CHAPTER V
FINDINGS AND DISCUSSION

5.1 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.

5.2 Discussion

5.2.1 Influence of Gender

Significant gender differences were found in Spiritual Intelligence, Altruism and Academic Achievement indicating that the girls were more spiritually intelligent than boys; that the girls have more altruistic behavior than boys; and that the boys have more Academic Achievement than girls. However, no significant gender differences were found in Mental Health; Permissiveness and Rejection dimensions of School Environment.

Regarding the findings of Spiritual Intelligence in the previous studies, only three were not supporting as Singh (2008) divulged that Spiritual Intelligence was found independent of gender when pre-Spiritual Intelligence and pre-emotional intelligence; pre-Spiritual Intelligence, pre-non-verbal intelligence and pre-emotional intelligence; pre-Spiritual Intelligence, pre-self-confidence and pre-anxiety in combinations were considered as covariates. Creel (2000) found no gender difference regarding spirituality. Newton (1997) indicated that previous studies using the spiritual well-being scale had not found any statistical difference in gender. On the other hand, many studies are consistent to the present finding, like Kang (2000), Moree (1998), Dillman (1999), Krishnan (1981), Ma (1999), Wiley (2006), Hermann (1997), Long et al. (1988), Kellums (1995), Yuen et al. (2005), and Patneaude (2006). It should be noted here that Spiritual Intelligence is a new construct consisting of some different dimensions from above discussed studies. Hence, this may be the cause of diverse results.

Regarding the finding of Altruism, it was concluded that gender influenced Altruism of students. In the previous studies, only Kakavoulis (1998) is not supporting who revealed no gender difference in behaviour children for Altruism. Whereas nearly every one of the researches reported gender difference for Altruism and almost all (except Komila, 1994)
revealed that females were more altruistic in behaviour as compared to males. As Anderson (1993) supported the notion that women have a strong relational capacity and men have more autonomous sense of self. Payne (1975) divulged statistically significant relationships between sex and Altruism. Kumari (2008) revealed that girls were more altruistic in behaviour as compared to boys. Mills et al. (1989) found no differences between women and men in the distribution between self-and-other choices. Women used more empathetic reasoning with other choices and attributed their self-choice more to minimal conflicts and less to concern for others’ interests. Miller (1977) indicated complex relationships among dependency, empathy, and Altruism. Sex differences were found. Panofsky (1976) revealed that there was a sex/birth order interaction for empathy, sharing, and helping but none of the individual comparisons among means were significant. Russell (1985) found that females showed greater empathy. Mills et al. (1989) examined sex difference among adults in the resolution of prosocial dilemmas involving self-sacrifice. Gairola et al. (2004) revealed that females were more altruistic in comparison with the males and males were found more conforming than females. Significant and positive correlations were found between Altruism and social conformity. Results also revealed that male subjects are less altruistic in comparison with the females. This result got reinforced by the findings of Srivastava et al. (1991), Khanna et al. (1992), Ma et al. (1999), Baumann et al. (1983), Jha et al. (1997). Factors like social approval, morality, responsibility, and demands traditional sex roles encouraged females more altruistic than males.

In the present study, the boys had more Academic Achievement than girls. Regarding gender difference for academic performance different results were found. Some studies reported significant differences in academic performance between the boys and girls without any direction such as Cornvelivs et al. (1988), Lalithamma (1995), Vamadevappa (2005), Bajwa et al. (2006), Aruna et al. (2009), Meera et al. (2008), and Rangappa (1992). Some studies reported significant differences in academic performance between the boys and girls with a direction as Misra (2005), Dixit (2002), Devi (1990), and Mishra (1986) reported that academic performance of girls was superior to the performance of boys. Dixit (2002) reported that the intelligence test scores of the boys were higher than those for the girls. In contrast, Singh et al. (2007) found that boys were better than girls on achievement in Mathematics. On the other hand, Mehera (2004), Radha (1998), Rajendran et al. (2007), Randolph (1984), Haseen (1999), Sindhu (2005), Samal (2000), Kumaran (2002), Varte et al. (2005), Panigrahi (2005), and Pandey et al. (2008) found that there was no significant difference between boys and girls with regard to Academic Achievement. Pandey et al. (2008) concluded that there
was no significant difference between male and female adolescents on the measures of Academic Achievement. Bisht (1980a) reported that mean scores of academic stress and school climate did not differ sex-wise, but the male students differed from female students significantly on the need for Academic Achievement, Academic Achievement and academic stress. Komila (1994) reported favored result to the present finding. As many researchers reported gender difference without any direction whether male had more Academic Achievement or female had more Academic Achievement. That is why, it is difficult to conclude that to what extent present result is in tune of previous results.

