

Emotional Intelligence of Secondary School Students In Relation To Type of School and Optimistic Pessimistic Attitude

Abstract

The aim of this study is to examine the emotional intelligence of secondary school students in relation to optimistic and pessimistic attitude. This study was performed with 400 students studying in secondary schools of Amritsar district. In this study "Optimism and pessimistic attitude Scale" and "Emotional Intelligence Scale" were applied to collect the data. The relation between variables was determined by correlation and two way ANOVA analyses in SPSS. The findings of the present study reveals that there is a positive relationship between attitude (optimistic and pessimistic) and emotional intelligence of secondary school students. It was found that boys of private schools have optimistic attitude in comparison to their counterparts. Further , it was revealed that optimistic boys had higher emotional intelligence as compared to their counterparts.

Keywords: Optimistic, Pessimistic, Emotional Intelligence.

Introduction

Emotion intelligence is the ability of a person to understand his feelings and the feelings of others, to distinguish and use his feelings as guideline in his thinking and his actions (Salovey and Mayer, 1990). It is proposed that individuals with a high level of emotional intelligence can adapt themselves to their current situation and overcome problems more easily by understanding themselves and other's situations better. Therefore, it is thought that individuals with a high level of emotional intelligence feel less stressed when they face stressful situations (Sahin et al. 2009). Emotional intelligence (EI) has been suggested to be an important factor to predict psychological adjustment to life (Salovey & Mayer, 1990). It might be assumed that the way people attend to moods, discriminate between them and regulate emotions would provide insight to individuals about their knowledge of themselves. This emotional knowledge might provide a sense of positive expectancy for future affective events, establishing a conceptual link between emotional intelligence and optimism. It is tentative to think that high or low self-beliefs about one's own emotions and capacity to discriminate and regulate moods might, in part, reflect optimism or pessimism, respectively (Extremera et al.,2007) .

Review of Literature

Optimism is defined as positive feelings, high morale, determination and effective problem solving, academic and professional success, being popular, healthy long life and adopting positive attitudes to overcome trauma and turning them into behaviors (Peterson 2000). Optimist individuals can easily face up to challenges, and they do not care challenges that much (Fellman 2000). Optimism plays an important role in the adjustment to stressful life events (Scheier, Carver, & Bridges, 2001). On the other hand pessimistic attitude denotes a belief that the experienced world is the worst possible. Negative attitude or pessimism is the tendency to emphasize the most unfavourable view of situation or actions. It describes a general belief that things are bad and tend to become worse or that looks to the eventual triumph of evil over good. Students having negative thinking, perform more poorly in school, work, and play, than those who have positive attitude. Pessimists have poorer resistance weaker immune systems, are more susceptible to depression, and age physically faster than the optimists (Clark, 1997). So many studies conducted to find the relationship between Optimistic Pessimistic attitude

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and emotional Emotional Intelligence with different background variables and finding of these studies are not same. Goleman (1995) studied gender difference in emotional intelligence and found that females are more skilled at emotional expression as compared to males. Sahuttler et al. (1998) also conducted study on gender differences in their scoring measure of trait emotional intelligence and result of his study showed that the female scoring on emotional intelligence was higher than males. Mahasneh, Al-Zoubi, Batayeneh (2013) examined the correlation between optimism - pessimism and personality traits (extraversion, introversion, emotional stability and neuroticism). The findings of the study revealed that a significant positive relationship exists between optimism and introversion. Shaheen & Jahan (2014) determined the relationships between optimism and suicidal ideation among adolescent students. The finding of the study revealed that there was significant negative correlation between optimism and suicidal ideation. Parveen, Maqbool, Khan (2016) conducted a study to investigate the relationship between Optimism and Psychological well-being. The findings revealed that that there is significant positive correlation between optimism and psychological well-being and there was insignificant difference between male and female adolescents on optimism and psychological well-being. After reviewing the literature it is seen that optimism influence life satisfaction positively (King and Broyles 1997). Thus there is need to consider psychological state of the children in order to know the ways of improving and enhancing their psychological health. Hence, the study tries to find answers to this questions: -Is there a relation between emotional intelligence and attitude (optimistic-pessimistic) ? Whether with change in attitude, there occurs change in level of emotional intelligence also?

