruism; Mental Health and School Environment (dimension wise); and Mental Health and Academic Achievement on the basis of Type of School of Senior Secondary Students.

13. There is no significant correlation between
   a. Mental Health and Spiritual Intelligence of Senior Secondary Students when
      i. Altruism is controlled.
      ii. Dimensions of School Environment are controlled individually.
      iii. Academic Achievement is controlled.
   b. Mental Health and Altruism of Senior Secondary Students when
      i. Spiritual Intelligence is controlled.
      ii. Dimensions of School Environment are controlled individually.
      iii. Academic Achievement is controlled.
   c. Mental Health and Dimensions of School Environment of Senior Secondary Students when
      i. Spiritual Intelligence is controlled.
      ii. Altruism is controlled.
      iii. Academic Achievement is controlled.
   d. Mental Health and Academic Achievement of Senior Secondary Students when
      i. Spiritual Intelligence is controlled.
      ii. Altruism is controlled.
      iii. Dimensions of School Environment are controlled individually.

14. There is no significant joint contribution of Spiritual Intelligence, Altruism, School Environment (dimension wise) and Academic Achievement in predicting Mental Health of Senior Secondary Students.
6.7 Method

Descriptive survey method was used for the present study.

6.8 Sample

The present study was conducted on students of class 10+1 of senior secondary schools of Jalandhar district (Population). Students studying in schools affiliated to Punjab School Education Board, Mohali were taken for selecting the sample. Total 14 government, eight aided and five unaided schools were selected through stratified random technique. Further, students were raised by cluster sampling technique keeping in mind strata based on gender. The sample comprised of 934 students out of these 344 were boys and 590 were girls. 371 students were residents of urban area and 563 students were from rural area. 588 students were studying in government schools; 227 were studying in aided schools and 119 were studying in unaided schools.

6.9 Procedure

The data were collected in a set of three visits to each school selected in sample. The prior permission from the principals of the selected schools was taken. An intact class was taken for the data collection at a time. The instructions of the tool were made clear to them. 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 students was taken from the scores of their matric class examination conducted by Punjab School Education Board, Mohali in March, 2007. The required information such as Matriculation roll number, marks obtained and maximum marks was taken from each student as well as from school authority.

After collecting the required data from the students, scoring was done according to the instructions given in the manuals of respective tool (scale/inventory/battery). The basic information, the scores on each tool and marks of academic achievement were taken and given a tabular form. The table formed was then used for data analysis in the light of framed objectives.

6.10 Tools

The description of each tool used in the present study is given below:

2. Spiritual Intelligence Scale developed by Mr. Tirath Singh (2006).
3. Altruism Scale developed by Dr. S.N. Rai and Dr. Sanwat Singh (1988).

5. Marks of students from result of Punjab School Education Board, Mohali Matriculation Examination (March, 2007) were taken as Academic Achievement.

Spiritual Intelligence Scale and School Environment Inventory were translated into Punjabi language and cross validated before the use in present study. Mental Health Battery and Altruism Scale were not translated as both were in Hindi language. These tools were also cross validated before use.

6.11 Analysis of Data

The collected data was tabulated and was analysed in the light of objectives framed. The description of statistical techniques for each objective is given in table 6.1.

Table 6.1
Summary of Statistical Techniques used

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Objective No.</th>
<th>Statistical Technique</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Product Moment Correlation for Cross Validation and Reliability</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Mean, standard Deviation</td>
</tr>
<tr>
<td>3</td>
<td>3-4</td>
<td>t-test</td>
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<tr>
<td>4</td>
<td>5</td>
<td>One way ANOVA</td>
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<tr>
<td>5</td>
<td>6-9</td>
<td>Two way ANOVA</td>
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<td>6</td>
<td>10</td>
<td>Three way MANOVA</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>Product Moment Correlation</td>
</tr>
<tr>
<td>8</td>
<td>12-14</td>
<td>Product Moment Correlation with t-test for testing significance of difference in correlations</td>
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<tr>
<td>9</td>
<td>15</td>
<td>Partial Correlation</td>
</tr>
<tr>
<td>10</td>
<td>16</td>
<td>Multiple Correlation</td>
</tr>
<tr>
<td>11</td>
<td>17</td>
<td>Regression Analysis (Step wise)</td>
</tr>
<tr>
<td>12</td>
<td>18</td>
<td>Factor Analysis</td>
</tr>
<tr>
<td>13</td>
<td>19</td>
<td>Path Analysis</td>
</tr>
</tbody>
</table>

6.12 Findings

1. Girls had significantly higher level of Spiritual Intelligence and Altruism than boys. The boys had significantly higher level of Academic Achievement than girls. However, no significant Gender difference was found in Mental Health of students.

2. Students residing in urban area had significantly better Mental Health and higher Academic Achievement than students residing in rural area. Students residing in rural area had significantly higher level of Altruism; Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness and Control (dimensions of School Environment) than students residing in urban area.