No significant gender difference was found in Mental Health in the present study. Favouring the finding Srivastava et al. (1987), Garg (2000), Perumal (2008), Pandey et al. (2008), and Taak (1999) indicated that there was no significant difference between male and female student in Mental Health. Shakunthala (2001) indicated that there was no significant difference in emotional maturity of secondary school male and female, whereas Sanwal et al. (2006) inferred that girls were mentally healthier than boys as they have more patience, tolerance, emotional stability and more well-adjusted than boys. Manjuvani (1995) reported that girls had better Mental Health status as compared to boys. Prakash (1993) found that there was significant difference between emotional maturity of the entire male and female students. Significant difference was found in the field of emotional instability and leadership, health, home and economic adjustment. An ICMR (1984) study conducted at Bangalore, Delhi, Lucknow and Waltair Durny 1981-83, showed that boys have more Mental Health problems than girls. Anand (1989) divulged that girls appear to possess better Mental Health; were capable of facing the realities around them; were in a position to tide over the mental disequilibrium. Mental Health of boys and girls appeared considerably influenced by the two factors, namely, intelligence, and physical health. Alfeld (1999) showed that non-gifted girls had the lowest Mental Health. Viera (2006) showed significant differences between mean perceived stress scores for males and females. Rayalu (1990) compared the fears of Indian and British adolescents and found that neuroticism and fear were positively related among the British boys. Extraversion was negatively related to fear score. Boys were found more intelligent than girls. Girls were more phobic and had high fear score. The boys showed greater extraversion and psychoticism while girls show more neuroticism. British adolescents scored more higher on the intelligence test. A content analysis showed that Indians’ fear dealt with failure, hosts and living away from the family. In contrast, fear among the British included sexual assault, mental illness, drug, and offensive odorant being ugly. Some studies reported significant gender differences in Mental Health without any direction such as Gupta.
Findings and Discussion


5.2.2 Influence of Location

Significant differences were found in Mental Health; Altruism; Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness, and Control dimensions of School Environment; and Academic Achievement between students residing in rural and urban area indicating that students residing in urban area have better Mental Health than students residing in rural area; that the students residing in rural area have more altruistic behavior than students residing in urban area; that the students residing in rural area have more Creative Stimulation, creative encouragement, Acceptance, Permissiveness, and Control than students residing in urban area; and that the students residing in urban area have more Academic Achievement than students residing in rural area.

In the present study, the students residing in urban area have better Mental Health than students residing in rural area. Agreeing results was reported by Kumar et al. (2005) who revealed that male and female adolescent students of rural areas have lower mean scores than the corresponding mean scores of male and female adolescent students of urban areas in all the areas of personality adjustment viz. health, home, social, emotional, and economic. On the other hand, Perumal (2008) showed that there was no significant difference between location groups with respect to Mental Health status. Andrews et al. (1974) disclosed that location as correlate of well-being self-satisfaction. Carlin (1999) disclosed that residence and education disruptions had only a weak relationship to child Mental Health.

In the present study, the students residing in rural area have more altruistic behavior than students residing in urban area. No study was found which examine the influence of location on altruistic behavior of adolescents. Further, the students residing in rural area were found to have more Creative Stimulation, creative encouragement, Acceptance, Permissiveness and Control (dimensions of School Environment) than students residing in urban area whereas the urban and students residing in rural area do not differ in Rejection dimension of School Environment. Therefore, it may be concluded that school in rural area were providing better environment than urban.

In the present study, the students residing in urban area have more Academic Achievement than students residing in rural area. Agreeing results was reported by Dwivedi (2005) who found that Academic Achievement of students of the urban schools was significantly higher than that of students of the rural schools. Pannu (2010) found that Academic Achievement of adolescents residing in urban area was more than adolescents
No significant differences were found for Spiritual Intelligence between students residing in rural and urban area. No study was found which examine the influence of location on Spiritual Intelligence of adolescents.

5.2.3 Influence of Type of School

Significant differences were found in Spiritual Intelligence; Altruism; Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness, Control (dimensions of School Environment); and Academic Achievement between the students studying in government and aided schools. No study was found which examine the influence of type of school on Spiritual Intelligence of adolescents.

Regarding Academic Achievement, some of the previous results are in tune of present finding as reported by Radha (1998), Singh (1996), Mohan (1998), Srivastava (2004), and Panda (2005). Some studies reported no significant influence of type of school on Academic Achievement as Wongoo et al. (1991) disclosed no significant difference on Academic Achievement was found between the students from government and private highly advanced and advanced schools. Aruna et al. (2009) found that there was no significant difference in the achievement of social studies for the students paired as government and private school. Srivastava (2004) found no significant difference in the Academic Achievement in Physics of XI class pupils between the familiar and open climate. Wongoo et al. (1991) found that Academic Achievement of students from normal government and normal private schools did not differ significantly. But, it is notable fact that these findings are related with achievement in particular subjects and not Academic Achievement in whole.

No significant difference was found in Mental Health and dimension Rejection of School Environment between the students studying in government and aided schools.

Significant differences were found in Mental Health; Cognitive Encouragement, Rejection, Control (dimensions of School Environment); and Academic Achievement between the students studying in government and unaided schools. These findings got agreement of available previous results like Gupta (2002) who concluded that there was a significant difference between Mental Health of government and private school adolescents. Gupta (2001) found that adolescent girls studying in urban, private, co-educational, and English medium schools belonging to the higher SES showed better social adjustment. Rawal (2006) found that School Environment influenced total adjustment among the emotionally
disturbed students. Surekha (2008) found that boys and girls from private schools are well adjusted and academically performed better than the boys and girls from government schools. Suresh (2007) disclosed a positive relationship was observed between social adjustment and achievement in mathematics students who belong to government schools, private schools, rural schools and urban schools. Babu (2004) reported that there was no significant difference between government school students and private school students, in respect of their adjustment. Verma (1993) found that type of school was differentially related to the level of adjustment of students. Crews (2005) found no significant relationships between extracurricular activity participation and school performance of children or between extracurricular activity participation and Mental Health of children or adolescents. Anand (1989) found that sound Mental Health was positively related to Academic Achievement. The degree of Mental Health was related to the type of school, being the highest in convent schools, followed by Sainik, DAV and DM schools respectively.

