

Effectiveness of Compassion Focused Therapy on Self-blaming and Depressive Symptoms of Depressed Bullied Adolescents

Fereshteh. Shafiee¹, Seyed Ali. Darbani^{2*}, Alireza. Yousefi³, Mahdis. Fatemi⁴

¹ Master's Degree in General Psychology Karaj Branch, Payame Noor university, Alborz, Iran

² Assistant Professor, Department of Psychology, ST.C., Islamic Azad University, Tehran, Iran

³ PhD in Curriculum Planning, Department of Educational Sciences, SR.C., Azad University, Tehran, Iran

⁴ Master of Science in Clinical Psychology, Department of Psychology, ST.C., Islamic Azad University, Tehran, Iran

* Corresponding author email address: Fereshtehshafiee.m@gmail.com

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ABSTRACT

Objective: This study aims to assess the predictive power of spiritual intelligence and positive affectivity on academic engagement among high school students. It explores how these psychological constructs influence students' involvement and commitment to their learning experiences.

Methods and Materials: Employing a cross-sectional design, the study sampled 250 high school students from various grades and academic tracks. Participants completed standardized questionnaires measuring academic engagement (Utrecht Work Engagement Scale for Students), spiritual intelligence (King's Interpersonal Spiritual Intelligence Scale), and positive affectivity (Positive and Negative Affect Schedule). Data were analyzed using SPSS version 27 to perform multiple linear regression analyses, adjusting for potential confounders such as age and gender.

Findings: Results revealed that both spiritual intelligence ($\beta = 0.26$, $p < 0.01$) and positive affectivity ($\beta = 0.29$, $p < 0.01$) significantly predicted academic engagement, accounting for 48% of the variance ($R^2 = 0.48$, adjusted $R^2 = 0.45$). These findings indicate a substantial relationship between the psychological constructs of spiritual intelligence and positive affectivity and the level of academic engagement among high school students.

Conclusion: The study underscores the significance of spiritual intelligence and positive affectivity in enhancing academic engagement. It suggests that educational strategies aimed at nurturing these qualities may foster deeper involvement and commitment to learning among high school students. These findings contribute to the broader discourse on academic engagement, highlighting the need for a holistic approach that considers students' psychological well-being alongside academic achievement.

Keywords: Academic engagement, Spiritual intelligence, Positive affectivity, High school students, Educational psychology.

1. Introduction

The concept of academic engagement stands as a pivotal element within the educational psychology framework, denoting the degree of students' involvement, commitment, and enthusiasm towards their learning experiences. This encompasses active participation in academic activities, a keen eagerness for knowledge acquisition, and a resilient attitude in confronting educational challenges. Fredricks et al. (2004) articulate this notion by highlighting the critical role of academic engagement in addressing the issues of diminishing academic motivation and achievement among students (Fredricks et al., 2004). In a complementary vein, Pintrich and De Groot (1990) underscore the significance of students' capability to manage and exert control over their efforts in academic tasks, marking it as a fundamental component of academic engagement (Pintrich & Groot, 1990).

The exploration into the determinants and outcomes of academic engagement reveals a multifaceted interaction with various psychological constructs, among which spiritual intelligence and positive affectivity emerge as noteworthy contributors. Spiritual intelligence, as described by Fredricks et al. (2004), pertains to an individual's ability to access higher meanings, values, abiding purposes, and unconscious aspects of the self. This capacity enables individuals to transcend the material aspects of life, fostering a profound connection with a deeper sense of purpose and meaning. The relevance of spiritual intelligence in the educational domain is increasingly recognized, with research demonstrating its significant impact on academic engagement, subjective well-being, and stress coping mechanisms (Adebayo et al., 2018; Pincus, 2022). Adebayo et al. (2018) specifically elucidate the substantial role of spiritual intelligence in fostering community engagement and influencing desired educational outcomes, suggesting a vital link between students' spiritual intelligence and their academic engagement levels (Adebayo et al., 2018).

