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STUDY OF OPTIMISTIC-PESSIMISTIC ATTITUDE OF SENIOR SECONDARY SCHOOL STUDENT IN RELATION TO GENDER AND EMOTIONAL INTELLIGENCE

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Abstract:-The main objective of the study was to study the Optimistic-Pessimistic attitude in relation to Emotional Intelligence of senior secondary school students. The main research instruments employed for the present study were Optimistic-Pessimistic Attitude Scale standardized by Parashar D. S. and Mangal Emotional Intelligence Inventory standardized by MANGAL S.K. Descriptive research design was adopted. The sample consisted of 100 senior secondary school students selected randomly from Sonipat District of Haryana. The sample was further equally categorized between male and female students. Results revealed that there exists significant difference between male and female students regarding Optimistic-Pessimistic attitude. Female students show high optimistic attitude than male students. But as far as the emotional intelligence is concern, no significant difference was found. Further the results indicated that both the variables (optimistic-pessimistic attitude and Emotional Intelligence) positively correlated with each other's but this correlation was not significant.

Keywords: Optimistic- Pessimistic Attitude emotional intelligence,

INTRODUCTION

Attitude of humans is generally expressed as positive or negative and that is often denoted by the terms optimistic or pessimistic, respectively. An optimistic person has positive goals and positive outlook towards life and one who accepts the change. Optimistic attitude means positivity in the thinking of an individual. There are various personal and social outcomes of optimistic approach, which may include more achievement in any task and goal, higher level of Life Satisfaction, better health, more friends, and feeling of control over life, easier to make decisions. Optimism plays an important role in the adjustment to stressful life events (Scheier, Carver, & Bridges, 2001). The concept is typically extended to include the attitude of hope for future conditions unfolding as optimal as well.

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. Pessimistic 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,

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are more susceptible to depression, and age physically faster than the optimists (Clark & Min, 1997). Optimists use different coping strategies to cope than do pessimists and that these coping differences contribute to the positive association between optimism and better adjustment and well being (Carver, Scheier, & Weintraub, 1989). Person having pessimistic attitude were reported to have felt more depression than the respondent having optimistic attitude. Optimists possess more extensive and supportive social networks, and report longer friendship than do pessimists and social networks influence psychological well-being by operating as a stress buffer (Cohen & Wills, 1985). In order to achieve success in life one should have optimistic attitude than pessimistic attitude. Optimistic attitudes can make anyone more stronger where as pessimistic attitudes are exhausting. Greater optimism has been found to be associated with less mood disturbance in response to a variety of stressors (Carver et al., 1993; Scheier et al., 1989).

The ability to recognise and manage one's emotion is a skill that has to be developed, used and honed throughout one's life time. Emotional intelligence is a type of social intelligence, which involves the capacity for recognising one's own feelings and those of others for motivating and managing emotions well in oneself and in one's relationships. It is the ability to identify, assess and control the emotions of oneself, of others, and of groups. This perspective is based on the hypothesis that people who are capable of expressing and understanding emotions, assigning meaning to emotional experience, and regulating their feelings will be better adjusted, psychologically and socially (Ciarrochi et al. 2001). Peter Salovey and John D. Mayer (1993) have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence,"

Emotional Intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information connection and influence (Cooper and Sawaf, 1997). It is the ability to embrace the power of emotions intelligently. The concept of emotional intelligence was popularised by Daniel Goleman. Goleman, (1995) explained the basic concept of emotional intelligence. Goleman, (1998) defined it as the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships. The four major clusters of emotional intelligence as identified by Goleman (2002) are self-awareness, self-management, social awareness and relationship management. Emotional Intelligence refers to an array of non-cognitive

JUSTIFICATION OF THE STUDY:

It is well known that in order to develop positive/optimistic attitude towards life, an individual requires a secure emotional base from where to explore and experience the world. The Optimistic and pessimistic attitude influenced the personality of an individual. There are several factors which influence this attitude. Emotional intelligence is one of these factors. The present study aimed at to discover the relation of emotional intelligence on the optimistic and pessimistic attitude of students.

STATEMENT OF THE PROBLEM:

"Study Of Optimistic-Pessimistic Attitude Of Senior Secondary School Student In Relation To Gender And Emotional Intelligence"

OBJECTIVES OF STUDY:

- 1-To compare the optimistic-pessimistic attitude of female and male senior secondary school students.
- 2-To compare the emotional intelligence of female and male senior secondary school students.
- 3- To study the relationship between emotional intelligence and optimistic-pessimistic attitude of female senior secondary school students
- 4-To study the relationship between emotional intelligence and optimistic-pessimistic attitude of

male senior secondary school student

HYPOTHESES OF STUDY:

- 1-There is no significant difference between female and male students regarding optimistic-pessimistic attitude.
- 2-There is no significant difference between female and male students regarding emotional intelligence
- 3-There is no significant relationship between optimistic- pessimistic attitude and emotional intelligence of female senior secondary school students.
- 4-There is no significant relationship between optimistic- pessimistic attitude and emotional intelligence of male senior secondary school students.

METHODOLOGY

In the present study descriptive survey method was employed in ordered to know Emotional Intelligence and Optimistic-Pessimistic attitude of senior secondary school students. Relationship between these variables was calculated by Pearson's Product Moment Method of correlation. In ordered to know the significant difference between the mean scores of both variables, the statistical technique 't'-ratio was employed.