In present study, no significant difference was found in Spiritual Intelligence; Altruism; Creative Stimulation, Acceptance, and Permissiveness (dimensions of School Environment) between the students studying in government and unaided schools.

Significant differences were found in Mental Health; Permissiveness, Control (dimensions of School Environment); and Academic Achievement between the students studying in aided and unaided schools.

No significant difference was found in Spiritual Intelligence; Altruism; Creative Stimulation, Cognitive Encouragement, Acceptance and Rejection (dimensions of School Environment) between the students studying in aided and unaided schools.

5.2.4 Influence of Spiritual Intelligence

Mental Health of senior secondary students was found significantly different at different levels of Spiritual Intelligence. 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. According to World Health Organization (WHO), ‘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). In this way, theoretically spiritual trait is a part of Mental Health. Hence, this empirical finding supports the theoretical relationship. Many other researches directly supported the present finding such as Potts (1998) found that spiritual maturity was positively associated with better Mental
Health and specifically spiritually mature students tend to feel moral, lovable and powerful. Inang (2002) revealed that optimism, quality of life, satisfaction with life, and spiritual health were found positively and significantly related with subjective well-being. Jones (1998) indicated that there were strong associations between spirituality and Mental Health, as well as between spirituality and physical health. It was indicated that the linear combination of spirituality, physical health, and age were the best predictors of Mental Health. Salakar (1998) indicated that if people were highly spiritual on three dimensions, they were also highly satisfied with life. If spirituality influenced life satisfaction, also described as well-being, then there was good reason to consider options to include spirituality in the helping professions. Barnes (1999) showed that group spiritual direction improved the mood of the clients, who were mildly to moderately depressed. Andersen (2000) indicated that meditators as a group were more likely to report higher scores on the cognitive measure of empathy than non-meditators and that for those participants who meditate, length of practice was associated with lower scores on the measures of anxiety and depression. Burke (1999) supported the very significant correlation between Mental Health and closeness to God, the distinctions between religiosity and spirituality as they were related to Mental Health, and the importance of spirituality while coping with pain in chronic illness. Allen et al. (2008) found that having a greater number of daily spiritual experiences and not feeling abandoned by God were associated with better emotional health. Purin (2000) found that Mental Health assessment included most of the perceived content of spiritual assessment and closely paralleled a current holistic guideline model used in pastoral care. Martin (1997) supported that spirituality, specifically spiritual well-being and personal Christian belief, did promote a positive adjusted, 'healthy' personality. Sobel (1997) indicated some evidence of a linear relationship between scores of the Spiritual Perspective Scale and the index of well-being. Alexander (2001) indicated that there was a strong positive association between quest and inner peace. Zipkin (1999) revealed that the psychological well-being dimensions of self-Acceptance and personal growth were significant enough individually to predict a healthy lifestyle. Gabbard (2004) revealed that faith in God or the transpersonal also appeared to buffer the negative ramifications of life on the streets by affording homeless respondents a vital source of hope and strength. Mohler (1996) found a strong correlation between self-esteem and spiritual well-being of early adolescent students. McGee (1998) found significant negative correlation between spiritual health and emotional eating; people with low level of spiritual health may eat more for emotional reasons. Woodmansee (2000) indicated that the act of praying provided them with peace, connectedness with God, and decreased worry while the results of
Findings and Discussion

prayer (answers) deepened faith, increased feelings of closeness/connectedness with God, and increased ability to trust. As a result, they experienced improvement in their ability to handle the many stressors life was dealing them.

The present result is (indirectly) supported by Weiner (2000), Moorjani (2004), Bharti (2008), Srivastava (2005), Kashyap (2001), and Woodmansee (2000). Some scholars also suggested relations between religion or/and Mental Health like Schmidt (1999) partially supported the hypothesis that religiosity would help to protect Mental Health, based on positive associations between the religiosity variables and schemas about intimacy with others and esteem for others. Results showed that when individuals were experienced the greatest stress, they increase their levels of religiosity to cope with their stressors. Chahal et al. (2005) revealed that moral religious emphasis and independence were important predictors of high well-being of adolescents. Rajaswat (2002) found that there was a positive but very low correlation between morality and self-concept of adolescent rural girls and rural boys. There was a negative but very low correlation between morality and adjustment. Sirohi (2001) in case of comparison between Hindu and Christian adolescent students found that the differential effect of religion on psychological development was visible only in Mental Health and religiosity. Also, it was found that Christian boys as compared to Hindu boys had poorer Mental Health, but stronger faith in religion. The Muslim and Christian adolescent students significantly differ from one another on six factors (A, C, E, F, G, and O) of CPQ and Mental Health. Weinborn (1999) reported that Pargament's religious orienting system with a benevolent view of God predicted greater psychosocial competence, life satisfaction, and religious well-being; whereas Fisher (2004) revealed that religious commitment was not observed to significantly correlate with Black family life satisfaction. But, religion and spirituality was not the same thing. Tolan (2006) stated that many people confuse religion with spirituality, but these were not the same. Spirituality was a trait human beings possess. Religion was a common way by which people express their spirituality. Religion is an organized belief system propagated and sustained by a human institution, ethnic group or culture. Spirituality, on the other hand, was an individual's experience and relationship with a fundamental, non-material aspect of the universe that may be referred to in many ways-God, Goddess, Great Spirit, Higher Power, Universal Mind, the Force, Mystery, and the Transcendent etc. It was the way the individual finds meaning, the way the individual relates to "life, the universe and everything". Religion was a group activity and spirituality is a personal reality. Though the subjects were closely related-religions originating as a way of
meeting humanity’s possibly innate need for spirituality—they are not interchangeable and not always linked. A person may have religion without spirituality or spirituality without religion.