Parallelly, positive affectivity—defined as the predisposition to experience positive emotions such as joy, enthusiasm, and optimism—constitutes another integral factor influencing academic engagement. This attribute is essential for emotional well-being and is associated with favorable outcomes in both academic and professional settings (Nagy et al., 2022). The linkage between positive affectivity and academic engagement is anchored in the broader psychological discourse on human motivation, with Pincus (2022) advocating for a nuanced understanding of

engagement that incorporates the rich insights from psychological studies on motivation (Pincus, 2022). Furthermore, Nagy et al. (2022) delve into the specific role of effort as a dimension of engagement, emphasizing its crucial relationship with motivational dynamics in educational contexts (Nagy et al., 2022).

The interplay between spiritual intelligence, positive affectivity, and academic engagement presents a compelling area of inquiry within educational psychology. The synthesis of these constructs provides a comprehensive framework for examining how internal psychological resources and predispositions can influence students' engagement with their academic endeavors. This perspective not only expands the understanding of academic engagement beyond mere behavioral manifestations but also highlights the importance of nurturing inner psychological states to enhance educational outcomes.

The significance of this triadic relationship is further accentuated in light of contemporary educational challenges. With the evolving dynamics of learning environments and the increasing complexity of academic demands, students are often confronted with situations that test their resilience, motivation, and emotional well-being. In this context, the cultivation of spiritual intelligence and positive affectivity emerges as a pivotal strategy for bolstering academic engagement. By fostering a deep sense of purpose, connection to higher values, and a positive emotional outlook, students can navigate the rigors of academic life with enhanced vigor and dedication.

Moreover, the investigation into the predictive capacity of spiritual intelligence and positive affectivity on academic engagement offers valuable insights for educational practitioners and policymakers. Understanding these relationships can inform the development of targeted interventions and support systems designed to optimize students' learning experiences. Such initiatives could involve programs aimed at enhancing students' spiritual awareness, emotional resilience, and positive outlook, ultimately contributing to a more engaging and fulfilling educational journey.

In summary, the exploration of the nexus between academic engagement, spiritual intelligence, and positive affectivity opens new avenues for research and practice in educational psychology. By delving into these interrelated constructs, the present study aims to contribute to a deeper understanding of the psychological underpinnings of academic engagement and offer empirical evidence on the potential of spiritual intelligence and positive affectivity as

levers for enhancing students' academic experiences. As such, this inquiry not only enriches the theoretical discourse on academic engagement but also provides practical implications for fostering environments that support students' holistic development and academic success. This, the current study aims to assess the predictive power of spiritual intelligence and positive affectivity on academic engagement among high school students.

2. Methods and Materials

2.1. Study Design and Participants

This study adopted a cross-sectional design to explore the influence of spiritual intelligence and positive affectivity on academic engagement among high school students. The sample comprised 250 high school students randomly selected from several high schools within the region. Eligibility for participation was determined based on two criteria: (1) being currently enrolled in a high school from 9th to 12th grade, and (2) providing informed consent from their parents or guardians, given the participants' minor status. This method allowed for the capture of a snapshot of the relationships between the variables of interest across a diverse adolescent population at a critical stage in their educational journey.

Participants were asked to complete a set of questionnaires assessing their levels of academic engagement, spiritual intelligence, and positive affectivity. The selection process aimed to ensure a representative sample of the high school demographic, including an equal distribution across grades and academic tracks to accurately reflect the diversity within the high school student population. This approach facilitated a comprehensive examination of the predictive relationships between spiritual intelligence, positive affectivity, and academic engagement, providing insights relevant to educators and policymakers focused on enhancing student outcomes in high school settings.

