INFLUENCE OF OPTIMISM, SELF-ESTEEM AND SELF-CONCEPT ON SOCIAL INTELLIGENCE AMONG UNIVERSITY UNDERGRADUATES

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ABSTRACT: *The study examined influence of optimism, self-esteem and self-concept on social intelligence. Participants were Chukwuemeka Odumegwu Ojukwu University (COOU) students, with mean-age 24.5 years sampled through cluster and incidental sampling methods. Instruments were Optimism/Pessimism Scale, Adolescents Self-Efficacy Scale, Self-Concept Scale, and Social Intelligence Scale. The design was predictive design. Findings showed: Optimism had no significant influence on social intelligence (1, 95) = 0.003, p>0.05, β = -0.006, t = -0.057; self-esteem had significant influence on social intelligence F(1, 95) = 4.040, p<0.05, β = 0.202, t = 2.010, R^2 = 0.041; and self-concept had no significant influence on social intelligence F(1, 95) = 1.914; p>.05; β = .141; t = 1.383. Recommendations were for university undergraduates to improve their social intelligence by bolstering optimism and self-concept.*

KEYWORDS: Optimism, Self-Esteem, Self-Concept, Social Intelligence, Undergraduates

INTRODUCTION

Undergraduates, as a particular stratum of society, experience certain social conditions which might affect their mental health and life satisfaction. These conditions include critical changes due to leaving highs school and entering university that might result in challenges, adventures, and tensions (Beck, 2013). Increased stress and behavioral problems are the consequences of life dissatisfaction and social isolations, which in turn might lead to a decrease in university students' social integration and confidence (Gilman, 2005). Hence, this study intends to find out the extent to which optimism, self-esteem, self-concept can affect the level of social intelligence among undergraduates.

The concept social intelligence is the ability to think, understand, manage and act appropriately in social human relationships. Social intelligence can be defined as the ability to interact effectively with others in any social situation (Crowne, 2009). Hopkins and Bilimoria (2008) imply that to be considered socially intelligent one has to be adept at human relationships not just about them. Emmerling and Boyatzis (2012) describe social intelligence competency as the ability to be aware of, understand and act on emotional information about others that leads to effective performance. Albrecht (2009) elaborates the five major dimensions of social intelligence as situational radar, presence/bearing, authenticity, clarity and empathy.

Optimism refers to the tendency to take the most optimistic view and denotes a cognitive and affective preparation and believing that good things in life are more important than the bad ones (Scheier & Carver, 2012). Moreover, optimism implies a generalized expectation based on which an individual expects positive things will happen in important stages of their life (Cheuk, 2008). Optimism not only provides an incentive to act, but also rewards behaviors that function adaptively. Optimists reply more positively and adaptively to events and circumstances, experience less stress, enjoy a stronger immune system, and are more creative than unhappy individuals (Schwartz & Strack, 1991).

Self-esteem as a concept began with known theorists in psychology such as William James and Mead (1890). The self-psychologist, Rogers (2014) was concerned with the general nature of subjective experience of the individual's acceptance of his/her experience. Bednar and Peterson (2019), believed that each person constructs his/her unique view of reality through the creative self. Allport (2011) proposed that the growth of the awareness of self-proceeds along development learning lines. He identified 7 different aspects of self-hood. Self- esteem is the third development stage of the proprium. It is the feeling of pride that results when the child accomplishes things on the child's success in mastering tasks

In 2019, Rosenberg conducted a study of the adolescent self-esteem and came up with three classifications of the self- esteem: the extant self, the desired self, and presenting self. Rosenberg cautions that no one knows the real self, but each individual creates and interprets images of the self. He differentiated between the self-confidence and self-esteem. To him self-esteem is more of affective sense of efficacy. As such, self-confidence may

contribute to self- esteem but the two are synonymous.it is to this end that this study wants to find out if self-esteem will influence social intelligence among undergraduates.

Self-concept has been defined as an "individual's positive and negative perceptions and feelings about humor herself as a sexual being" (Rostosky, Dekhtyar, Cupp, & Anderman, 2018). It is usually viewed as a multidimensional construct and has received modest attention in contemporary sexuality research, which, over the past 20 years, has expanded. Compared to other individual psychological developmental periods, adolescence is a critical period of transition for self-concept (Harter, 2016). A person's self-concept may be underlying factor leading to engagement in different types of behaviour, particularly sexual behaviour (Salazar, 2014). Rostosky (2018) suggested that adolescents' and youth's positive self-concept may enhance their ability to translate their knowledge of social intelligence into self-confident action on behalf of their mental health and well-being. However, researchers have rarely examined the influence of self-concept on social intelligence among undergraduates, hence the need for this study.

