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Mental Health in relation to Spiritual Intelligence of Undergraduate Students with special reference to Kamrup, Assam, India

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Abstract

This research study aims primarily at finding out the differences in mental health among urban and rural undergraduate students; along with the relationship of its components with their spiritual quotient. The Mental health battery by Dr. Arun Kumar Singh and Dr. Alpana Sen Gupta was administered to collect relevant data of the students in mental health and its components. Their spiritual quotient was assessed with the Roqan Spiritual Intelligence test by Prof. Roquiya Zainuddin and Anjum Ahmed. A cross sectional study was conducted using the Descriptive Survey method. The cluster sampling technique was used to collect information from 139 undergraduate students from Urban colleges and 261 from Rural colleges, all affiliated to Gauhati University. The Mann Whitney U test analysis showed significant differences in the dimensions of Autonomy, Security-Insecurity, Self-concept and Intelligence, except in the dimension of Emotional Stability. The p value of 0.034 showed significant differences in composite mental health score, with rural students outperforming their urban counterparts. Spiritual quotient of the students had significant relationships with Security-Insecurity, Self-concept, Intelligence as well as the composite Mental Health. The correlation between Spiritual Intelligence and Mental health was found to be negative and significant, contradicting the findings of popular review studies. This study contributes to a different perspective to the study of mental health in relation to spiritual intelligence. A mentally sound or healthy person is able to use trans-logical thinking for proper alignment of ideals and new creation to solve problems of daily life. Here the spiritual aspect provides heightened consciousness to solve practical

ISSN:0971-1260
Vol-22-Issue-4-October-December-2019

problems for better functioning of self- concept. The analysis of the paper was mainly based on the relationship between a person's mental status and his spiritual quotient. It did not look to the other aspect of strategizing a person's energies towards creation of an optimum mental health in a spiritual context. Studies can be furthered in the area of planning of a transformational way of life for better mental stability and spirituality.

Key words: Mental Health, Dimensions, Spiritual Intelligence, Spiritual Quotient, Undergraduate students, Urban location and Rural location

Introduction:

Spirituality puts our life in bigger context. It provides us meaning and purpose in life and allows us to create new possibilities. Human beings are essentially spiritual in nature because we are driven to ask fundamental questions about life, for example; what is my purpose on earth? What is the meaning of my life? Self-concept and identity provides answers to this quest of "Who am I?". It is the inner journey of becoming more aware of the big picture, of ourselves, the universe and our place and purpose in it.

Spirituality is an element of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals. Therefore those who have spiritual intelligence: have the capacity for transcendence; have heightened consciousness, have the capacity to use spiritual resources on solving of practical problems (Emmons 2000).

Certain people face identity crisis in the adolescent stage of life and are unaware about the direction of life and uncertain future. Such unpredictability in life occurs in absence of any kind of spiritual force in life. Spiritual intelligence helps the person in proper self- understanding and development of personality to meet challenges creatively (Erikson 1950).

Spirituality may give good direction in developing both self and universal awareness, self as well as spiritual mastery. (Dr. Richa Rani Yadav 2016).

A mentally healthy person shows a homogeneous organization of desirable attitudes, healthy values and righteous self-concept and a scientific perception of the world as a whole (Rogers

ISSN:0971-1260
Vol-22-Issue-4-October-December-2019

1969). An individual is able to align one's thoughts and actions with a transcendent set of values, the higher aspirations of humanity. One is able to sense the part of self that is connected to the self beyond self and to all things. One is able to use creativity, intuition and emotion in coming to know the world and take decisions. He is able to use the full range of consciousness to nurture self, others and the environment (Zohar and Marshall 1999).

An individual acquires the capacity to use trans-logical thinking to solve problems and create products and performances. It is a thinking which is beyond logical thinking. It involves some or all of the following – playful imagination, extreme creativity or thinking outside the boundaries (Zohar and Marshall 1999). One is also able to connect conscious and unconscious stimuli in order to explore inner worlds, like self- discovery. Spiritual basis of thinking beyond the knowns, to think a brand new thought or see a higher truth in a situation helps in manifesting our potential in the world.

By cultivating a sense of spiritual meaning in our life, we can orient our life towards better self-awareness and understanding. Self-identity, in turn brings economy to our thinking, reasoning and problem solving behavior. It helps in acquiring knowledge and their application with more creativity and ease. The life satisfaction of human beings is also related to the mental health status and spiritual intelligence.

Delimitation Of The Study:

A study needs to be delimited for its intensive study. The present study has been delimited as follows:

1. The present study has been undertaken in Kamrup district only.
2. Only Government Provincialised Undergraduate colleges under Gauhati University have been considered for the present study.
3. Only Arts students of undergraduate colleges have been selected as sample for the present study.
4. The student participants were between 18-21 years of age.

Objectives:

ISSN:0971-1260
Vol-22-Issue-4-October-December-2019

1. To find out the differences in the status of Mental health of undergraduate students on the basis of location.
2. To find out the relationship between the components of Mental Health and Spiritual Intelligence of undergraduate students.

