



Optimism And Resilience Among Students

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Article History	Abstract
<p>Received: 1-Nov-2023 Revised: 25-Nov-2023 Accepted: 20-Dec-2023</p>	<p>This research intends to evaluate the association between optimism and resilience and the influence of gender on Resilience and optimism among university students. For this goal following tools were used: Life Orientation Test- updated for Optimism and Brief Resilience Scale for resilience. A sample of 100 college-going kids was collected. Correlation and t-tests were the approaches employed for Data Analysis. It was revealed that there is a small but positive association between Optimism and Resilience and Gender has no effect on optimism or resilience.</p>
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Introduction

Optimism:

Optimism is a mental state defined by an optimistic view of current and future situations. Optimism is the amount to which people anticipate favorable outcomes to happen in the future and expect unwanted events not to happen. It helps calm people's anxieties and uncertainties in challenging circumstances and inspires continuing strive toward objectives (Bailis & Chipperfield, 2012). Cranny et al. used the word happiness to refer to optimism. Scheier and Carver defined optimism as a collection of broad optimistic outcome expectations. According to their view, persons who normally assume that things will go their way and feel that they will have more positive outcomes than negative, ones are dispositional optimistic. Carver, Scheier, and Segerstrom (2010) defined optimism as the propensity to anticipate good results in the future and perceive things in a positive perspective, and pessimism as the tendency to predict bad outcomes and to view things in a negative light. Optimists are individuals who anticipate good things to happen to them, whereas pessimists are persons who expect negative things to happen to them (Scheier and Carver, 1987). Recent psychological research reveals that optimism is a coping technique that decreases stress in life (Hanssen et al., 2014), promotes a good way of life and leads to happiness (Conversano et al., 2010). In addition, optimism has a substantial influence on several aspects of life such as education and health (Coelho et al., 2018). Two components describe Optimism: "Learned Optimism" (Peterson & Seligman, 1984) and "dispositional optimism" (Scheier & Carver, 1985). Learned Optimism refers to the belief that humans may adopt and nurture a more positive view toward a stressful occurrence. Seligman's study reveals that optimism is not exclusively a quality one is born with but can be learned and increased via conscious efforts. On the other hand, Scheier and Carver describe dispositional optimism as a person's general expectations or view toward future events. It is considered a steady attribute, demonstrating an individual's persistent inclination to expect good consequences across numerous life circumstances. Optimism may be reasonable as well as ridiculous. Realistic optimism is a balanced and realistic way to look to the future. It requires having a cheerful mindset while still realizing the reality of problems and possible hurdles Unrealistic optimism refers to an extremely upbeat view that goes beyond what is deemed reasonable or sensible conditions. Individuals expressing unrealistic optimism tend to underestimate the frequency of unfavorable occurrences and overestimate the chances of happy results. Overall Optimism implies thinking that beneficial outcomes are not only attainable but also

probable, even in the face of challenges or adversity. Optimistic individuals prefer to concentrate on the good parts of events, have an optimistic mindset, and manage problems with confidence and tenacity.

Resilience:

Resilience is the power to “bounce back” from adversity, disagreement, failure, or even good occurrences, progress, and more responsibility. Being resilient is a dynamic process influenced by a myriad of components including genetics, environment, and life experiences rather than a static attribute. It comprises more than simply persistence; it's the capacity to evolve and learn from difficulty, converting challenges into opportunities for personal progress. As described by Luthans (2002) Resilience is “the developable capacity to rebound or bounce back from adversity, conflict, and failure or even positive events, progress, and increased responsibility”. Literature also suggests that resilience may be inculcated via practice and training (Bonanno, 2005, Masten, 2001 Masten & Reed 2002). Resilience is not a characteristic that individuals either have or do not have. Resilience encompasses attitudes, ideas, and actions that may be learned and developed by anybody. Resilience is substantially impacted by a person's surroundings. Kumpfer (1999) presents a paradigm for identifying and controlling the elements impacting resilience. Her approach includes six essential components: stressors, environmental contexts, personal environment transaction process, internal resiliency factors, resilience process, and adaptation and re-integration. These components include Stressors, Environmental Contexts, Person-Environment Transaction Process, Internal Resiliency factors, Adaptation and reintegration.