Statement of Problem

The basis of social intelligence management is to appropriately manage feelings in the social world (Yaylacı 2016). This approach underlying social intelligence emphasizes the positive contribution of feelings to general intelligence and the process of logic (Acar 2012). Goleman (2014) in his study matched social intelligence skills with factors in business life, and moved the issue to organizational life, and obtained striking results. Goleman listed social intelligence under five main topics. These are: 1- Individual's being aware of his/her own feelings, 2- Individual's managing his/her own feelings, 3-Individual's motivating his/herself, 4- Empathy, 5- Social skills (Goleman 2018).

There is a significant relation between levels of social skill and levels of social intelligence (Özabacı 2014). It is proposed that individuals with a high level of social intelligence can adapt themselves to their current situation and overcome problems more easily by understanding themselves and other's situations better and utilizing these social data. Therefore, it is thought that individuals with a high level of social intelligence feel less stressed when they face stressful situations (Sahin et al. 2019). It is seen that optimism, self-esteem and self-concept influence life satisfaction positively (Guler and Emec 2006; King and Broyles 1997). At this point a question comes to mind: To what extent does optimism, self-esteem and self-concept influence social intelligence? Hence, this study intends to provide an answer to the afore-stated question.

Purpose of the study
1. Find out the extent to which optimism will significantly influence social intelligence among undergraduates.
2. Determine if self-esteem will significantly influence social intelligence among undergraduates.
3. Examine the extent to which self-concept significantly influence social intelligence among undergraduates.

Research Questions
1. To what extent will optimism influence social intelligence among undergraduates.
2. In what ways will self-esteem influence social intelligence among undergraduates.
3. To what degree will self-concept influence social intelligence among undergraduates.

Significance of the study
1. The study has both theoretical and practical significance. Theoretically, this study will add to the existing body of knowledge on the concept of social intelligence in the context Nigerian youths.
2. It will provide literatures that explains the extent to which optimism, self-esteem and self-concept influence social intelligence among undergraduates.
3. Practically, this study will be useful to counsellors and psychologist in counselling and guiding students on how to manage their social intelligence level.
4. This study will assist the government and policy makers in making appropriate policies that will help students in understanding their self-esteem and self-concept, and also to help them in being optimistic in their life dealings.

Operational Definition of Terms
Optimism: This is a strong emotion and an expectation towards the assumption that everything will be all right against all its difficulties and obstacles as measured with

Orientation with life scale Scheier, Carver, & Bridges (1994).

Self-esteem: It is stable sense of personal worth or worthiness, the experience of being competent to cope with the basic challenges of life as measured with Rosenberg self-esteem scale by Rosenberg (2004)

Self-Concept: This is an idea of self-construct which emanate from the belief that one holds about oneself and the responses of others as measured with Robson Self-Concept Questionnaire by Robson (1989)

Social Intelligence: This is the ability to think, understand, and act appropriately in social human relationships as measured with social intelligence scale by Andrew et al (2008)

LITERATURE REVIEW
Theoretical Review
On Optimism
Expectancy-value models (Carver &Scheier, 1998): It begins with the idea that behavior is aimed at attaining desired goals (Carver &Scheier, 1998). **Goals** are actions, end-states, or values that people see as being either desirable or undesirable. People try to fit their behavior to what they see as desirable. They try to stay away from what they see as undesirable. According to this theoretical orientation, unless there is a valued goal, no action occurs. The other core concept is **expectancies:** a sense of confidence or doubt about attaining the goal. If a person lacks confidence, again there is no action. Only if they have enough confidence do people engage (and remain engaged) in goal-directed effort. These ideas apply to specific values and focused confidence; they also apply to optimism and pessimism (Scheier, Carver, & Bridges, 2011).