5.2.5 Influence of Altruism

Mental Health of senior secondary students was found significantly different at different levels Altruism. Students with high Altruism possessed significantly higher level of Mental Health than students with low level of Altruism. The difference in Mental Health was found significant between moderate and high; moderate and very high; and high and very high altruistic students. 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. 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), and gender (Khanna et al., 1992; Jha et al., 1997). Levine et al. (1983) provided weak support for the notion that moods can affect helping, but no support for the notion that helping relieves negative mood states. Batson (1989) illustrated that giving help to others was most significantly associated with Mental Health than receiving help.

5.2.6 Influence of School Environment

Mental Health was not found significantly different at different levels of Creative Stimulation, Cognitive Encouragement, Acceptance, and Permissiveness dimensions of School Environment. Only at different levels of Rejection and Control dimensions of School Environment, Mental Health was found significantly different. The difference was found between low and high; and average and high levels of Rejection. Mental Health of students with low level of Rejection was better than students with high level of Rejection. Also, Mental Health of students with average level of Rejection was better than Mental Health of students with high level of Rejection. The difference was also found between low and high levels of Control dimension of School Environment. Mental Health of students with high level of Control was better than students with low level of Control. In this way, School Environment in which teachers do not accord recognition to students’ right to deviate, act freely and be autonomous persons and autocratic atmosphere of the school in which several restriction are imposed on students to discipline them of School Environment influence Mental Health of senior secondary students. It should be noted that these dimensions are negative in nature. The result is (indirectly) supported by Bullerdick (2000) who reported a positive relationship was found between social connectedness and emotional well-being among Indian youth. School connectedness contributed the greatest to emotional well-being.
Reddy et al. (2002) found that the students of co-educational schools were well adjusted when compared to the students of non-co-educational schools i.e. the School Environment was enhancing Mental Health in case of co-educational but not in the non-co-educational schools. N/A (2008) explained the relationship between Mental Health and the promotion of social and emotional learning (SEL). Strategies for connecting Mental Health and SEL in the school setting included: (1) implementing supportive public policies; (2) developing safe, caring, and supportive environments; (3) providing direct instruction for students on skills and strategies; (4) creating infrastructure for community action; and (5) coordinating with community agencies, schools, families, and students to create a common vision, language, and coordinated services to support healthy outcomes. Manjuvani (1990) reported that the home environment as a major significant contributor to all the three components of Mental Health. The School Environment contributed to liabilities and Mental Health index. Chahal (2005) revealed that perceived social support from classmates, teachers and parents predicted high well-being in adolescents. Ghanihar (2005) revealed that the students of high effective schools were more adjusted to schools than the students of average and low effective schools. Students of high effective schools were involved more in schools activities than the students of average and low effective schools. Tuma (1989) found that students with emotional problems may never have their difficulties treated because many schools had inadequate psychological services. Davis (2005) found a significant predictive relationship between staff ratings of student behaviours and students' overall perceptions of school safety was found. Griffith (2000) found schools with more racially/ethnically diverse student populations and more school newcomers showed less student-parent consensus regarding School Environment.

5.2.7 Influence of Academic Achievement

Mental Health was not found significantly different at different levels of Academic Achievement of senior secondary students. It means that Academic Achievement did not influence Mental Health of senior secondary students. In reverse to the result, Devi (1993) reported that psychoticism was significantly and negatively related with Academic Achievement. Neuroticism was significantly and negatively related with Academic Achievement. Adjustment was positively and significant related with Academic Achievement. However, all these significant coefficients of correlation between Academic Achievement and various factors of Mental Health varied from negligible to low in magnitudes. Bhalerao et al. (2008) reported that the self-esteem and general knowledge of rural females found to have significant positive correlation with their Mental Health. Studies
conducted by Prasanna et al. (1981), Abraham (1984), and Arjunan (1994) had proved the relationship between Mental Health and Academic Achievement of adolescent learners beyond doubt. Perumal (2008) showed that there existed significant difference in the correlation between Mental Health status and achievement in English. Bhurwani (1991) showed that student who revealed mental ill health symptoms were poor in Academic Achievement. Anand (1989) divulged that Mental Health of adolescents, their Academic Achievement and the educational and occupational status of parents were positively related. Kaur (1982) found that intelligence neither correlates positively with Mental Health totals nor with sub-areas of Mental Health, but intelligence in combination with some of the personality factors best determined Mental Health of adolescent girls. Orellana (2004) showed statistical significant and positive correlation between the school based Mental Health program and the Academic Achievement based on the four indicators (absences, suspensions, disciplinary actions, and grade point average) in the research hypothesis. Van (2006) supported inverse relationship between academic efficacy and Mental Health outcomes. The results also provided support for the utility of academic self-efficacy perceptions and, to a lesser extent, ethnic socialization experiences to predict Mental Health outcomes among adolescents. Viera (2006) showed that perceived stress scores were associated with increased absenteeism. Significant differences were found between mean perceived stress scores for males and females Perceived stress scores were also significantly associated with GPA. With each 10-unit increase in perceived stress scores, GPA decreased by 0.3 point.