Students residing in urban and rural area had equal level of Spiritual Intelligence and Rejection (dimension of School Environment).
3. Spiritual Intelligence; Altruism; Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness and Control (dimensions of School Environment) of students studying in Government schools were significantly higher than students studying in Aided schools. Academic achievement of students studying in Aided schools was significantly higher than students studying in Government schools.

The students studying in Government and Aided schools had same level of Mental Health and dimension Rejection of School Environment.

Mental Health; Rejection, Control (dimensions of School Environment); and Academic Achievement of students studying in Unaided schools were significantly higher than students studying in Government schools. Cognitive Encouragement of students studying in Government schools was significantly higher than students studying in Unaided schools.

The students studying in Government and Unaided schools had equal level of Spiritual Intelligence; Altruism; Creative Stimulation, Acceptance and Permissiveness (dimensions of School Environment).

Mental Health; Permissiveness, Control (dimensions of School Environment) of students studying in Unaided schools were significantly higher than students studying in Aided schools. Academic Achievement of students studying in Aided schools was significantly higher than students studying in Unaided schools.

The students studying in Aided and Unaided schools had same level of Spiritual Intelligence; Altruism; Creative Stimulation, Cognitive Encouragement, Acceptance, Rejection (dimensions of School Environment).

4. Students with high Spiritual Intelligence possessed significantly higher level of Mental Health than students with average and low Spiritual Intelligence. Mental Health of the students with average Spiritual Intelligence was significantly higher than Mental Health of students with low Spiritual Intelligence.

Students with high and average level of Spiritual Intelligence had same level of Mental Health.

5. Students with high Altruism possessed significantly higher level of Mental Health than students with low level of Altruism. Students with very high Altruism had significantly higher level of Mental Health than students with high level of Altruism, which were followed by students with moderate level of Altruism.

Students with low and moderate; low and high; and low and very high levels of Altruism had equal level of Mental Health.
6. The students with low level of Rejection had significantly better Mental Health than students with high level of Rejection. Similarly, the students with average level of Rejection had significantly better Mental Health than students with high level of Rejection.

   Mental Health of students with high level of Control was significantly better than students with low level of Control. Students with low and average; and average and high levels of Control had equal level of Mental Health.

   Students with high, average, and low levels of Creative Stimulation; Cognitive Encouragement; Acceptance; and Permissiveness (dimensions of School Environment) had equal level of Mental Health.

7. Students with high, average, and low levels of academic achievement had equal level of Mental Health.

8. There was significant influence of interaction between Spiritual Intelligence and Gender on Mental Health of students. The Mental Health between boys and girls at low Spiritual Intelligence was significantly better than high and average level of Spiritual Intelligence. The Mental Health of low spiritually intelligent boys was significantly better than low spiritually intelligent girls. The Mental Health of average spiritually intelligent boys was significantly better than average spiritually intelligent girls. The Mental Health of high spiritually intelligent boys was significantly better than high spiritually intelligent girls. But, the Mental Health of average spiritually intelligent girls was significantly better than low spiritually intelligent boys. Mental Health of high spiritually intelligent boys was significantly better than all other pairs i.e. low spiritually intelligent boys; average spiritually intelligent boys; low spiritually intelligent girls; average spiritually intelligent girls; and high spiritually intelligent girls. On the other hand, the Mental Health of low spiritually intelligent girls was the lowest.

   Mental Health was found independent of interaction between Altruism and Gender; School Environment (all dimensions) and Gender; and Academic Achievement and Gender of students.

9. Mental Health was found independent of interaction between Spiritual Intelligence and Location; Altruism and Location; School Environment (All dimensions) and Location; and Academic Achievement and Location of students.

10. Mental Health was found independent of interaction between Spiritual Intelligence and Type of School; Altruism and Type of School; and Academic Achievement and Type of School of students.
11. Mental Health was found independent of interaction between Creative Stimulation and Type of School; Cognitive Encouragement and Type of School; Acceptance and Type of School; Rejection and Type of School; and Control and Type of School of students.

There was significant influence of interaction between dimension Permissiveness of School Environment and Type of School on Mental Health of students.

12. The students with high level of Spiritual Intelligence had significantly better Mental Health; emotional stability, over-all adjustment, autonomy, security-insecurity, and self-concept (dimensions of Mental Health) than the students with low level of Spiritual Intelligence. The students with high Spiritual Intelligence level had significantly better emotional stability than the students with average Spiritual Intelligence level. The students with average Spiritual Intelligence level had significantly better Mental Health; autonomy and security-insecurity than the students with low Spiritual Intelligence.

The students with very high Altruism had significantly better Mental Health; emotional stability, over-all adjustment, autonomy, and intelligence than the students with high Altruism.