The balance among such feelings differs between optimists and pessimists. Since o**ptimists expect good outcomes**, they are likely to experience a more positive mix of feelings. P**essimists expect bad outcomes**, as they experience more negative feelings like anxiety, sadness, and despair. A good deal of research has found evidence of such emotional differences (Scheier, 2011). There is even evidence linking pessimism to cancer survival (Schulz, 2016), though the reason for the association is far from clear. Patients diagnosed with recurrent cancer were followed for 8 months, by which time approximately one-third had died. Earlier all had completed a measure of pessimism. Controlling for site of cancer and

symptoms at baseline, persons with a pessimistic orientation were less likely to be alive at the 8-month follow-up.

On Self-esteem
Carl Rogers Self -Theory of Personality Development by Carl Rogers (1902-1987): Since the study of personality began, personality theories have offered a wide variety of explanations for behavior and what constitutes the person. Carl Rogers (1902-1987) is truly the central figure in the humanistic orientation. Roger's theory of personality development is based upon nineteen propositions but the central focus is on the concept of 'self'. In Rogers' view, the self is the central ingredient in human personality and personal adjustment. The main tenets of his theory are focused on the **Self which is** a social product, developing out of interpersonal relationships and striving for consistency. **Self-Actualizing Tendency** is the individual's central motivation is to learn and to grow. **Organismic Valuing Process** is the process is a subconscious guide that evaluates experience for its growth potential.

Positive Regard is a positive attitude towards the self which is no longer directly dependent on the attitude of others. **Conditions of Worth** develops when one's behavior is evaluated as more or less worthy of self-regard by others. **Conditional Positive Regard** means that an individual is taken not as a 'self' as an entity but as a collection of behaviours. **Unconditional positive regard** is blanket acceptance and support of a person regardless of what the person says or does. **Incongruity** entails not being able to integrate between the "ideal self" and the "real self". **Fully Functional Individual** which arises when individuals make the necessary adjustment, can cope with challenges, and advances in life.

On Self-Concept
Social Cognitive Theory by Bandura (1986): Social cognitive theory provides a useful framework for understanding how determinants of behavior operate together to explain actions (Bandura, 1986, 1997). According to the theory, self-efficacy, one's beliefs in capabilities to meet specific performance attainments, is part of the self-regulatory aspect of behavior. Behavior is dependent on one's efficacy beliefs, which determine which behaviors one chooses to perform, the degree of

perseverance, and the quality of the performance (Bandura, 1986, 1997).

The role of self-efficacy in the initiation and maintenance of health behaviors such as smoking, exercise, weight control, and diabetes, epilepsy, and arthritis self-management appears to have been firmly established (DiIorio, Faherty, & Manteuffel, 2012; Floyd , 2013; Gecht, Connell, Sinacore, &Prohaska, 2016; Grembowski , 2013; King, Marcus, Pinto, Emmons, & Abrams, 2016; Strecher, DeVellis, Becker, & Rosenstock, 2016). In particular, a strong sense of efficacy has been shown to be an important variable in the prediction of condom use among college students (Basen-Engquist, 2014; Goldman & Harlow, 2013; 0' Leary, Goodhart, Jemmott, &Boccher-Lattimore, 2012; Wulfert& Wan, 2013). Bandura (1986, 1997) emphasized, further by saying that although self-efficacy is a central construct in understanding behavior, other factors work in conjunction with self-efficacy to moderate behavior.

Outcome expectancy, which is defined as the anticipated result of performing a specified behavior, is one such variable. According to Bandura (1997), people who are highly efficacious tend to have more positive beliefs about their performance outcomes, which in turn influence actual behavior. For example, self- efficacious condom users are likely both to focus on positive outcomes such as STD and pregnancy prevention and to be successful in using condoms. In contrast, people who doubt their condom use abilities tend to focus on negative outcomes such as embarrassment and lack of spontaneity; these beliefs in turn undermine their attempts to use condoms

Goleman Model of Emotional and Social Intelligence by Goleman (1995): Science journalist Daniel Goleman 1995 was the one to put the psychological theory of Emotional and Social Intelligence on the map for the general public. He wrote three bestsellers on the topic to date and emphasized the importance of Emotional and Social Intelligence to a functional life. He also defined four main components involved in the functioning of emotional and social intelligence. Few years after Mayer and Salovey put forth their research: **Self-regulation:** This consists of an ability to think prior to acting, and also to suspend emotional judgement on occurrences.

