

GOLDEN RESEARCH THOUGHTS

OPTIMISTIC ATTITUDE, EMOTIONAL INTELLIGENCE AND ANXIETY AMONG COLLEGE STUDENTS.



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Abstract :

The study aimed at studying the differences in optimistic attitude, Emotional Intelligence and anxiety among Male and Female college students. A sample consists of 100 (50 male and 50 female) was collected from Ahmednagar city. The age group of Sample was 19 to 25 years. Optimistic-pessimistic attitude scale by Parashar (1992), Emotional intelligence Scale by Hyde, Pethe & Dhar (1991), and Anxiety scale by Sinha (2007) were used for data collection. Personal datasheet was also used for controlling the demographic variable of the respondents. For studying the differences in optimistic attitude, Emotional Intelligence and anxiety among Male and Female college students parametric test 't' test was used. The 't' value for optimistic attitude, emotional intelligence and anxiety was 3.41, 8.73, and 4.61 respectively. These values were significant at 0.01 level. The mean difference in optimistic attitude, Emotional Intelligence and anxiety among Male and Female college students was significant. The correlation between optimistic attitude and emotional intelligence was found positive whereas for optimistic attitude and anxiety it was found negative. (0.46, -0.28, -0.61, 0.36, -0.33, -0.49). The association between Anxiety and emotional intelligence was found negative. The correlation between optimistic attitude, emotional intelligence, and anxiety was found to be significant. The results were discussed in the light of relevant research.

Keywords: Optimistic Attitude, Emotional Intelligence, Anxiety.

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INTRODUCTION

❖PRESENT STUDY

The student's attitude toward success depends upon emotional intelligence and anxiety they face in day to day life. Present study explores the role of optimistic attitude, emotional intelligence and anxiety among male and female college students. In the present era students are more courageous and information seekers. They are goal oriented. They have to engage in study with more attentively. They have to develop interpersonal relations to cope with the demands of the group. Positive and negative expectations regarding the future are important for understanding the vulnerability to life problems or mental disorders, in particular mood disorders. Recent studies have found an inverse correlation between optimism and anxiety and emotional intelligence on. Emotional intelligence is very helpful in this condition for maintaining and establishing relations and showing prosocial behavior with group. Many researches in the area of positive psychology show that there is association between emotional intelligence and anxiety.

❖SIGNIFICANCE OF THE STUDY

According to French (1941) people who are high in religious, godious, astik tendency believe in luck, are pessimistic attitude. According to Dexter (1941). Introverts are pessimistic while extraverts are optimistic. According to Allport G. W. (1946) introverts are of submissive and pessimistic attitudes. Optimist is the person one who is disposed for the best. An optimistic thinking style in the present time increases our resilience power, maintain hope for the best and improve our chance for the success. On the other hand, pessimism leads to make us more anxious, depressed and hopeless. Optimistic person have an ability to maintain balance in difficult situation such as in anxiety and depression. Pessimist tends to see bad events as inevitable, as some permanent reflection of the environment on themselves. Optimist on the other hand, tends to see bad situations as temporary and specific something they can address. They can take responsibility for their own poor behavior. They will not however blame themselves as a whole. Pessimist is more realistic about their flows. (Martin Seligman 1991).

Scheier and Carver (1985) concluded that Optimistic individuals are positive about events in daily life. In the research carried out regarding this perspective, positive correlations have been found between optimism and physical/mental health and well-being. Optimistic peoples tend to have more frequently protective attitudes are more resilient to stress and are inclined to use more appropriate coping strategies. According to Peterson and Seligman (1987) Optimists believe that positive events are more stable and frequent than negative ones. They think that they can avoid problems in daily life and prevent them from happening, and therefore they cope with stressful situations more successfully than pessimists. Salovey et al., (1999) claim that individuals "who can regulate their emotional states are healthier because they accurately perceive and appraise their emotional states, know how and when to express their feelings, and can effectively regulate their mood states". Academic reasons like enormous syllabus, the difficulty of the curriculum, long studying hours, and emotional factors like lack of peer support, competitive environment, rigid authoritative and, lack of recreational activities, staying away from home, financial problems, uncertain future, cultural and minority issues, mismatch between capability and expectation are some reasons of stress and anxiety among college students (Wolf, 1994; Supe, 1998; Foster & Spencer, 2003; Schneider, 2007).