Objectives of the Study

1. To study the relationship between emotional intelligence and optimistic- pessimistic attitude of secondary school students.
2. To study the interaction effect of type of school and gender on emotional intelligence of secondary school students.
3. To study the interaction effect of type of school and optimistic –pessimistic attitude of secondary school students.
4. To study the interaction effect of gender and optimistic –pessimistic attitude of secondary school students

Hypotheses

1. There is no significant relationship between emotional intelligence and optimistic- pessimistic attitude of secondary school students.
2. There is no significant interaction effect of type of school and gender on emotional intelligence of secondary school students.
3. There is no significant interaction effect of type of school and optimistic –pessimistic attitude on emotional intelligence of secondary school students.
4. There is no significant interaction effect of gender and optimistic –pessimistic attitude on emotional intelligence of secondary school students.

Delimitation Of Problem

The study was delimited IXth grade secondary school students of Amritsar District only.

Research Methodology

Sample

In the present study the investigator selected total sample of 400 adolescents from government and private secondary schools of Amritsar district.

Tools Used

The following tools were used for the present study :

1. Optimistic pessimistic attitude scale by Parashar D.S. (1998).
2. Emotional Intelligence inventory by Mangal S.K. (2002).

Statistical Techniques Used

Mean, Standard Deviation, T-Test, correlation, ANOVA were used to analyse the data

Analysis and Interpretation Of Results

Hypothesis I

There is no significant relationship between emotional intelligence and optimistic pessimistic attitude of secondary school students.

With the view to study the relationship between emotional intelligence and optimistic pessimistic attitude of secondary school students, "Pearson product moment coefficient of correlation" was calculated. The results are reported in Table 1.1

Table 1.1

Showing Coefficient of Correlation between Emotional Intelligence and Optimistic Pessimistic Attitude of Secondary School Students

Correlations			
No. of students	Variables	Correlation (r)	Level of significant 0.05
400	Optimistic and pessimistic attitude	.777	.000
	Emotional intelligence		

Correlation is significant at 0.05 level

The table 1.1 shows that the coefficient of correlation of optimistic pessimistic attitude and emotional intelligence .777, which is significant at 0.05 level. Thus it can be concluded that emotional intelligence significantly related with optimistic pessimistic attitude. So null hypothesis," there is no significant relationship between emotional intelligence and optimistic pessimistic attitude of secondary school students." is rejected. It means there is significant relationship between emotional intelligence and optimistic pessimistic attitude of secondary school students.

Since the number of cases in different cells of factorial designs varied in different combinations, it was thought desirable to have equal number of cases in each cell, with varying number in each factorial design (depending upon availability of minimum number of cases in each cell in a particular design). The analysis of variance with n=50 in each cell were carried out in type of school and gender, type of

school and attitude (optimistic-pessimistic), gender and attitude, factorial designs.

Hypothesis II

(a) There is no significant difference in emotional intelligence of government and private secondary school students. The results of this analysis are being reported in Table 1.2

The mean emotional intelligence score of boys and girls of private and government school students along with their SDs in type of school & gender factorial design (2&2) are provided in table 1.2.

