

A STUDY OF OPTIMISM OF UNIVERSITY STUDENTS IN RELATION TO THEIR SOCIAL INTELLIGENCE

Authors Name: Rifat Aara

Department of Education & C. S, Punjabi University, Patiala, India

E-Mail Id: karirwali1@gmail.com

DOI Link: <http://doi-ds.org/doi/10.2020-66847546/>

Abstract	<i>The present study was undertaken to study the optimism of university students in relation to their social intelligence. The sample comprised of 200 students of University of Kashmir. The tools used were Optimistic/Pessimistic Attitude Scale (1990) by D. S. Parasor and Social Intelligence Scale (SIS) (1971) developed by N. K. Chadha and Usha Ganeshan. The findings revealed no significant difference in optimism of male and female university students. Moreover, the results showed no significant relationship between the optimism and social intelligence.</i>
Keywords	<i>Optimism, Social Intelligence, University students</i>

INTRODUCTION

Education is the most important medium for all round development of human traits. It provides opportunities to students for intellectual, social and emotional development and enables them to meet their basic needs. Education is perceived as a place where students can develop and nourish their abilities and skills according to their unique needs and potentialities. Optimism is a tendency to expect good things in the future. It is a very important protective factor which plays positive role in development of good mental health and wellbeing. Scheier and Carver (1992) defined optimism as dispositional characteristics or a personality trait comprised of a positive mood or attitude about the future and a tendency to anticipate a favourable outcome to life. Koizumi (1995) considered optimism as a future expectancy of personal life success. Vaughan (2000) considered optimism as a departure from reality or a positive illusory state. Carver and Scheier (2003) contended that optimism is a generalized and diffuse sense of confidence. Ey et al. (2005) opined optimism as a cognitive construct a set of expectations about ones' future that markedly positive and hopeful. Optimism habitually holds positive expectancies for the future, whereas pessimists expect negative outcomes. These expectancies are believed to influence an individuals' affective experience (I.e., negative vs. positive mood state), and are consistently across time and context. Social intelligence is a major building block of developing and maintaining social relationship. Thorndike (1920) explained social intelligence to be a facet of generalized intelligence and defined it as the ability to understand humans and act wisely in human interaction. Chesnokova and Subbotsky (2005) stated that social intelligence is a useful, creative and adaptive capacity. Honeywill (2015) described social intelligence as the capacity to get along with others and navigate complex social relationships and environments. Thorndike (1914) mentioned that intelligence involves three commonly independent abilities: abstract intelligence is the capability to verbal and symbolic thinking, mechanical intelligence is the capacity to effectively control your body and manipulate objects and social intelligence is the capability to talk with people, appreciate and perform in social relations.

REVIEW OF RELATED LITERATURE

Vacek et al. (2010) studied hope, optimism, self-esteem, social support, stress, and indices of subjective well-being (SWB) in 137 low-income, urban, ethnic minority adolescents. Results had shown that hope, optimism, and self-esteem were significant predictors of SWB indices, but stress predicted only one subjective well-being index: negative effect. No moderators of stress and negative affect were identified. Singh and Mishra (2014) studied optimism – pessimism among 220 adolescents from Lucknow city. Findings indicated that there was no significant difference of

optimism & pessimism among adolescents across gender. Jahanara (2017) examined the relationships between hope, optimism and mental health (psychological well-being and psychological distress) among 222 students (132 males and 90 females) at the University of Pune from India. The results showed that optimism and hope were significantly correlated with each other. Optimism was positively related to psychological well-being and negatively related to psychological distress. Also, hope was positively related to psychological well-being. [Rezaei](#) and [Khosroshahi](#) (2018) investigated the relationship between optimism, social intelligence, and positive affect with students' life satisfaction. The sample included 332 students of humanities sciences (213 females and 119 males) from Payame Noor University-Tabriz branch. Findings indicated a positive and meaningful correlation between social information processing, social skills, optimism, positive affect, and life satisfaction. Furthermore, the results showed the direct effect of social information processing and social skills on life satisfaction that later disappeared when optimism and positive affect were introduced in the second step. In the final model, only measures of optimism and positive affect were statistically meaningful. Therefore, social intelligence and positive affect promote (past tense?) life satisfaction in university students. Kardas et al. (2019) studied gratitude, hope, optimism and life satisfaction as predictors of psychological well-being among 510 students from various faculties and departments of four different universities. Findings indicated that all the variables were positively related to each other. Gratitude was determined as the most predictive variable for well-being and it was followed by the variables; hope, optimism, and life satisfaction respectively.