❖PROBLEM

To study Optimistic attitude, Emotional Intelligence and Anxiety among college students.

❖REVIEW OF LIETERATURE

Academic achievement could be enhanced by manipulating the levels of anxiety, emotional maturity and social maturity and anxiety showed negative relationship with academic achievement (Singh Surjit, 2013). Boys and girls as well as rural and urban students differed significantly on the basis of their anxiety (Singh Surjit, 2013).

Sultania, MK., Rekha Kuman and Annapurna Kumari (2009) conducted a study on the level of Anxiety, Hostility and Depression among postgraduate students. Anxiety scale, Hostility and Depression scale were administered on 100 male and 100 female college students to examine whether the two groups differ in respect of their mean score on Anxiety, Hostility and Depression. As a result females were found to be significantly higher on these variables than their male counterparts.

Singh Indoo & Jha Ajeya (2013) investigated the relationship between Anxiety, Optimism and Academic Achievement among college Students. Results revealed that anxiety had a significant negative relationship with optimism and academic achievement, whereas a significant positive relationship was found between optimism and academic achievement.

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❖ OBJECTIVES:

1. To study the differences in optimistic attitude, emotional intelligence, and anxiety among male and female college students.
2. To study the association between optimistic attitude, emotional intelligence, and anxiety of male and female college students.

❖ HYPOTHESES:

1. There would be significant difference among male and female college students with respect to optimistic attitude.
2. There would be significant difference male and female college students with respect to Emotional intelligence.
3. There would be significant difference among male and female college students with respect to Anxiety.
4. Optimistic attitude would be positively correlated to emotional intelligence.
5. Anxiety would be negatively correlated to optimistic attitude and emotional intelligence

❖ METHODOLOGY:

❖ Sample:

Sample consists of a subset of population selected to participate in a research study. In this study the total sample consists of 100. The sample was categorized into two groups on the basis of gender male and female college students. In each group 50 samples were taken. Age group of sample was 18 to 25 years. Samples were selected using purposive sampling technique.

❖ Variables:

Independent variable:

Gender: Male
Female

Dependent variable:

Optimistic-pessimistic attitude, Emotional Intelligence, and Anxiety

Control variable: Age, Living status: Urban

❖ Tools

1. Optimistic-Pessimistic Attitude Scale by Parashar (1998):

The optimistic-pessimistic attitude scale constructed by Parashar. It contains 40 items. This scale contains 20 items of optimistic attitude and 20 items of pessimistic attitude. Respondents have to respond on two response categories like Agree or Disagree. High score denotes optimistic attitude. Reliability of the scale is assessed by using K.R. formula and test retest. 0.62 and 0.84 respectively. Validity is assessed by using construct validity and face validity 0.71 and 0.77 respectively.

2. Emotional intelligence Scale by Hyde, Pethe & Dhar (2001)

Emotional intelligence Scale was developed by Hyde, Pethe & Dhar. It has Indian norms. It consists 38 items. It has 10 factors namely self-awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-development, Commitment, and Altruistic behavior. Respondent have to give their responses on five point scale from Strongly Agree to Strongly Disagree. Each item should be scored 5 for Strongly Agree To 1 for Strongly Disagree. The total score on the scale is measure of emotional intelligence of the respondent. The reliability of the scale was computed using split half method. The reliability coefficient was 0.88. the scale has high validity of 0.93.

3. Sinha's anxiety scale (2007)

This scale is constructed and standardized on Indian population s by A. Sinha and L. Sinha (2007), was used to measure anxiety among the students. The internal consistency reliability of the scale is 0.92 and the validity is 0.62. The test consists of total 100 items with response pattern of "Yes" or "No". The coefficient of reliability was determined by using the product moment correlation was 0.85 and by using Spearman Brown formula was 0.92. Both the values ensure a high reliability of the test. The coefficient of validity was 0.62, which is significant beyond 0.01 level of confidence.