TOOLS USED:

The main research instruments employed for the present study were Optimistic-Pessimistic Attitude Scale (1998) standardized by Parashar D. S. and Mangal Emotional Intelligence Inventory developed by MANGAL S.K.

Optimistic- Pessimistic Attitude Scale consists of 40 statements in total out of which 20 statements are related to optimism and 20 statements to pessimism. These statements demand response of the respondents in terms of agreed or not agreed. The scale is meant for adolescents and adults aging from 13 to 25 years.

Emotional intelligence inventory has been designed to measurement the emotional intelligence in respect of four areas or aspects of emotional intelligence namely. Intra -personal awareness (knowing about one's own emotions). Inter-personal awareness (knowing about others own emotions). Intra-personal management (managing one's own emotions) and Inter-personal management (managing others own emotions) respectively. It has 100 items 25 each from the four areas to be measured as yes or no.

SAMPLE

In the present study the investigator selected total sample of 100 adolescents from senior secondary schools situated in Sonipat District of Haryana. The study was further equally balanced between 50 Male and 50 Female students. The sample has been selected randomly.

DATA ANALYSIS AND INTERPRETATION

The response received was analyzed in the light of objectives.

Table 1:Shows the Mean, S.D. and t- ratio for testing the significant difference between female and male optimistic-pessimistic attitude

Optimistic-Pessimistic attitude	N	M	S.D	S.Ed.	t- value	Level of significance
Female students	50	26.02	3.43	0.85	2.28	Sig.
Male students	50	24.08	4.93			

Table-1 shows that mean scores of optimistic-pessimistic attitude of female students and

male students are 26.02 and 24.08 respectively, SD's are 3.43 and 4.93 respectively, t-ratio comes out to be 2.28 which is significant at 0.05 level of significance. Hence there exists a significant difference in mean scores of optimistic- pessimistic attitude of female and male students. Female students are more optimistic than male students. Hence hypothesis-1 stating, "There is no significant difference between female and male students regarding optimistic-pessimistic attitude" is rejected.

Table 2:Shows the Mean, S.D.and t- ratio for testing the significant difference between female and male emotional intelligence

Emotional intelligence	N	M	S.D	S.Ed.	T	Level of significance .05
Female	50	54.50	5.36	1.25	1.04	Not Sig.
Male	50	53.20	7.06			

Table 2 shows that there is no significant differences between the female and male senior secondary school students regarding emotional intelligence as the obtained t-value (1.04) is not significant at 0.05 level of significance. The mean values of female and male students on emotional intelligence are 54.50 and 53.20 respectively. It reveals that female students are better regarding emotional intelligence but the difference is not significant. Hence the hypotheses-2, i.e., "There is no significant difference between female and male students regarding emotional intelligence." is accepted.

Table 3:Coefficient of correlation between optimistic-pessimistic attitude and emotional intelligence of female senior secondary school students.

No. of students	Variables	Correlation (r)	Level of significant 0.05
50	Optimistic - Pessimistic	0.21	Not significant
	Emotional Intelligence		

It is observed from table-3 that the coefficient of correlation between optimistic-pessimistic attitude and emotional intelligence is 0.21 which is not significant at 0.05 level of significance. Thus hypothesis-3 "There is no significant relationship between optimistic-pessimistic attitude and emotional intelligence of female senior secondary school students" is accepted. Result reveals that optimistic- pessimistic attitude and emotional intelligence of female students is positively correlated but not significant.

**Table 4
Coefficient of correlation between optimistic-pessimistic attitude and emotional intelligence of male senior secondary school students.**

No. of students	Variable	Correlation (r)	Level of significant 0.05
50	Optimistic - Pessimistic	0.19	Not significant
	Emotional Intelligence		

In reference to the male senior secondary school students, the coefficient of correlation between optimistic- pessimistic attitude and emotional intelligence is 0.19. It is inferred that in this

case optimistic- pessimistic attitude and emotional intelligence is positively but not significantly correlated to each other. So the hypothesis-4, "There is no significant relationship between optimistic-pessimistic attitude and emotional intelligence of male senior secondary school students" is accepted.

CONCLUSION

It is concluded that there is significant difference between optimistic-pessimistic Attitude of female and male students. Female students are better on optimistic-pessimistic Attitude. This finding is in support to Boman's (2001) who reported that compared to the boys, girls tend to exhibit significantly higher levels of optimism. However, few years later Jacobsen (2008) contradicted his finding by reporting that men are more optimistic than women over time and across countries. Hence, no conclusion can be drawn on this issue. As far as the finding of the present study is concerned, it may be said that over the years with the increasing education in India discrimination on the basis of gender is diminishing. All the adolescents, irrespective of their gender are provided an equal enriching environment, which has inculcated an equally optimistic attitude among them. As far as the emotional intelligence is concerned, there is no significant difference between mean scores of female and male students. Both are at equal level. Emotional Intelligence of senior secondary school students are positively correlated with optimistic-pessimistic attitude of female and male students. These two variables are positively correlated. It means both variables are directly proportional to each other. It means optimistic-pessimistic attitude affect the Emotional Intelligence of students. But this correlation is not significant.

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