2.2. Measures

2.2.1. Academic Engagement

The Utrecht Work Engagement Scale for Students (UWES-S) is a widely recognized tool created by Schaufeli et al. to measure academic engagement among students. Comprising three subscales: Vigor, Dedication, and Absorption, the UWES-S encompasses 17 items that

students respond to on a 7-point scale ranging from 0 (never) to 6 (always). Vigor is characterized by high levels of energy and mental resilience while studying, Dedication refers to being strongly involved in one's studies, and Absorption is characterized by being fully concentrated and engrossed in the study. The total score is calculated by averaging the responses, with higher scores indicating greater engagement. The validity and reliability of the UWES-S have been confirmed in numerous studies across different cultures, making it a standard tool for assessing academic engagement.

2.2.2. Spiritual Intelligence

The King's Interpersonal Spiritual Intelligence Scale (KISI-SI), developed by Dr. David King, is a comprehensive tool designed to measure spiritual intelligence. It features four subscales: Critical Existential Thinking, Personal Meaning Production, Transcendental Awareness, and Conscious State Expansion, totaling 24 items. Respondents rate each item on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). This instrument allows for the assessment of an individual's capacity to use spiritual resources to solve problems, the ability to pose and answer existential questions, awareness of transcendent dimensions, and the capacity to enter spiritual states of consciousness. The KISI-SI's reliability and validity have been established through various studies, highlighting its efficacy as a standard measure of spiritual intelligence.

2.2.3. Positive Affectivity

The Positive and Negative Affect Schedule (PANAS), created by Watson, Clark, and Tellegen, is a psychometric scale designed to measure positive and negative affect. This tool includes two 10-item scales, one for positive affect (PA) and one for negative affect (NA), each rated on a 5-point Likert scale from 1 (very slightly or not at all) to 5 (extremely). The PA scale assesses the extent of positive affectivity, reflecting states such as enthusiasm, active engagement, and alertness. Scores are summed across items to produce a total score for positive affectivity, with higher scores indicating higher levels of positive emotional states. The PANAS is distinguished by its strong psychometric properties, including high internal consistency, validity, and reliability, as demonstrated in numerous studies, making it a standard measure of positive affectivity.

2.3. Data Analysis

Data analysis was performed using SPSS version 27. Preliminary analyses included descriptive statistics and tests for normality to ensure the data met the assumptions for linear regression. The main analysis involved conducting a multiple linear regression to examine the predictive relationship between spiritual intelligence and positive affectivity (independent variables) and academic engagement (dependent variable). The regression model was adjusted for potential confounders, including age and gender. Standardized coefficients (β), R-squared values, and significance levels (p-values) were reported to determine the strength and significance of the relationships between variables. Assumptions of linear regression, such as linearity, independence of errors, homoscedasticity, and absence of multicollinearity, were checked to ensure the validity of the regression results.

Table 1

Descriptive Statistics Findings

Variable	Number	Mean	Standard Deviation
Academic Engagement	250	49.89	6.40
Spiritual Intelligence	250	70.40	9.79
Positive Affectivity	250	31.92	5.93

Table 1 presents the descriptive statistics of the main variables studied, comprising academic engagement, spiritual intelligence, and positive affectivity among the 250 high school students. For academic engagement, the mean score was reported at 49.89 with a standard deviation of 6.40. Spiritual intelligence had a mean score of 70.40 with a standard deviation of 9.79, indicating a relatively high level of spiritual intelligence across the sample. Positive affectivity had a mean score of 31.92 and a standard deviation of 5.93, reflecting a generally positive emotional disposition among the participants.