5.2.8 First Order Interactions

Mental Health was not found independent of interaction of Spiritual Intelligence and gender of senior secondary students. It may, cautiously, be concluded that Mental Health of low spiritually intelligent boys was better than low spiritually intelligent girls. Mental Health of average spiritually intelligent boys was better than average spiritually intelligent girls. Mental Health of high spiritually intelligent boys was better than high spiritually intelligent girls. But, Mental Health of average spiritually intelligent girls was better than low spiritually intelligent boys. Mental Health of high spiritually intelligent boys was better than all other 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, Mental Health of low spiritually intelligent girls was lowest. Reason of interaction may due to gender differences for spiritual variables that were reported by many researches such as Kang (2000) and Moree (1998) spiritual well-being; Dillman (1999) and Krishnan (1981) spirituality; Ma (1999) spiritual formation; Wiley (2006) levels of God,

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

It means that boys with low Altruism and girls with low Altruism as well as boys with high Altruism and girls with high Altruism; boys with low School Environment (all dimensions) and girls with low School Environment (all dimensions) as well as boys with high School Environment (all dimensions) and girls with high School Environment (all dimensions); boys with low Academic Achievement and girls with low Academic Achievement as well as boys with high Academic Achievement and girls with high Academic Achievement had same level of Mental Health.

Mental Health was found independent of interaction of Spiritual Intelligence and location; Altruism and location; School Environment (all dimensions) and location; and Academic Achievement and location of senior secondary students. It may, cautiously, be concluded that students residing in rural area with low Spiritual Intelligence and students residing in urban area with low Spiritual Intelligence as well as students residing in rural area with high Spiritual Intelligence and students residing in urban area with high Spiritual Intelligence; students residing in rural area with low Altruism and students residing in urban area with low Altruism as well as students residing in rural area with high Altruism and students residing in urban area with high Altruism; students residing in rural area with low School Environment (all dimensions) and students residing in urban area with low School Environment (all dimensions) as well as students residing in rural area with high School Environment (all dimensions) and students residing in urban area with high School Environment (all dimensions); students residing in rural area with low Academic Achievement and students residing in urban area with low Academic Achievement as well as students residing in rural area with high Academic Achievement and students residing in urban area with high Academic Achievement had same level of Mental Health.

Mental Health was found independent of interaction of Spiritual Intelligence and type of school; Altruism and type of school; Creative Stimulation and type of school; Cognitive Encouragement and type of school; Acceptance and type of school; Rejection and type of school; Control and type of school; and Academic Achievement and type of school of senior secondary students. It may, cautiously, be concluded that students studying in government school with low Spiritual Intelligence, students studying in unaided school with low Spiritual
Intelligence, and students studying in aided school with low Spiritual Intelligence as well as students studying in government school with high Spiritual Intelligence, students studying in unaided school with high Spiritual Intelligence, and students studying in aided school with high Spiritual Intelligence; students studying in government school with low Altruism, students studying in unaided school with low Altruism, and students studying in aided school with low Altruism as well as students studying in government school with high Altruism, students studying in unaided school with high Altruism, and students studying in aided school with high Altruism; students studying in government school with low Creative Stimulation, students studying in unaided school with low Creative Stimulation, and students studying in aided school with low Creative Stimulation as well as students studying in government school with high Creative Stimulation, students studying in unaided school with high Creative Stimulation, and students studying in aided school with high Creative Stimulation; students studying in government school with low Cognitive Encouragement, students studying in unaided school with low Cognitive Encouragement, and students studying in aided school with low Cognitive Encouragement as well as students studying in government school with high Cognitive Encouragement, students studying in unaided school with high Cognitive Encouragement, and students studying in aided school with high Cognitive Encouragement; students studying in government school with low Acceptance, students studying in Unaided school with low Acceptance, and students studying in aided school with low Acceptance as well as students studying in government school with high Acceptance, students studying in unaided school with high Acceptance, and students studying in aided school with high Acceptance; students studying in government school with low Rejection, students studying in unaided school with low Rejection, and students studying in aided school with low Rejection as well as students studying in government school with high Rejection, students studying in unaided school with high Rejection, and students studying in aided school with high Rejection; students studying in government school with low Control of School Environment, students studying in unaided school with low Control of School Environment, and students studying in aided school with low Control of School Environment as well as students studying in government school with high Control of School Environment, students studying in unaided school with high Control of School Environment, and students studying in aided school with high Control of School Environment; students studying in government school with low Academic Achievement, students studying in unaided school with low Academic Achievement, and students studying in aided school with low Academic Achievement as well as students studying in government school with high Academic
Achievement, students studying in unaided school with high Academic Achievement, and students studying in aided school with high Academic Achievement had equal level of Mental Health.