In addition to this, it involves having control over mood swings and impulses, and thus not allowing them to disrupt one's quality of life. Its trademarks include openness to change, integrity, reliability, and an ease in accepting ambiguity. **Self-awareness:** A person that is self-aware understands what drives their behaviour, as well as the effects that it has on others. The most common trademarks are self-deprecating humour, realistic assessments of one's conduit, and a healthy dose of self-confidence. It is the ability to not take yourself too seriously, while at the same time understating your value.

Relationship skills - When you possess strong social skills, your effortless form relationships with your peers, as well as manage them correctly. The trademarks of this characteristic consist of team leadership capacities, managerial aptitudes, and persuasiveness. **Social awareness -** Possessing empathic traits does not necessarily involve feeling compassion for others, but rather understanding their emotional makeup and treating them according to subsequent reactions. Trademarks of this characteristic consist of customer service skills, the ability to recruit talent, and sensitivity to sociocultural factors` such as gender, ethnicity, or sexual orientation.

Cognitive Performance Model of Social Intelligence - Weis and Süß (2005) and Weis et al. (2006) proposed a performance model of social intelligence that incorporated the aforementioned structure of cognitive abilities. Besides the classification of cognitive operations, further taxonomic considerations of, for example, task contents will be addressed subsequently. The performance model was presented in both, an English and a German language book chapter (Weis & Süß, 2005; Weis et al., 2006, respectively). For reasons of simplicity, only the English language chapter will be referred to, whereby always the German language chapter would as well be valid. **Social Understanding -** The core ability domain of social intelligence is social understanding. It includes cognitive operations subsumed under reasoning requirements (Weis & Süß, 2005).

According to the authors, social understanding requires individuals to understand or interpret social stimuli against the background of the given social situation (understand correctly what a person wants to express via verbal or nonverbal means of

communication). The stimuli can vary according to their complexity (from a simple facial expression to a sequence of interactions between persons) and should allow conclusions about a person's emotions, thoughts, intentions, motivations, or personality traits. The present definition excludes the more initial cognitive functions of recognizing or, in other words, perceiving social stimuli These are classified as social perceptual abilities.

Social Memory - So far, social memory was defined and operationalized as memory for names and faces (Kosmitzki & John, 1993; Moss et al., 1955). Guilford (1967) specified memory of behavioral contents as social memory. Weis and Süß (2005) defined social memory as the storing and recall of objectively given social information that can vary in complexity. For example, memory for names and faces is a narrow subset of social information (Probst, 1982), whereas the memory for a sequence of interactions represents a rather complex entity. The required social information has to be objectively present in the situation (i.e., in the task material respectively). However, presence itself does not ensure that individuals direct their attention towards the relevant cues and thus, also perceive the cues.

This problem carries two implications. First, the instructions for a task have to direct an individual's attention towards the relevant cues. Second, the type of information is supposed to influence the possibility for test takers to perceive the relevant cues. In this context, information included in static types of stimuli like written language and pictures suggest that all relevant cues can be perceived if the presentation time is long enough. Fluent information, for example, included in spoken language and videos only occur at one point in time and thus, are much harder to direct attention to. These last considerations reveal the importance of perceptual abilities discussed in the next section.

Social Perception - From a theoretical perspective, there is little doubt that social perception represents a relevant ability domain. Both social understanding and social memory require the prior perception of relevant stimuli (e.g., a person's smile needs to be perceived in order to make a conclusion about the person's mental state). In real life, this perception usually happens within a very short period of time or with restricted access to the relevant cues. Accordingly, Weis and Süß (2005) defined social perception as the ability to (quickly) perceive socially relevant information in more or less complex situations. Wong et al. (1995) operationalized social perception but could not separate this ability from social understanding abilities.

In order to separate social perception from social understanding, two presuppositions should be achieved. First, the target stimuli have to be present in the situation. Thus, only overt behavior (or a predefined target stimuli) can be perceived (eye contact or a touch between two persons). Second, for the construction of adequate measures, Weis and Süß (2005) recommended the application of speed measures analogous to the concept of general perceptual (or mental) speed in theories of academic intelligence. By measuring social perception with reaction time scores, a higher-level information processing and a further elaboration of information is supposed to be eliminated or reduced from the score.