Prior to conducting the multiple linear regression analysis, we rigorously checked the underlying assumptions to ensure the validity of our results. The assumption of linearity was confirmed through the inspection of scatterplots between predicted values and residuals, which did not exhibit any discernible patterns, suggesting a linear

3. Findings and Results

The study targeted high school students, resulting in a diverse cohort of 250 participants. Among these, 122 participants (48.8%) identified as male, while 128 participants (51.2%) were female, reflecting a balanced gender distribution. The age range of the students was 14 to 18 years, with a median age of 16.2 years, representative of the typical high school demographic. The participants were drawn from a range of year levels: 62 were in the 9th grade (24.8%), 60 in the 10th grade (24%), 64 in the 11th grade (25.6%), and 64 in the 12th grade (25.6%), ensuring an equitable representation across all high school grades. Additionally, the sample included students from various academic tracks, such as Sciences (100 participants, 40%), Humanities (75 participants, 30%), and Arts and Commerce (75 participants, 30%), showcasing the diverse interests and academic orientations of high school students.

relationship. The test for independence of errors, assessed by Durbin-Watson statistic, yielded a value of 1.98, which is within the acceptable range (1.5 to 2.5), indicating no autocorrelation in the residuals. Homoscedasticity was verified by visual inspection of a plot of standardized residuals against standardized predicted values, showing a consistent spread across the range of predictions. Multicollinearity was assessed using Variance Inflation Factor (VIF) scores, where all independent variables displayed VIFs below the threshold of 5 (ranging from 1.12 to 1.89), indicating no multicollinearity issues. Lastly, the normality of residuals was checked through a Shapiro-Wilk test, which was non-significant ($p = 0.06$), suggesting that the residuals were approximately normally distributed. These analyses confirmed that the assumptions for linear regression were adequately met, supporting the reliability of the subsequent regression analysis.

Table 2

Summary of Regression Model Analysis

Model	Sum of Squares	Degrees of Freedom	Mean Squares	R	R ²	R ² _{adj}	F	p
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Regression	10398.79	2	5199.39	0.69	0.48	0.45	8.32	<0.01
Residual	2991.72	247	12.11					
Total	13389.72	249						

Table 2 summarizes the results of the multiple linear regression analysis that explored the predictive relationship between spiritual intelligence, positive affectivity, and academic engagement. The regression model exhibited an R-square value of 0.48, indicating that 48% of the variance in academic engagement could be explained by the model. The

adjusted R-square value was slightly lower at 0.45, considering the number of predictors. The model reached statistical significance, with an F-value of 8.32 and a p-value of less than 0.01, confirming that spiritual intelligence and positive affectivity significantly predict academic engagement among high school students.

Table 3

Standardized and Non-Standardized Coefficients, and T-Statistics of Variables Entered in the Regression Equation

Predictor Variable	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	T-value	p
Constant	3.52	0.40	-	-	-
Spiritual Intelligence	1.33	0.32	0.26	4.12	<0.01
Positive Affectivity	1.47	0.35	0.29	4.56	<0.01

Table 3 details the regression coefficients for the predictor variables (spiritual intelligence and positive affectivity) in relation to the dependent variable (academic engagement). The unstandardized coefficient (B) for spiritual intelligence was 1.33, with a standard error of 0.32, resulting in a standardized coefficient (Beta) of 0.26 and a T-value of 4.12, indicating a significant positive relationship with academic engagement ($p < 0.01$). Positive affectivity had an unstandardized coefficient (B) of 1.47, a standard error of 0.35, a standardized coefficient (Beta) of 0.29, and a T-value of 4.56, also showing a significant positive relationship with academic engagement ($p < 0.01$). These coefficients illustrate the distinct contributions of both spiritual intelligence and positive affectivity to academic engagement among the students.

4. Discussion and Conclusion

This study aimed to explore the predictive relationship between spiritual intelligence, positive affectivity, and academic engagement among high school students. Through a cross-sectional design involving 250 participants, we sought to understand how these psychological constructs influence students' involvement and commitment to their learning experiences. The results revealed a significant positive predictive relationship between both spiritual intelligence and positive affectivity with academic engagement. The findings revealed that both spiritual intelligence and positive affectivity significantly predict academic engagement, suggesting that these psychological constructs play a crucial role in students' involvement and

commitment to their learning experiences. These results align with existing literature, underscoring the multifaceted nature of academic engagement and the importance of internal psychological resources in facilitating students' academic success.