The students with high level of Academic Achievement had significantly better security-insecurity and intelligence (dimensions of Mental Health) than students with low level of Academic Achievement. The students with high level of Academic Achievement had significantly better emotional stability and intelligence than students with average level of Academic Achievement. The students with average level of Academic Achievement had significantly better emotional stability, autonomy, security-insecurity, and intelligence than students with low level of Academic Achievement.

Mental Health and all its dimensions viz. emotional stability, over-all adjustment, autonomy, security-insecurity, self-concept, and intelligence were found independent of interaction between Spiritual Intelligence and Altruism; Spiritual Intelligence and Academic Achievement; Altruism and Academic Achievement; and Spiritual Intelligence, Altruism, and Academic Achievement.

13. The correlations between Mental Health and Spiritual Intelligence; Mental Health and Academic Achievement were significant positive and negligible. The correlation between Mental Health and Altruism was significant positive and of low degree.

14. Mental Health was not significantly correlated with Creative Stimulation, Acceptance, and Permissiveness dimensions of School Environment. Mental Health was negatively and significantly correlated with dimension Rejection of School Environment (Negligible) and positively correlated with dimensions Cognitive Encouragement (Negligible) and Control (Negligible) of School Environment.
15. Gender differences were not found in correlations between Mental Health and Spiritual Intelligence; Mental Health and Altruism; Mental Health and Creative Stimulation, Mental Health and Cognitive Encouragement, Mental Health and Acceptance, Mental Health and Rejection, and Mental Health and Control (dimensions of School Environment); and Mental Health and Academic Achievement of students.

Gender difference was found in correlation between Mental Health and dimension Permissiveness of School Environment. The correlation between Mental Health and dimension Permissiveness of School Environment for boys was negative negligible and for girls it was significant positive negligible.

16. Location difference was not found in correlations between Mental Health and Spiritual Intelligence; Mental Health and Altruism; Mental Health and all dimensions of School Environment; and Mental Health and Academic Achievement of students.

17. No significant difference was found in correlations between Mental Health and Spiritual Intelligence; Mental Health and Altruism; Mental Health and Creative Stimulation, Mental Health and Cognitive Encouragement, Mental Health and Acceptance, Mental Health and Permissiveness, Mental Health and Control (dimensions of School Environment); and Mental Health and Academic Achievement between the students studying in Government and Aided; Government and Unaided; and Aided and Unaided schools.

18. The correlation between Mental Health and Rejection (dimension of School Environment) was found significantly different in students studying in Government and Aided; and Aided and Unaided schools. The correlation was stronger for the students studying in Aided schools (Low) than students studying in Government (Negligible) or Unaided schools (Negligible).

No significant difference in correlation between Mental Health and Rejection (dimension of School Environment) was found for students studying in Government and Unaided schools.

19. The correlations between Mental Health and Spiritual Intelligence were (negligible) positive and significant when Altruism; Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness, Rejection, and Control (dimensions of School Environment); and Academic Achievement were controlled individually. The correlations between Mental Health and Altruism were (Low) positive and significant when Spiritual Intelligence; Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness, Rejection, and Control (dimensions of School Environment); and Academic Achievement were controlled individually. The correlations between Mental
Health and Control were (negligible) positive and significant when Creative Stimulation, Permissiveness, and Rejection (dimensions of School Environment); and Academic Achievement were controlled individually. The correlations between Mental Health and Academic Achievement were (negligible) positive and significant when Spiritual Intelligence; Altruism; Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness, Rejection, and Control (dimension of School Environment) were controlled individually.

The correlations between Mental Health and Rejection (dimension of School Environment) were (negligible) found negative and significant when Spiritually Intelligence; Altruism; Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness, and Control (dimensions of School Environment); and Academic Achievement were controlled individually.

20. 12.8 % variance of Mental Health was being accounted for by the applied regression model by the independent variables.

21. Location; Type of school; Spiritual Intelligence; Altruism; Rejection and Control (dimensions of School Environment) were the significant predictors of Mental Health, whereas Gender; Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness (dimensions of School Environment); and Academic Achievement were not significant predictors of Mental Health.

22. Regression equation for Mental Health was found as 63.46 – 1.20 X Location + 1.86 X Type of School + 0.06 X Spiritual Intelligence + 0.27 X Altruism - 0.20 X Rejection + 0.11 X Control.

23. Five factors were revealed by factor analysis i.e. Factor A (Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness, Rejection, and Control), Factor B (Autonomy, Security Insecurity, and Self-Concept), Factor C (Emotional Stability, Overall Adjustment, and Spiritual Intelligence), Factor D (Intelligence and Academic Achievement), and Factor E (Altruism).

24. Spiritual Intelligence; Altruism; Cognitive Encouragement, Rejection (dimension of School Environment); and Academic Achievement have significant paths with Mental Health. Spiritual Intelligence also intermediate influence of Rejection and Control dimensions of School Environment on Mental Health. Altruism intermediate influence of Rejection and Control dimensions of School Environment on Mental Health and Academic Achievement intermediates the influence of cognitive Encouragement dimension of School Environment on Mental Health.