Social Creativity - Guilford (1967) introduced the divergent production of behavioral contents as one ability domain of social intelligence. Hendricks et al. (1969) constructed an unpublished test battery of this domain, where they defined social creativity as the ability to imagine possible outcomes of a setting or to create recognizable categories of behavioral acts. Recent empirical work (Jones & Day, 1997; Lee, Day, Meara, & Maxwell, 2002) operationalized social cognitive flexibility as the fluent production of possible interpretations of a social situation. The score represented the number and the diversity of given answers. In academic intelligence models, creativity is represented as retrieval abilities (e.g., broad retrieval abilities in Carroll's Three Stratum Model, or retrieval capacity gr in Cattell's gf-gc-theory). In summary, Weis and Süß (2005) defined social creativity similarly like Lee et al. (2002) as the production of as many and as diverse solutions or explanations as possible for a social situation or problem.

Social Knowledge - In models of academic intelligence, knowledge plays diverse roles. Some models explicitly include knowledge as one ability domain of academic intelligence (Carroll, 1993; Cattell, 1971). Others do not account for a separate knowledge factor (Guilford, 1967; Jäger,1982). At best, knowledge requirements should be eliminated

as far as possible from ability domains that are different from knowledge itself (Cattell, 1987; Süß, 2001). Cattell (1987) acknowledged that performance in knowledge tasks always depends on an individual's learning experiences. However, in academic intelligence research, task contents are typically taught in standardized settings so that individuals' knowledge fundamental presumably overlaps to a substantial extent. In academic domain, the learning environments for social knowledge vary substantially in terms of knowledge contents.

Empirical Review
Optimism and Social Intelligence

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 effect, 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.

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.

Self-esteem and intelligence

On the factors contributing to self-esteem, Skaalvik & Skaalvik, (2007) discovered that teachers' self-esteem levels correlated negatively with time pressure, but correlated positively with feelings of autonomy. The implication is that a feeling of autonomy by a worker enhances his/her self-esteem while time pressure has negative influence on self-esteem. Penrose, Perry and ball (2007), found a link between emotional intelligence and self-esteem but their regression analysis revealed that neither gender nor age moderated this relationship, however, length of working experience and current status added significant direct effects on predicting a worker self-esteem but did not moderate the relationship between emotional intelligence and self-esteem while Klassen et. al (2011), in their study stated that little is known on the sources of self-esteem and that insufficient attention has been paid to this subject but they found a good number of research works on the benefits and contributions of self-esteem to students' academic outcomes and teachers' burnout with few studies that explored the variables that predicts self-esteem.

Hypotheses
1. Optimism will not significantly influence social intelligence among undergraduates.

2. Self-esteem will not significantly influence social intelligence among undergraduates.
3. Self-concept will not significantly influence social intelligence among undergraduates.

METHOD

Participants: The participants for the study were the students of the Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria. They were mostly youths with mean age of 24.5 years. The sample distribution of the participants is given in the table 1 below.

Table 1: Sample Distribution of the Participants.

Variables	Level	Frequency	Percentage (%)
Gender	Male	42	43.3
	Female	55	56.7
	Total	**97**	**100**
Age	21	65	67.0
	28	28	28.9
	35	3	3.1
	53	1	1.0
	Total	**97**	**100**
Study Level	100L	4	4.1
	200L	22	22.7
	300L	31	32.0
	400L	40	41.2
	Total	**97**	**100**
State of Origin	Abia State	5	5.2
	Imo State	18	18.6
	Anambra State	56	57.7
	Ebonyi State	2	2.1
	Enugu State	8	8.2
	Akwa Ibom State	2	2.1
	Delta State	2	2.1
	Ondo State	1	1.0
	Bauchi State	1	1.0
	Ekiti State	1	1.0
	Benue State	1	1.0
	Total	**97**	**100**
Religion	Catholic	48	49.5
	Anglican	30	30.9
	Pentecostal	18	18.6
	Shiite Muslim	1	1.0
	Total	**97**	**100**
Marital Status	Married	20	20.6
	Single	76	78.4
	Divorced	1	1.0
	Total	**97**	**100**
Programme of Study	Regular	86	88.7
	Part-time	5	5.2
	Postgraduate	6	6.2
	Total	**97**	**100**

Source: Questionnaire primary data

Cluster sampling was used to select the youths' groups, which include the gender, study level, State of origin, religion, marital status and programme of study. Incidental sampling was used to select the participants based on their availability and willing to participates in the study, which could explain why some participants are relatively very small.