Hypotheses:

Ho1: There is no significant differences in Mental health between urban and rural students.

Ho2: There is no significant relationship between the components of Mental health and Spiritual Intelligence of undergraduate students.

Methodology:

Method: The present study was conducted using the Descriptive Survey method.

Sample:

The sampling technique used for the study was cluster sampling technique. The sample consisted of undergraduate students, selected from the colleges affiliated to Gauhati University. The total size of the sample selected was 400, which consisted of 139 students from Urban colleges and 261 from Rural colleges, aged between 18-21 and those willing to give consent were included.

Decription of the tools used:

1. **Mental health battery:**
   The battery was developed by Dr. Arun Kumar Singh and Dr. Alpana Sen Gupta. It intends to assess the status of mental health of persons in the age range of 13 to 22 years. It comprises of 130 items, which measures a total of six dimensions; namely Emotional Stability (ES), Overall Adjustment (OA), Autonomy (AU), Security-Insecurity, Self Concept and Intelligence.
2. **Roqan Spiritual Intelligence test:**
   The test was developed by Prof. Roquiya Zainuddin and Anjum Ahmed. It's purpose is to assess the Spiritual Quotient of people which is a sum of one's intuition and emotions. It has a total of 78 items.

ISSN:0971-1260
Vol-22-Issue-4-October-December-2019

Procedure for data collection:

Prior permission was taken from the principals of different colleges before data collection. The primary data for the study was collected with the help of socio-demographic data sheet. The purpose of the data sheet was to get first-hand information about the sample selected for the study. To assess the status of Mental health and Spiritual Intelligence respectively, appropriate tests were administered on the students. While data collection, the right and dignity of the participants were taken into consideration.

- Full consent of the principal of the college and the participants were obtained.
- Precautions were taken so that the participants did not have to compromise on any ground while tested.
- Confidentiality of each participant was maintained.
- Participants were allowed to withdraw at any time during the session, if they wanted to do so.

Statistical Method adopted:

Descriptive statistics i.e. Mean and Standard Deviation was applied to describe the basic feature of the data by providing simple summary about the sample and measures.

The Kolmogorov-Smirnov test was used to find out the normality of the distribution of variables. The Mann Whitney test was used as a non-parametric test and t test was applied as a parametric test to check the significant differences in the different dimensions of Mental health of the students location wise, on the basis of normality of the different dimensions of both Mental health. The correlation co-efficient was calculated and its significance was checked in order to draw inferences about the relationship between the two variables.

Results:

Table 1: Distribution location wise:

ISSN:0971-1260
Vol-22-Issue-4-October-December-2019

Variables		N=400
Gender	Urban	139
	Rural	261

Table 2: Normality test using Kolmogorov-Smirnov test of Mental Health Battery scores:

Dimensions of MHB	Z	Significance
Emotional Stability	2.290	0.000
Overall Adjustment	1.175	.127
Autonomy	2.912	0.000
Security-Insecurity	3.012	0.000
Self-Concept	2.726	0.000
Intelligence	1.883	0.002
Total MHB	1.173	.127

From the result shown above, the interpretation for the normality test is based on the sig. value of the Kolmogorov-Smirnov test. The sig. value is less than 0.05 in case of the dimensions of Emotional Stability, Autonomy, Security-Insecurity, Self-concept and Intelligence. Hence the above mentioned data significantly deviate from a normal distribution. Since these are non-normally distributed, parametric tests of hypothesis testing are not applicable. The Mann-Whitney U test is considered the non-parametric alternative to the independent t-test. Again the sig. value is more than 0.05 in case of the dimension of Overall adjustment and the composite Mental health score. Here the data has been found to be normally distributed. So t-test has been applied to find out the differences on the basis of location.

Table 3: Mann Whitney U test summary of the Mental Health scores of the undergraduate students on the basis of location:

Table 3 (a): Mean Rank test

ISSN:0971-1260
Vol-22-Issue-4-October-December-2019

Dimensions	Location	N	Mean Rank	Sum of ranks
Emotional Stability	Urban	139	206.04	28640.00
	Rural	261	197.55	51560.00
Autonomy	Urban	139	171.57	23848.00
	Rural	261	215.91	56352.00
Security-Insecurity	Urban	139	184.08	25587.50
	Rural	261	209.24	54612.50
Self- concept	Urban	139	176.94	24594.50
	Rural	261	213.05	55605.50
Intelligence	Urban	139	178.09	24755.00
	Rural	261	212.43	55445.00

Table 3 (b): Statistical analysis of Mann Whitney U test

	Emotional Stability	Autonomy	Security-insecurity	Self-concept	Intelligence
Mann Whitney U	17369.000	14118.000	15857.500	14864.500	15025.000
Wilcoxon W	51560.000	23848.000	25587.500	24594.500	24755.000
Z	-.708	-3.702	-2.098	-3.002	-2.836
Asymp. Sig (2 tailed)	.479	.000	.036	.003	.005

From the statistical analysis of Mann Whitney test, it has been observed that there are significant differences between urban and rural students in the dimensions of Autonomy, Security-Insecurity, Self-concept and Intelligence. The median of both the urban and rural students is found to be almost close indicating no difference in the dimension of Emotional Stability.