Saxena and Jain (2013) studied social intelligence of 120 undergraduate students in relation to their gender and subject stream. Findings indicated that female student's possessed more social intelligence than male students and analysis of stream indicated that arts students were having greater social intelligence than students of other streams. Singh and Raj (2014) explored the relationship between academic stress and social intelligence among 200 school going adolescents in relation to their social intelligence. The results of the study had shown that there were no significant gender differences with regard to academic stress and social, intelligence among rural and urban adolescents male and female students experienced same amount of academic stress. A significant correlation was found between academic stress and social intelligence of rural and urban adolescents. Kundu et al. (2015) studied adjustment ability among 300 undergraduate students in relation to gender, stream of the study and social intelligence. Findings indicated that there was a significant relationship between social intelligence and adjustment ability, and no difference between male and female as well as science and humanities under graduate students with regards to their adjustment ability. However, adjustment ability differed significantly with differently social intelligent persons.

Baggiyam and Pankajam (2017) explored the relationship between social intelligence and academic achievement of the 300 arts group students at higher secondary level in Coimbatore district. The results had shown that there was a mild positive relationship between social intelligence and academic achievement among the selected arts group students at higher secondary level. Rathod (2017) studied social intelligence and personality among 100 adolescents (50 boys and 50 girls) in the Rajkot city. Findings indicated significant differences between the mean scores of two groups in social intelligence. There was significant difference between the mean scores of two groups in personality. Also the social intelligence was positively related with personality. Malik et al. (2018) explored the development of social intelligence during university years among 560 University students. Results had shown that overall the development of social intelligence during university years was at good rate and statistically significant. The urban and rural backgrounds students and boarder and day scholar students reported equal level of social intelligence, whereas male students reported higher level of social intelligence than the female students.

OBJECTIVES

Following were the objectives of the study.

To study the optimism of the university students.

To study the optimism of the university students in relation to their gender.

To study the relationship between optimism and social intelligence among university students.

HYPOTHESIS OF THE STUDY

There is no significant difference in optimism of male and female university students.

There is no significant relationship between optimism and social intelligence among university students.

DELIMITATION OF THE STUDY

The study was delimited to the students studying in University of Kashmir, Jammu & Kashmir.

RESEARCH METHOD

A descriptive survey method was used to collect data regarding optimism of students in relation to their social intelligence.

SAMPLE

The sample comprised of 200 students (100 boys and 100 girls) from university of Kashmir, Jammu & Kashmir, India.

RESEARCH TOOLS

In order to collect the data for the present investigation, following tools were selected and employed by the investigator.

Optimistic/Pessimistic Attitude Scale (1990) developed by D. S. Parasor.

Social Intelligence Scale (SIS) (1971) developed by N. K. Chadha and Usha Ganeshan.

ADMINISTRATION OF TOOLS

While administering the different tools to the students, the purpose of collecting the data was explained to them. Proper instructions were given to the subjects in detail. Then they were instructed to answer all the items of the respective tools.

RESULTS

The first objective of the present study was to determine the optimism of university students. Results have revealed that 55 (27.5%) university students lie above that class interval in which the mean lies. Whereas the score of 55 (27.5%) university students lie below that class interval in which mean lies. The score of 90 (45%) cases lie in the class interval in which mean lies. The mean score turned out to be 24.62 (3.75), median is 24.5 and mode is 24.26.

COMPARISON OF OPTIMISM OF UNIVERSITY STUDENTS IN RELATION TO THEIR GENDER

The second objective was to study the optimism of the university students in relation to their gender. Data related to this objective was analyzed using t-test. The results are given in Table1:

Table 1: Significance of Difference in Optimism of University Students in terms of Gender

Gender	N	Mean	SD	t-value
Male	100	24.74	3.13	0.15 ^{NS}
Female	100	24.90	4.20	

NS: Not significant at 0.05 level.

RELATIONSHIP BETWEEN OPTIMISM AND SOCIAL INTELLIGENCE OF UNIVERSITY STUDENTS

Relationship between optimism and social intelligence of university students was explored by using

Pearson's coefficient of correlation. The value of coefficient of correlation(r) revealing the relationship of social intelligence of university students has been shown in table 2:

Table 2: Relationship between optimism and social intelligence of University Students

Variable	N	Coefficient of Correlation
Optimism/ Social Intelligence	200	-0.01

NS: Not significant at 0.05 levels.

The table 2 revealed that co-efficient of correlation of the optimism of university students with social intelligence is -0.01 which is not significant at 0.05 levels. It indicates that there is no significant relationship between optimism and social intelligence of university students. Thus the hypothesis that there is no significant relationship between optimism and social intelligence of university students stands accepted.