Instrument: Social Intelligence being a continuous variable made it necessary for the Social Intelligence Scale to be used as a one of the measuring instruments. Another instrument used in the study was the Self-Concept Scale to measure the participants' self-concept.

Discrete data were also collected on categorical variables of gender, study levels, State of origin, religion, marital status, and programme of study using biosocial questionnaire. The Social Intelligence Scale had 0.94 convergent validity with social competence scale, as well as Cronbach alpha reliability of 0.87. The Self-Concept Scale had 0.82 discriminant validity with death anxiety, as well as Cronbach alpha reliability of 0.78.

Procedure: The study was conducted among the students of Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria. The students used fall within the youths' age

bracket as inclusive criteria. Both the regular, part-time, and postgraduate students were sampled. Two research assistants very conversant with the objectives of the study were used. Both the social intelligence scale, and self-concept scale were administered together on each participant on separate days spanning a period of two weeks. The instrument had three sections. The Section A examined the biosocial information of the participants. Section B measures the social intelligence, while the Section C measures the self-concept of the participants. The instruments were collected after being responded to instantly. Some efforts were made to urge the respondents to cooperate in participating in the study. Some declined to do so and were not urged further. Clarification questions were entertained from the respondents. As the instruments were being collected after being responded to, they were checked for errors and inaccuracies. The attentions of participants were drawn to their errors and inaccuracies if any. In some cases, some participants adamantly refused to correct their errors. Such instruments were discarded from the analyses.

Design/Statistics: The design of the study was a predictive design. The study aimed at using self-concept to predict the social intelligence of the participants. The statistics employed was the Regression analysis. It predicts the influence of the independent variable (self-concept, as well as its attributes) on the dependent variables (social intelligence).

RESULT

This chapter contains the result of the statistical analysis of the study hypotheses. Short interpretation was given below each table. The collected data were analysed using the version 25 of the SPSS.

Table 1: Percentage Distribution of Respondents' Socio-Demographic Characteristics.

Variables	Level	Frequency	Percentage (%)
Gender	Male	42	43.3
	Female	55	56.7
	Total	**97**	**100**
Age	21	65	67.0
	28	28	28.9
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	53	1	1.0
	Total	**97**	**100**
Study Level	100L	4	4.1
	200L	22	22.7
	300L	31	32.0
	400L	40	41.2
	Total	**97**	**100**
State	Abia State	5	5.2
	Imo State	18	18.6
	Anambra State	56	57.7
	Ebonyi State	2	2.1
	Enugu State	8	8.2
	Akwa Ibom State	2	2.1
	Delta State	2	2.1
	Ondo State	1	1.0
	Bauchi State	1	1.0
	Ekiti State	1	1.0
	Benue State	1	1.0
	Total	**97**	**100**
Religion	Catholic	48	49.5
	Anglican	30	30.9
	Pentecostal	18	18.6
	Shiite Muslim	1	1.0
	Total	**97**	**100**
Marital Status	Married	20	20.6
	Single	76	78.4
	Divorced	1	1.0
	Total	**97**	**100**
Program of Study	Regular	86	88.7
	Part-time	5	5.2
	Postgraduate	6	6.2
	Total	**97**	**100**

Source: Data analysis of the primary data of undergraduates of Chukwuemeka Odumegwu Ojukwu University.

Table 1 shows the summary of the demographics of the respondents. Observation from the table showed that 42 (43.3%) of the respondents were male and 55 (56.7%) were female. Their age was reported as, 21 (n= 65; 67.0%), 28 (n= 28; 28.9%), 35 (n= 3; 3.1%), and 53 (n= 1; 1.0%). The respondents' age range was dynamic accommodating young adults, adults and an older adult. The respondents who were in 100 level were 4 (4.1%), 200 level were 22 (22.7%), 300 level were 31 (32.0%) and 400 level were 40 (41.2%). The state of origin of the respondents were reported as, Abia 5 (5.2%), Imo 18 (18.6%), Anambra 56 (57.7%), Ebonyi 2 (2.1%), Enugu 8 (8.2%), Akwa-Ibom 2 (2.1%), Delta 2 (2.1%), Ondo 1 (1.0%), Bauchi 1 (1.0%), Ekiti 1 (1.0%), and Benue 1 (1.0%). Catholics were 48 (49.5%), Anglicans were 30 (30.9%), Pentecostals were 18 (18.6%), while Muslim is just 1 (1.0%); this provided insight into the predominant religion in the study scope. The marital status showed married 20 (20.6%), single 76 (78.4%), and divorced 1 (1.0%). 86 (88.7%) of the respondents were regular students, 5 (5.2%) were part-time students, while 6 (6.2%) were postgraduate students.