Fundamentally, resilience is the development of coping abilities that allow individuals to confront and overcome adversity. Because resilience is adaptive, individuals may utilize it to their advantage to create a healthy attitude, find purpose in life, and harness their inner force.

Rationale of the study: The stress experienced by university students is a serious and well-documented topic. Their worry is produced by numerous causes, including social challenges, financial worries, academic expectations, and future uncertainty. It may be fairly hard to make the transfer from high school to college because of the larger workloads, more demanding curriculum, and increased independence needs. Stress over time management, examinations, assignments, and creating a balance between their personal and academic life is another typical concern among students. Additionally, the weight of financial stress could be raised by living costs, student loans, or tuition fees.

Furthermore, transitioning to university life's social scene could be tough. Students may have issues transitioning to a new location, developing new acquaintances, and handling problems with loneliness, relationships, and peer pressure. For young people, attending university is a life-changing experience that is marked by academic difficulties, personal growth, and a continually shifting sense of self. Optimism and resilience—two essential psychological traits—have a substantial influence on how university students succeed in this shifting environment. Resilience—the ability to overcome adversity—and optimism—the attitude towards the future—are crucial characteristics that may have a large influence on a student's academic progress, mental health, and general feeling of life satisfaction.

Objectives:

1. To investigate the association between optimism and resilience
2. To examine gender differences in optimism and resilience

Hypothesis:

1. There will be a positive association between resilience and optimism
2. There will be no gender difference in optimism
3. There would be no gender difference in resilience

Literature Review:

The study suggests that optimism is made up of two important components: “dispositional optimism” (Scheier & Carver, 1985) and “learned optimism” (Peterson & Seligman, 1984). Adaptive attributional style is adopted by optimistic persons to explain bad events. Learned optimism is a personal trait. Conversely, dispositional optimism defines a wide faith that pleasant occurrences will dominate over negative ones in the future. Therefore, optimism, when regarded as a personality quality, shows great aspirations for the future. The favorable impacts of optimism on physical and psychological well-being have been demonstrated in the literature (Ferguson & Goodwin, 2010; Hatchett & Park, 2004; Krypkel & Henderson-King, 2010; Puskar et al.,

2010). These advantages include minimizing the effect of depression and depressive symptoms, enhancing self-esteem, creating and keeping relationships, and facilitating assimilation to university life.

Study has demonstrated a group of black kids in South Africa, who had faced extreme poverty had attained exceptional academic achievement and were resilient in the face of adversity (Dass-Brailsford, 2005). No significant link was established between graduate students' resilience at the University of Sargodha and their academic accomplishments. It was revealed that the male pupils lacked the resilience of their female colleagues (Uzma 2007) The Importance of resilience as a protective attribute has been underlined in literature. A resource, both internal and external, operates as a protective factor if it mitigates risk, according to Rutter (1990). According to a study by Campbell-Sills and colleagues (2006), exceptionally resilient persons employ adaptive coping techniques more often and convert difficult situations into opportunities for development and learning. Additionally, it was discovered in a sample of college students that those with high levels of resilience deal with stressful situations by employing problem-solving coping mechanisms (Kariv & Heiman, 2005), which helps them perform better academically than those who employ emotion-focused coping mechanisms (Struthers et al., 2000). Collins (2009) showed a substantial association between resilience and academic achievement. Studies suggest that the advantages of resilience promote academic performance.

Although the research is mixed on whether stress or adversity supports or inhibits the development of resilience, experiencing stress or adversity itself offers one the possibility to display resilience. By improving the appraisal of stressful events as manageable, boosting emotional stability under strain, and fostering a feeling of mastery and control in tough situations, exposure to particular stressors may enhance resilience. According to long-term research on adults' experiences with adversity throughout their lifetimes, enduring some suffering is better for developing resilience than facing little or a lot of it (Seery et al., 2010).

Methodology:

Research Design:

This study utilizes a correlational research approach seeking to evaluate the relationships between optimism and resilience without interfering or changing them. The research incorporates students as participants.

Sampling:

The sample of 100 individuals was chosen by a purposeful random selection procedure to guarantee the generalizability of the results. The age of the chosen sample ranged from 17 to 25 years and all the participants were university students.