Mental Health was not found independent of interaction between dimension Permissiveness of School Environment and type of school. In government schools, students with low permissiveness possessed higher level of mental health than students with average permissiveness followed by students with high permissiveness. Whereas in aided schools, students with low permissiveness possessed higher mental health than students with high permissiveness and students with average permissiveness possessed lower mental health than students with high permissiveness. Contrary to it, in unaided schools students with high permissiveness possessed higher mental health than students with low permissiveness and students with low permissiveness possessed higher mental health than students with average permissiveness.

5.2.9 Second and Third Order Interactions

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. It may, cautiously, be concluded that students with low, average and high Spiritual Intelligence and high and very high Altruism; students with low, average and high Spiritual Intelligence and high and very high Altruism; students with high and very high Altruism and low, average and high Academic Achievement; students with high and very high Altruism and low, average and high Academic Achievement; and students with low, average and high Spiritual Intelligence, high and very high Altruism, and low, average and high Academic Achievement possessed same level of Mental Health.

5.2.10 Correlations

Mental Health of senior secondary students was positively and significantly correlated with their Spiritual Intelligence. Indirectly, similar results were confirmed by Inang (2002), Jones (1998), Salakar (1998), Barnes (1999), Andersen (2000), Burke (1999), Allen et al. (2008), Purin (2000), Martin (1997), Sobel (1997), Alexander (2001), and Zipkin (1999). The result is also (indirectly) supported by Weiner (2000), Bloor (2005), Moorjani (2004), Bharti (2008), Srivastava (2005), Kashyap (2000), and Woodmansee (2000).

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

Mental Health was not significantly correlated with dimensions Creative Stimulation,
Acceptance, and Permissiveness of School Environment. Creative stimulation referred to
teacher’s activities to provide conditions and opportunities to stimulate creative thinking.
Acceptance implied a measure of teacher’s unconditional love, recognition that students have
the right to express feelings, to uniqueness and autonomous individuals. Permissiveness
indicated a school climate in which students are provided opportunities to express their views
freely and act according to their desires with no interruption from teaches. Sagan (2009),
Talerico (1986) and Schubert (1977) indirectly supported the findings. Further, Mental
Health was negatively and significantly correlated with dimension Rejection of School
Environment. Rejection referred to a school climate in which teachers do not accord
recognition to students’ right to deviate, act freely and be autonomous persons. Hence, the
nature of this dimension is negative and result was in expected direction as Jackson et al.
(2008), Hill (2001) and Thompson et al. (2007) had reported the similar results.

Mental Health was positively correlated with dimension Cognitive Encouragement
and Control of School Environment. Cognitive encouragement implies teacher’s behavior to
stimulate cognitive development of students by encouraging his actions or behaviours.
Control indicates autocratic atmosphere of the school in which several restriction are imposed
on students to discipline them. Therefore, regarding Control dimension unexpected or
diversed (Kist-Kline, 1998) results were found.

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

Hogan (1970) concluded that anxiety was found to bear a curvilinear relationship with
academic achievement. Chaudhari (1980) in his study on pre-university students of Mizoram
inferred that three factors i.e. self-concept, anxiety and SES came out as correlates of
academic achievement. Gupta (1990) found negative relationship between frustration and
achievement. Prakash (2000) in his study on VII class children of Chandigarh found positive significant correlation between problem solving ability and achievement but negative correlation between anxiety and mathematical achievement.

5.2.11 Differences in Correlations

Gender differences were not found in relationship 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 senior secondary students. It denoted that correlation or commonness between these pairs of variables for boys and girls are equal.

Location differences were not found in relationships between Mental Health and Spiritual Intelligence; Mental Health and Altruism; Mental Health and any dimension of School Environment; and Mental Health and Academic Achievement of senior secondary students. It denoted that correlation or commonness between these pairs of variables for students residing in rural and urban areas are alike.

No significant differences were found in relationship between Mental Health and Spiritual Intelligence; Mental Health and Altruism; and 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 for the students studying in government, aided and unaided schools. It indicates that correlation or commonness between these pairs of variables for students studying in government, aided and unaided schools were identical. Whereas, the relationship between Mental Health and Rejection was found significantly different in students studying in government and aided schools; and aided and unaided schools. The relationship was stronger for the students studying in aided schools than students studying in government or unaided schools.