Table 1.2
Mean and S.Ds of Emotional Intelligence among Secondary School Students in Gender X Type Of School Factorial Design (N=200)

Gender	Type Of School				Total	
	Private		Govt.		MEAN	S.D
	MEAN	S.D	MEAN	S.D		
Boys	75.00	14.17	69.76	9.63	72.38	11.92
Girls	68.08	8.90	62.38	12.83	65.23	10.86
Total	71.54	11.53	66.07	11.23	68.80	11.39

Table 1.3
Summary of Analysis of Variance (Type of School X Gender: Emotional Intelligence)

Source	Type IV Sum of squares	df	Mean Square	F	Significance
Type of School (A)	1496.04	1	1496.04	11.12	.001
Gender (B)	2556.12	1	2556.12	19.01	.000
Total (AXB)	2.645	1	2.645	.020	.889
Within	8324.10	196	42.47		
Total	30403.3	199			

Significant at 0.05 level

From table 1.3 it can be seen that F-value for type of school (A) is 11.12 which is significant at 0.05 level. It indicates that the mean score of emotional intelligence of government and private secondary school students differ significantly. Thus the null hypothesis that "there is no significant difference in emotional intelligence of government & private secondary school students" is rejected. The mean score of emotional intelligence of private school students is 71.54 which is significantly higher than that of government school students whose mean score of emotional intelligence is 66.07 (vide Table 1.2). It may therefore be said that private school students were found to have higher emotional intelligence from their counterparts.

(b) There is no significant difference in emotional intelligence of boys and girls of secondary schools. The results of this analysis are being reported in Table 1.2

From table 1.3 it can be seen that F-value for gender (A) is 19.01 which is significant. It indicates that the mean score of emotional intelligence of boys and girls of secondary schools differ significantly. Thus the null hypothesis that "there is no significant difference in emotional intelligence of boys and girls of secondary schools" is rejected. The mean score of emotional intelligence of boys of secondary schools is 72.38 which is significantly higher than that of girls of

secondary schools whose mean score of emotional intelligence is 65.23(vide Table 1.2) It may therefore be said that boys were found to have more emotional intelligence than girls.

(c) There is no significant interaction effect of type of school and gender on emotional intelligence of secondary school students. The results of this analysis are being reported in Table 1.3

From table 1.3 it can be seen that F-value for the interaction effect of type of school and gender on emotional intelligence of secondary school students came out to be 0.02 which is insignificant at the 0.05. The insignificant interaction effects are indicative of the fact that the main effects of type of school on emotional intelligence is independent on type of gender. So the hypothesis, "there is no significant interaction effect of type of school and gender on emotional intelligence of secondary school students," is accepted.

Hypothesis III

The mean emotional intelligence score of optimistic and pessimistic students of private and government schools along with their SDs in type of school & attitude (optimistic-pessimistic) factorial design (2&2) are provided in table 1.4.

Table 1.4
Mean And S.Ds of Emotional Intelligence Among Secondary School Students In Attitude (Optimistic-Pessimistic)X Type of School Factorial Design (N=200)

Attitude	Type of School				Total	
	Govt.		Private		MEAN	S.D
	MEAN	S.D	MEAN	S.D		
Optimistic	75.76	7.19	82.12	7.81	78.94	8.13
Pessimistic	56.38	6.46	60.96	3.88	58.67	5.78
Total	66.07	11.88	71.54	12.27	68.80	12.36

Table 1.5
Summary of Analysis of Variance (Type of School X Optimistic Pessimistic Attitude) on Emotional Intelligence

Source	Type III Sum of squares	df	Mean Square	F	Significance
Type of School (A)	1496.04	1	1496.04	35.22	.000
Optimistic and pessimistic (B)	20543.64	1	20543.64	483.72	.000
Total A x B	39.60	1	39.60	.93	0.33
Within	8324.10	196	42.47		
Total;	30403.39	199			

Level of significance 0.05

(a) "There is no significant difference in emotional intelligence of optimistic and pessimistic secondary school students". The results of this analysis are being reported in Table 1.5

From table 1.5 it can be seen that F-value for the main effect of attitude (optimistic-pessimistic) (B) on emotional intelligence of secondary school students came out to be 483.72 which is significant at the 0.05 level of significance. It indicates that secondary school students differ significantly on emotional intelligence across optimistic pessimistic attitude. So the hypothesis "There is no significant difference in emotional intelligence of optimistic and pessimistic secondary school students" is rejected. The mean score of emotional intelligence of optimistic students is 78.94 which is significantly higher than that of pessimistic students whose mean score of emotional intelligence is 58.67(vide Table 1.4).) It may therefore be said that optimistic students have higher emotional intelligence than their counterparts.