Tools for data collection:

Optimism, Life Orientation Test (LOT-R) (Scheier, Carver & Bridges, 1994). This scale examines the propensity of the person to perceive and judge things in their most favorable light. This measure consists of 10 questions that are assessed along a 5-point Likert scale ranging from 1 (maximum disagreement) to 5 (maximum agreement)

The Brief Resilience Scale was established to test the perceived capacity to bounce back or recover from adversity. This scale was intended to examine a unitary concept of resilience, incorporating both positively and negatively phrased questions. The potential score range on the BRS is from 1 (poor resilience) to 5 (great resilience).

Procedure:

A sample of 100 replies was acquired using purposeful random sampling. Rapport was developed among the individuals who were willing to engage in the survey. It was guaranteed that the information collected would be kept secret and would be utilized for research reasons only.

Inclusion Criteria:

Students from diverse places were collected.

UG and PG students were taken.

Students wanting to participate were taken.

Exclusion Criteria:

Students with any medical issues were not taken.

Students not wanting to participate were not taken.

Students below age 17 and over age 25 were not taken.

Data Analysis:

The purpose of the present research was to explore the association between optimism and resilience and gender differences among college-going students. Data Analysis was done with the assistance of SPSS and correlation and t-tests were made use of.

Result and Discussion

The present research has explored the association between optimism and resilience among students.

Table 1: Mean and Standard Deviation of the students on two variables

	Mean	Std. Deviation	N
LOR	12.0400	4.01744	100
Resilience	18.3900	4.16308	100

Table 2: Correlations of Variables

		LOR	R
LOR	Pearson Correlation	1	.285**
	Sig. (2-tailed)		.004
	N	100	100
Resilience	Pearson Correlation	.285**	1
	Sig. (2-tailed)	.004	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Shows that there is a positive correlation between optimism and resilience ($r=.285^{**}$, $p=.004$) among students although the correlation is weak. Therefore hypothesis number 1 is supported.

Table 3: Group Statistics

Variables	Gender	N	Mean	Std. Deviation	Std. Error Mean
Optimism	Female	69	11.7391	3.98029	.47917
	Male	30	12.5667	4.07417	.74384
Resilience	Female	69	18.1884	3.92307	.47228
	Male	30	18.7000	4.70620	.85923

Table 4: Independent Samples Test

	t	df	Sig. (2-tailed)
LOR	.944	97	.348
Resilience	.561	97	.576

Table 4 reveals that there is no significant gender difference in optimism and resilience ($t=.944$, $p=.348$; $t=.561$, $p=.576$). Therefore hypotheses 2 and 3 are accepted. The findings of the research reveal that there is a small but positive association between Optimism and Resilience and the gender difference has no influence on either of these factors. Therefore Hypothesis 1, 2, and 3 are proven. It suggests that persons with a strong capacity to bounce back from traumatic circumstances are optimistic and have a positive outlook towards their lives. Research by Fallon (2010) finds similar results and analyses the association between the academic optimism of school pupils and academic resilience in urban Latino high school students. The findings of the research reveal that there is a strong beneficial association between academic optimism and the academic resilience of school kids. There is a substantial correlation between resilience and optimism among students (Carver et al., 2010; Dawson & Pooley, 2013). It has been noticed that those who are typically optimistic, and hopeful also have strong psychological resilience (Klohn, 1996; Masten, 2001) Molinero, Zayas, González, and Guil Available online at: <https://jazindia.com>

(2018) performed research on optimism and resilience among university learners. They determined that there were no gender and age disparities and they also ran hierarchical multiple regression and obtained optimism describing 25 percent resilience among university learners.

Conclusion

Optimism is a positive approach to life and Resilience is the capacity to bounce back in unfavorable circumstances. Findings demonstrated a small but favorable link between resilience and optimism. So, there is a role of optimism in predicting resilience among students. It was also observed that gender does not influence optimism or resilience. In this perspective, future studies should evaluate the efficacy of treatments aiming to promote students' optimism, to build resilience.

Implications

This study might be helpful for psychology students, Schools, government policymakers, psychologists, instructors, teachers, and educational program designers to arrange some programs to reinforce the adapting and versatility level of scholars, which features an immediate effect on student's performance and academic level.

Limitations

- Sample size was small
- Not many factors were explored

Future Suggestions

- Sample size can be taken greater than this
- More variables can be included
- More demographics can be added.

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