5.2.12 Prediction of Mental Health

Location; Type of School; Spiritual Intelligence; Altruism; Rejection and Control (dimensions of School Environment) were the significant predictor of Mental Health, whereas gender; Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness; and Academic Achievement were not significant predictors of Mental Health. Gupta (2002) concluded that there was a significant difference between Mental Health of government and private school adolescents. For Spiritual Intelligence Inang (2002), Jones (1998), Salakar (1998), Barnes (1999), Andersen (2000), Burke (1999), Allen et al.
(2008), Purin (1998), Martin (1997), Sobel (1997), Alexander (2001), Zipkin (1999) supported; and for Altruism Khanna (1992), Rathee (1992), Sharman (1992), Rosha, (1992), Khanna, (1991), Batson (1989) supported the present finding. The result for Rejection (dimension of School Environment) and Control (dimension of School Environment) are (indirectly) supported by Bullerdick (2000), Reddy et al. (2002), AL-Ateeg (1999), and Deo (1997). Further regression equation for calculating or finding out Mental Health of senior secondary students was established as:

\[
\text{Mental Health} = 63.46 - 1.20 \times \text{Location} + 1.86 \times \text{Type of School} + 0.06 \times \text{Spiritual Intelligence} + 0.27 \times \text{Altruism} - 0.20 \times \text{Rejection} + 0.11 \times \text{Control}
\]

It meant that on the basis of scores on above said variables the scores of Mental Health could be obtained or predicted.

5.2.13 Factor Analysis

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, Over-all Adjustment, and Spiritual Intelligence), Factor D (Intelligence and Academic Achievement), and Factor E (Altruism).

Results of factor analysis revealed that in first factor (i.e. factor A) six elements are included namely Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness, Rejection, and Control. These all elements are already constructed dimensions of School Environment. No extra dimension or part of other variables joins the factor A. Hence, it is safely concluded that factor A rightly explained the dimensions of School Environment. When the result of present study was compared with the finding of development of this tool i.e. School Environment Inventory almost similarity was found. During the development of School Environment Inventory Mishra (1984) found positive and significant (high) correlations between all dimensions of School Environment except Rejection. As the nature of Rejection dimension is negative, that is why, this dimension has low negative or non-significant correlations with other dimensions. In this way, the finding is consistent with dimensions of School environment Inventory developed by Mishra.

The second factor (factor B) in factor analysis consisted of three elements viz. Autonomy, Security-Insecurity, and Self-Concept. Autonomy means a stage of independence and self-determination in thinking. Security-Insecurity refers to a high (or low) sense of safety, confidence, freedom from fear, apprehension, or anxiety particularly with respect to fulfilling the person’s present or future needs. Self-Concept indicates the sum total of the person’s
attitudes and knowledge towards himself and evaluation of his achievements. Conceptually, these definitions indicate the interdependence of each other. There is hardly any study which examined the interrelationship between these dimensions. Indirectly few studies showed positive relationship between these variables. Guifang (2007) reported that students’ motivation, autonomy, self-concept, and their listening performance through computer assisted language listening had significant effects on one another. Wiggins (1995) and Laird et al. (2005) also indirectly supported this finding.

Factor C included two dimensions of Mental Health i.e. Emotional Stability and Overall Adjustment and third dimension in this factor is Spiritual Intelligence. According to World Health Organization (WHO), ‘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 had suggested a fourth dimension i.e. ‘spiritual well-being’ (Kapur, 1995). Theoretically, Spiritual Intelligence is highly correlated with Emotional Stability and Adjustment. General experiences with spiritual persons also reveal the possession of Emotional Stability, Adjustment and Flexibility in behavior. Previous literature too revealed the same. Singh (2010) reported positive and significant correlations between spiritual intelligence and emotional intelligence. Pannu (2010) reported positive and significant correlation between emotional stability and adjustment. Krishna et al. (1979) revealed that emotionally disturbed groups has found to be more neurotic, anxious insecure and poorly adjusted in home, health, social and emotional areas. Potts (1998) indicated that spiritually mature students tend to feel moral, lovable, and powerful. Salakar (1998) indicated that if people were highly spiritual, they were also highly satisfied with life. Burke (1999) suggested that spirituality was an important component in chronically ill elders coping with disease, disability, and pain. Barnes (1999) showed that group spiritual direction improved the mood of the clients who were mildly to moderately depressed. Woodmansee (2000) indicated that the act of praying provided them with peace, connectedness with God, and decreased worry while the results of prayer (answers) deepened faith, increased feelings of closeness/connectedness with God, and increased ability to trust. As a result they experienced improvement in their ability to handle the many stressors life was dealing them. It should be noted that the variables in most of these studies are part of Spiritual Intelligence as examined in the present study.

Factor D consisted of Intelligence and Academic Achievement. Large number of previous researches (Malik, 1977; Pandey et al., 2008; Chaturvedi et al., 1992; Varma, 2003; Panigrahi, 2005; Paltasingh, 2008; Dhall et al., 2009; Ainsworth, 1967; Gupta, 1978; Singh et al., 1988; Sood, 1993; Suresh et al., 1998; Verma et al., 1990; Sood, 2005; Koul, 1989; Jahan,
regarding relationship between Intelligence and Academic Achievement or influence of Intelligence on Academic Achievement reported positive significant relationship between these or influence of Intelligence on Academic Achievement. As almost all studies reported the consistent relationship between these variables, the finding may be generalized.

In factor E, only Altruism variable is included. Altruism refers to a volunteer behaviour that aims to benefit others rather than one self, carried out without anticipation of reward. On the basis of this definition, it is obvious that theoretically the nature of altruism does not match with other variables in present study. Only few items of Spiritual Intelligence under the dimension Value and Virtues are related with the above said definition. Large number of items of Spiritual Intelligence seems to be less related or not related with Altruism. In this way, factor E is justified.