(b) "There is no significant interaction effect of type of school and Optimistic and pessimistic attitude

on emotional intelligence of secondary school students". The results of this analysis are being reported in Table 1.5

From table 1.5 it can be seen that F-value for the interaction effect of type of school and attitude (optimistic-pessimistic) on emotional intelligence of secondary school students came out to be 0.93 which is insignificant at the 0.05. This indicates that main effects of type of school is independent of type of attitude (optimistic- pessimistic) to explain emotional intelligence of secondary school students. Thus it can be concluded that secondary school students did not differ significantly in their emotional intelligence across govt. and private type of school irrespective of the type of attitude (optimistic-pessimistic)

Hypothesis IV

The mean emotional intelligence score of optimistic and pessimistic boys and girls of secondary schools along with their SDs in gender (boys and girls) & attitude (optimistic-pessimistic) factorial design (2&2) are provided in table 1.6.

Table 1.6
Mean And S.Ds of Emotional Intelligence Among Secondary School Students In Attitude (Optimistic-Pessimistic) X Gender Factorial Design (N=200)

Attitude	Gender				Total	
	BOYS		GIRLS		MEAN	S.D
	MEAN	S.D	MEAN	S.D		
Optimistic	83.36	7.05	74.52	6.63	78.94	8.13
Pessimistic	61.40	3.46	55.94	6.35	58.67	5.78
Total	72.38	12.34	65.23	11.35	68.80	6.95

Table 1.7
Summary of Analysis of Variance (Gender X Optimistic Pessimistic Attitude) on Emotional Intelligence

Source	Type III Sum of squares	df	Mean Square	F	Significance
Gender (A)	2556.12	1	2556.12	562.30	.000
Optimistic and pessimistic (B)	20543.64	1	20543.64	69.96	.000
(A x B)	142.80	1	142.80	3.90	.049
Within	7160.82	196	36.53		
Total	30403.39	199			

Level of significance 0.05

- (a) "There is no significant interaction effect of gender and Optimistic and pessimistic attitude on emotional intelligence of secondary school students". The results of this analysis are being reported in Table 1.7

From table 1.7 it can be seen that F-value for the interaction effect of type of school and attitude (optimistic-pessimistic) on emotional intelligence of secondary school students came out to be 3.90 which is significant at the 0.05.

It indicates that boys and girls of different attitude (optimistic-pessimistic) have different emotional intelligence. So the hypothesis "there is no significant interaction effect of type of school and gender on emotional intelligence of secondary school students" is rejected.

The significant main effects of gender and attitude (optimistic- pessimistic) along with their interaction effect are indicative of the fact that the main effects of attitude (optimistic-pessimistic) on emotional intelligence (optimistic students being significantly higher than pessimistic students) (78.94 vs 58.67) is dependent upon type of gender. So the hypothesis "there is no significant interaction effect of type of school and Optimistic and pessimistic on emotional intelligence of secondary school students" is rejected. It may therefore be said that optimistic boys have higher emotional intelligence (83.36) than the optimistic girls (74.52)(vide table 1.6)

Conclusion

1. Emotional intelligence is positively and significantly related to attitude (optimistic and pessimistic) of secondary school students.
2. Private school students have higher emotional intelligence than government school students.
3. Boys have more emotional intelligence as compared to girls of secondary school.
4. Optimistic students of secondary schools have more emotional intelligence than pessimistic students.
5. Emotional intelligence is dependent upon type of school, type of gender and attitude.
6. Emotional intelligence is independent upon the interaction of type of school and attitude (optimistic and pessimistic).

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