CONCLUSION

Majority of university students had optimism below average. There was no significant difference in optimism of male and female university students. Furthermore, there were no significant relationship between optimism and social intelligence of university students. So the students should be provided counseling sessions for stress management in order to reduce its impact on optimism of students. Teachers can make use of various teaching techniques and strategies to improve optimism of students. The present study may help the parents and teachers encourage students to increase their optimism and to provide the needed guidance.

REFERENCES

1. Baggiyam, N. D and Pankajam, R. (2017). Social intelligence in relation to academic achievement. *International Journal of Research- Granthaalayah*, 5(3) SE, 18-22.
2. Carver, C.S., and Scheier, M. (2003). Optimism. In S. J. Lopez and C.R. Snyder (Eds.) *Positive Psychological Assessment: A Handbook of Models and Measures*. (pp.76-89). Washington, D.C.: American Psychological Association.
3. Chesnokova, O., and Subbostsky, E. (2005). Cunning and social intelligence in children: If you're so clever why aren't you cunning? Retrieved from <http://www.lancs.ac.uk/staff/chesnoko/Cunning.pdf>.
4. Ey, S., Hadley, W., Nuttbrock A., Palmer, S., Klosky, J., Deptula, D., Thomas, J., and Cohen, R. (2005). A new measure of children's optimism and pessimism: the youth life orientation test. *Journal of Child Psychology and Psychiatry*, 46 (5), 548-558.
5. Honeywill, R. (2015). *The Man Problem: destructive masculinity in Western culture*, Palgrave Macmillan, New York.
6. Jahanara, M. (2017). Optimism, hope and mental health: Optimism, hope, psychological well-being and psychological distress among students, University of Pune. *International Journal of Psychological and Behavioral Sciences*, 11(8), 452-455.
7. Kardas, F., Cam, Z., Eskisu, M., and Gelibolu, S. (2019). Gratitude, hope, optimism and life satisfaction as predictors of psychological well-being. *Eurasian Journal of Educational Research*, 82, 81-100.
8. Koizumi, R. (1995). Feelings of optimism and pessimism in Japanese students' transition to junior high school. *Journal of Early Adolescence*, 15(4), 412-428.
9. Kundu, M., Saha, B., and Mondal, B. C. (2015). Adjustment of undergraduate students in relation to their social intelligence. *American Journal of Educational Research*, 3(11), 1198-1201.
10. Malik, M. A., Siddique, F., and Hussain, S. N. (2018). Exploring the development of social intelligence of students during university years. *Pakistan Journal of Education*, 35(1), 43-58.

11. Rathod, S. K. (2017). A study of social intelligence and personality among adolescence. *IOSR Journal of Nursing and Health Science*, 6(5), 36-39.
12. [Rezaei, A.](#), and [Khosroshahi, J. B.](#) (2018). Optimism, social intelligence and positive affect as predictors of university students' life satisfaction, [European Journal of Mental Health](#), 13(2), 150-162.
13. Saxena, S., and Jain, R. K. (2013). Social intelligence of undergraduate students in relation to their gender and subject stream. *IOSR Journal of Research and Method in Education*, 1(1), 01-04.
14. Scheier, M. F., and Carver, C. S. (1992). Effects of optimism on psychological and physical well-being: Theoretical overview and empirical update. *Cognitive Therapy and Research*, 16, 201-228.
15. Sedikides, C., and Gress, A. P. (2003). Portraits of the self. In M. A. Hogg & J. Cooper (Eds.), *Sage Handbook of social psychology* (pp. 110-138). London, United Kingdom: Sage.
16. Singh, R., and Raj, A. (2014). Academic stress among school going adolescents in relation to their social intelligence. *Indian Streams Research Journal*, 3(2), 1-6.
17. Singh, S., and Mishra, S. (2014). Optimism – pessimism among adolescents – A gender based study. *International Journal of Science and Research (IJSR)*, 3(6), 1530-1532.
18. Thorndike, E. L. (1914). *Educational psychology: Mental work and fatigue and individual differences and their causes*. New York: Teachers College Press, vol. 3
19. Thorndike, E.L. (1920). Intelligence and its use. *Harper's Magazine*, 140, 227-235.
20. Vacek, K. R., Coyle, L. D., and Vera, E. M. (2010). Stress, self-esteem, hope, optimism, and well-being in urban, ethnic minority adolescents. [Journal of multicultural counseling and development](#), 38(2), 99-111.
21. Vaughan, S. C. (2000). *Half Empty Half Full: Understanding the Psychological Roots of Optimism*. New York: Harcourt Inc.
22. Yadav, P., and Iqbal, N. (2009). Impact of life skill training on self-esteem, adjustment and empathy among adolescents. *Journal of the Indian Academy of Applied Psychology*, 35, 61-70.