Table 4: t test of OA and total MHB:

ISSN:0971-1260
Vol-22-Issue-4-October-December-2019

Variables	Location	M	SD	T	df	Significance
OA	Urban	24.36	4.39	2.578	398	0.010
	Rural	23.05	5.05			
Total MHB	Urban	76.36	8.60	2.13	398	0.034
	Rural	78.64	10.91			

The mean difference in the composite MHB scores of the undergraduate students on the basis of location was found to be significant as seen from the p value of 0.034. It was also observed that the mean performances of rural students were found to be higher than that of their urban counterparts.

Table 5: Correlations between the dimensions of Mental Health and the composite score of Spiritual Intelligence:

	Total SI	Significance at 0.05 level
Emotional Stability	-0.050	NS
Overall Adjustment	0.001	NS
Autonomy	-0.020	NS
Security-Insecurity	0.082	Sig
Self-concept	-0.29	Sig
Intelligence	0.016	Sig
Total MH	-0.006	Sig

The table shows the Pearson's coefficient of correlation scores between the different dimensions of Mental Health with the composite score of Spiritual Intelligence. The total SI has significant relationships with Security-Insecurity, Self-concept, Intelligence as well as the total MH. While the same measure does not show any significant relationship with Emotional Stability, Overall Adjustment and Autonomy.

ISSN:0971-1260
Vol-22-Issue-4-October-December-2019

Among the significant relationships inferred from the table, the component of Security-Insecurity has been positively determined by the total value of SI. Again the composite SI score can be positively related to the concept of Intelligence among students. On the contrary, the composite SI score do not render any contribution to the positive measures of Self-concept and the overall status of Mental Health of the students.

Major Findings:

The present study was designed to find out the level of Mental Health, both total and dimension wise among the undergraduate students of Kamrup district. Students were taken from both urban and rural colleges for collection of data. The mental health scores were subjected to Kolmogorv-Smirnov test for normality, depending on the values of the test, it was found that the dimensions of Emotional Stability, Autonomy, Security-Insecurity, Self-concept and Intelligence had non-normal distribution of data. Whereas, the dimension of Overall adjustment as well as the total or composite Mental health scores were found to be normal.

Based on normality, Mann Whitney U test analysis showed there are significant differences between urban and rural students in the dimensions of Autonomy, Security-Insecurity, Self-concept and Intelligence. No significant difference was found in the dimension of Emotional Stability. The t-test analysis showed that the mean difference in the composite MHB scores of the undergraduate students on the basis of location was found to be significant. Moreover, the mean performances of rural students were found to be higher than that of their urban counterparts. This result can be substantiated with the study of Parulben Harish Desai, 2017, on the effect of gender, area of residency and type of family on the mental health of 240 Higher Secondary school students. MH was measured by AK Singh and Alpana Sengupta Test of MHB. The t–test method was used and it was found that there was a significant difference between rural and urban students.

The study also intended to explore the relative contributions of the dimensions of Mental Health Battery to the variable of Spiritual quotient among all the students of Kamrup district at the undergraduate level. The SQ does not show any significant relationship with the dimensions of Emotional Stability, Overall Adjustment and Autonomy of Mental Health.

ISSN:0971-1260
Vol-22-Issue-4-October-December-2019

Among the significant relationships, the component of Security-Insecurity can be positively linked to the Spiritual Intelligence of the students. It can be said that SQ can guarantee a feeling of safety, stability and security among the students central to personal mental well-being. This sense of security helps them to connect with their own self as well as to the community.

Again the composite SI score can be positively related to the concept of Intelligence among students. Intelligence or IQ is an important component of SQ, indicating positive self-awareness of strengths and weaknesses which aids in better coping with mental issues.

On the contrary, the composite SI score do not render any contribution to the positive measures of Self-concept and the overall status of Mental Health of the students. The coefficients of correlation indicate a negative and significant relationship, quite contrary to reviews of popular findings; like Arijinder singh, 2011, who established a positive and significant relationship between SQ and Mental health of Senior secondary students. However the result has been found to be consistent with that of Kaplin et al, 2017, who on examining relationships between SI and the three measures of Mental Health conditions found that the overall SI was not all associated with the components of Mental Health.

Such divergent findings on relationship between SQ and Mental Health can be explained on the basis of cultural differences observed in different research localities. Cultural influence can be seen in the characteristics of the sample, methodology adopted and the research process carried out. Such an influence brings about variable results on the same research purpose executed on varied samples worldwide.

Conclusion:

The spiritual side of a man's personality is found to be quite interlinked with the functional aspect of the self. There is greater systematization between power of the mind and the spiritual force of nature. Positive self-concept strengthens the ability of reasoning, problem solving and efficiency of manifestation something original. Spirituality thus strengthens the ability to organize the self and its behavior towards a never ending reserve to positive manifestation and creation.

ISSN:0971-1260
Vol-22-Issue-4-October-December-2019

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ISSN:0971-1260
Vol-22-Issue-4-October-December-2019

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