5.2.14 Path Analysis

Spiritual Intelligence; Altruism; Cognitive Encouragement, Rejection (dimension of School Environment); and Academic Achievement have significant paths with Mental Health. In previous literature, it was found that a large number of studies (Salakar, 1998; Barnes, 1999; Andersen, 2000; Inang, 2002; Jones, 1998; Burke, 1999; Allen et al., 2008; Purin, 1998; Martin, 1997; Sobel, 1997; Alexander, 2001; Zipkin, 1999; Weiner, 1999; Bloor, 2005; Moorjani, 2004; Bharti, 2008; Srivastava, 2005; Kashyap, 2001; and Woodmansee, 2000) divulged positive and significant correlation between Mental Health and Spiritual Intelligence. It means that the present finding is in tune of previous results. Although research on altruism in former literature was in a smaller amount, but most of these studies (Khanna et al., 1992; Sharman et al., 1992; Khanna, 1991; Levine, 1983; and Batson, 1989) are in agreement of present finding i.e. reporting positive relationship between Altruism and Mental Health. Further, Cognitive Encouragement, Rejection and Control dimensions of School Environment are positively related with mental Health of students. There is hardly any study which directly explains the relationship between these variables. In present study Cognitive Encouragement denotes teacher’s behavior to stimulate cognitive development of students by encouraging his actions or behaviours. This definition indicates that motivation provided by teacher helps to improve or maintain Mental Health of students. On the other hand, Rejection refers to a school climate in which teachers do not accord recognition to students’ right to deviate, act freely and be autonomous persons. As the definition reveals the negative nature of Rejection, path coefficient between Rejection and mental health is also negative. It means the relationship between these variables is negative.
General observations about Rejection, i.e. when teacher did not accord the students to be autonomous person, too suggest that the Mental Health of students will suffer. No study was found in this regard. But, theoretical notion or general experiences support the finding. The last direct path to Mental Health originates from Academic Achievement of students. This was also supported by several earlier researches such as Magotra (1982), Anand (1989), Devi (1993), Bhalerao et al. (2008), Prasanna (1984), Abraham (1984), Arjunan (1994), Perumal (2008), Bhurwani (1991), Kaur (1982), Sharma (1984), Van (2006), and Panigrahi (2005).

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. It means that change in Rejection and Control dimensions of School Environment results into change in Spiritual Intelligence, which further results into change in mental Health of students. Similarly, change in Rejection and Control dimensions of School Environment also results into change in Altruism, which further results into change in mental Health of students. Also, change in Cognitive Encouragement dimension of School Environment results in change in Academic Achievement and which further results into change in Mental Health of students.

5.3 Limitations
1. Sample size of government, aided and unaided schools was not equal.
2. Academic achievement was measured from scores obtained by the students in their matriculation examination.
3. Sometime it is unethical to apply more number of research tools with large number of items. Even if disturb internal discipline or schedule of school system.
4. In low Altruism category, only 6 subjects existed. That is why while studying interaction this category, result is not considered.

5.4 Educational Implications
Mental Health was found different at different levels of Spiritual Intelligence. Also there is a significant positive correlation between Mental Health and Spiritual Intelligence. Thus Mental Health level of senior secondary students can be made better by improving their Spiritual Intelligence level. For the purpose the effective techniques such as meditation, religious instructions etc. for improving Spiritual Intelligence can be used.

Similar to Spiritual Intelligence, Mental Health differs at different levels of Altruism and they are positively correlated. So, students should be encouraged for altruistic behavior.
This will help to increase their Mental Health level. The students can have a balanced personality in the world of tensions and worries.

School environment is one of the key factor which effects students personality. There are many factors of School Environment. The factors Rejection and Control are found significantly correlated with Mental Health. Rejection is negatively correlated. So the factor Rejection of School Environment should be reduced to increase Mental Health level of the students. Control is positively correlated but at low level of Control the relationship becomes negative. Thus, little control over the students’ activities can increase their Mental Health level.

Mental Health is positively correlated with Academic Achievement of senior secondary students. Thus increasing the Academic Achievement will help in making good Mental Health. The school should help in every aspect to increase the Academic Achievement of senior secondary students. Here one should take care of the fact that at high Academic Achievement the relationship becomes negative. So the schools should not put a heavy burden on the students to increase their Academic Achievement.

As far the variables like gender, location and type of school are concerned, they do not have any impact on the above discussed relationships. So these variables should be ignored while applying the above implications. This means that boys and girls students should be equally treated for any programme to increase their Spiritual Intelligence, Altruism, School Environment or Academic Achievement. Similar treatment should be given for the other two variables viz. location and type of school.

5.5 Suggestions for Further Study
1. Same study can be done on sample of later childhood and adults.
2. It is better to take only two or three variables and conduct more cavernous study with Mental Health.
3. Academic achievement should be accessed by administration of Academic Achievement test on them.
4. As far as the variable Spiritual Intelligence is concerned, it is relatively new construct. There is a great need for studying Spiritual Intelligence with other educational variables.