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❖ Procedure:

Sample consisted of total 100 respondent's 50 male and 50 female college students from arts faculty. Sample was collected from Ahmednagar city. The age group of sample was 18 to 25 yrs. All the respondents/ participants were told that their responses were kept confidential and they were appealed to report their responses truthfully and honestly. They were asked to follow the instructions given on the questionnaire. The same procedure used for all the tests. The data were collected for statistical analysis. Statistical analysis was done with the help of computer

❖ Statistical Analysis

- ◆ The differences in Optimistic attitude, Emotional Intelligence and Anxiety among college students will be assessed by using parametric statistics. 't' test.
- ◆ The correlation between Optimistic attitude, Emotional Intelligence and Anxiety among college students will be assessed by using Pearson's 'r' product moment correlation.

❖ ANALYSIS OF DATA AND INTERPRETATION OF RESULTS:

TABLE 1: Comparison of Optimistic Attitude, Emotional Intelligence and Anxiety among Male and Female College Students

Variable	Male (N=50)			Female (N=50)			t
	Mean	SD	SEM	Mean	SD	SEM	
Optimistic Attitude	29.38	2.24	0.367	31.04	2.59	0.318	3.41**
Emotional Intelligence	121.28	13.28	1.879	141.32	9.18	1.29	8.73**
Anxiety	23.18	12.72	1.80	36.96	16.84	2.38	4.61**

* t value is significant at 0.05 level

** t value is significant at 0.01 level

The above Table shows the comparison on optimistic-pessimistic attitude, emotional intelligence, and anxiety among male and female college students. Obtained t values for optimistic-pessimistic attitude, emotional intelligence, and anxiety were 3.41, 8.73, and 4.61 respectively. Obtained t values were significant at 0.01 level. Females scored higher on optimistic attitude, emotional intelligence, and anxiety than males. Therefore the stated hypothesis there would be significant differences, on optimistic-pessimistic attitude, emotional intelligence, and anxiety among male and female college students gets accepted.

Table 2: Correlation between Optimistic attitude, Emotional intelligence, and Anxiety among college students

Gender	Variable	Variable	Correlation
Male	Optimistic attitude	Emotional intelligence	0.46**
		Anxiety	-0.28*
	Anxiety	Emotional intelligence	-0.61**
female	Optimistic attitude	Emotional intelligence	0.36**
		Anxiety	-0.33**
	Anxiety	Emotional intelligence	-0.49**

* Correlation is significant at 0.05 level

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** Correlation is significant at 0.01 level.

Table 2 shows the correlation between optimistic attitude, emotional intelligence, and anxiety among male and female College Students. The correlation between optimistic attitude and emotional intelligence was found positive. 0.46, 0.36. For between anxiety and emotional intelligence -0.61, -0.49 and for anxiety and optimistic attitude it was found to -0.28, -0.33 Therefore the stated hypothesis there would be positive correlation between optimistic attitude and emotional intelligence, and negative correlation between anxiety and emotional intelligence and optimistic attitude gets accepted.

CONCLUSION:

The following conclusions drawn on the basis of finding of the present study From the findings it may be concluded that, there exist significant difference on optimistic attitude, emotional intelligence, and anxiety among male and female college students.

- ❖ Females scored higher on optimistic attitude, emotional intelligence, and anxiety than males.
- ❖ Positive association was found between optimistic attitude and emotional intelligence.
- ❖ Negative correlation was found between optimistic attitude and anxiety.
- ❖ Negative correlation was found between anxiety and emotional intelligence.

❖ Limitations:

- ◆ Present study was restricted to male and female college students in Ahmednagar city.
- ◆ Probability sampling technique was not used.
- ◆ Obtained findings cannot be generalized to all age groups.

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