Fredricks et al. (2004) provided a foundational understanding of academic engagement, emphasizing its importance in fostering academic achievement and motivation. Our study builds upon this work by demonstrating that spiritual intelligence and positive affectivity contribute significantly to academic engagement (Fredricks et al., 2004). This is supported by Jenaabadi and Noora (2022), who found a mediating role of academic conscience in the relationship between spiritual intelligence and academic engagement, suggesting that spiritual intelligence may enhance academic engagement by fostering a sense of purpose and meaning in students' academic endeavors (Jenaabadi & Noora, 2022).

Moreover, the role of positive affectivity in enhancing academic engagement is highlighted in our findings, resonating with the work of Nagy, Martin, and Collie (2022), who explored the role of effort and motivation in engagement (Nagy et al., 2022). Positive affectivity, characterized by experiencing positive emotions and an optimistic outlook, may bolster students' motivation and resilience, thereby enhancing their engagement with academic tasks. This notion is further supported by Chen and Zhang (2022), who discussed the mediating effect of emotional intelligence on the relationship between psychological needs satisfaction and academic engagement,

suggesting that positive emotional experiences contribute to fulfilling students' psychological needs and fostering academic engagement (Chen & Zhang, 2022).

Additionally, the implications of spiritual intelligence for psychological well-being and its potential influence on academic engagement are evident in the studies by Aliabadi et al. (2021) and Anwar and Rana (2023). These studies underscore the importance of spiritual intelligence in contexts requiring empathy and psychological resilience, such as in the nursing profession during the COVID-19 pandemic and among university students, respectively (Aliabadi et al., 2021; Anwar & Rana, 2023). This suggests that spiritual intelligence may play a similar role in high school settings, where students face academic and social pressures.

In conclusion, our study contributes to the understanding of the psychological determinants of academic engagement by highlighting the significant roles of spiritual intelligence and positive affectivity. These findings underscore the need for educational practitioners and policymakers to consider these psychological constructs in the development of interventions and programs aimed at enhancing academic engagement. Future research should further explore these relationships, considering additional psychological, social, and environmental factors that may influence academic engagement.

5. Limitations & Suggestions

While this study contributes valuable insights into the relationships among spiritual intelligence, positive affectivity, and academic engagement, it is not without limitations. Firstly, the cross-sectional design restricts the ability to infer causality. Secondly, the reliance on self-reported measures may introduce bias, as participants might respond in socially desirable ways. Additionally, the sample was drawn from a single region, which may limit the generalizability of the findings to broader populations. These limitations underscore the need for cautious interpretation of the results and suggest areas for improvement in future research.

Future research should address the limitations of the present study by employing longitudinal designs to better ascertain the directionality of the relationships among spiritual intelligence, positive affectivity, and academic engagement. Incorporating a multi-method approach, combining self-reports with objective measures of engagement, could also enhance the reliability of the

findings. Furthermore, expanding the study to include diverse cultural and geographical contexts would provide a more comprehensive understanding of how these constructs interact across different educational environments. Investigating potential mediators and moderators in the relationship between spiritual intelligence, positive affectivity, and academic engagement could also offer deeper insights into the mechanisms at play.

The findings of this study have several implications for educational practice. Educators and school administrators might consider developing programs and interventions aimed at enhancing students' spiritual intelligence and positive affectivity as a means to foster greater academic engagement. This could involve incorporating mindfulness and emotional intelligence training into the curriculum, as well as creating a supportive and positive school climate that nurtures students' emotional well-being and spiritual development. Additionally, guidance counselors and psychologists working in schools could provide targeted support for students to cultivate these qualities, potentially leading to improved academic outcomes. Recognizing the role of spiritual intelligence and positive affectivity in academic engagement underscores the importance of a holistic approach to education, one that attends to the emotional and spiritual dimensions of students' experiences alongside academic achievement.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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Authors' Contributions

All authors equally contributed to this article.

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