Table 2: Linear Regression Summary Table showing the influence of Optimism on Social Intelligence among Undergraduates of Chukwuemeka Odumegwu Ojukwu University.

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	.386	1	.386	.003	.955[b]
Residual	11415.058	95	120.159		
Total	11415.443	96			

Model	B	SE.B	Beta(β)	t	p
(Constant)	42.121	8.029	5.246	<0.001	
Optimism	-.003	.054	-.006	-.057	>0.05

R^2= .000; *Durbin Watson = 1.907.* *Source: Analysis of primary data of undergraduates of Chukwuemeka Odumegwu Ojukwu University.*

The summary of the analysis in Table 2 showed that there was no significant predicting influence of optimism on the social intelligence of undergraduates of Chukwuemeka Odumegwu Ojukwu University (1, 95) = .003; p>.05; β = -.006; t = -.057. Therefore, the hypothesis which stated that optimism will not significantly influence social intelligence among undergraduates of Chukwuemeka Odumegwu Ojukwu University was therefore confirmed.

Table 3: Linear Regression Summary Table showing the influence of Self-Esteem on Social Intelligence among Undergraduates of Chukwuemeka Odumegwu Ojukwu University.

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	465.621	1	465.621	4.040	.047[b]
Residual	10949.823	95	115.261		
Total	11415.443	96			

Model	B	SE.B	Beta(β)	t	p
(Constant)	30.089	5.864	5.131	<0.001	
Self-Esteem	.344	.171	.202	2.010	<0.05

R^2= .041; *Durbin Watson = 1.925.* *Source: Analysis of primary data of undergraduates of Chukwuemeka Odumegwu Ojukwu University.*

To test for the influence of self-esteem on social intelligence, linear regression analysis was applied. In the summary Table 3, result showed that a significant predicting influence was found between self-esteem and social intelligence, F(1, 95) = 4.040*; p<.05; β = .202*; t = 2.010*; R^2 = .041. This suggests that self-esteem significantly influenced 4.1% of the variation seen on social intelligence among undergraduates of Chukwuemeka Odumegwu Ojukwu University. For the test of serial correlation in the residual from the regression analysis (independence of residuals), Durbin Watson showed a positive errors autocorrelation of 0<1.925<4. This means that the residuals are independent. Furthermore, the hypothesis which stated that self-esteem will not significantly influence social intelligence

among undergraduates of Chukwuemeka Odumegwu Ojukwu University was rejected.

Table 4: Linear Regression Summary Table showing the influence of Self-concept on Social Intelligence among Undergraduates of Chukwuemeka Odumegwu Ojukwu University.

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	225.408	1	225.408	1.914	.170[b]
Residual	11190.036	95	117.790		
Total	11415.443	96			

Model	B	SE.B	Beta(β)	t	p
(Constant)	34.928 4.997		6.990		<0.001
Self-Concept	.111 .080		.141 1.383		>0.05

R^2= .020; Durbin Watson = 1.931. *Source: Analysis of primary data of undergraduates of Chukwuemeka Odumegwu Ojukwu University.*

The findings in Table 4 showed that there was no significant predicting influence found between self-concept and social intelligence, $F_{(1, 95)}$ = 1.914; $p>.05$; $β$ = .141; t = 1.383. Though it was not significant but it suggests that self-concept would only account for 2% of the variation seen on social intelligence among undergraduates of Chukwuemeka Odumegwu Ojukwu University. Therefore, the hypothesis which stated that self-concept will not significantly influence social intelligence among undergraduates of Chukwuemeka Odumegwu Ojukwu University was accepted.

Summary of Findings
1. Optimism had no significant influence on social intelligence among undergraduates.
2. Self-esteem had a significant influence on social intelligence among undergraduates.
3. Self-concept had no significant influence on social intelligence among undergraduates.

DISCUSSION
The study examined the influence of optimism, self-esteem and self-concept on social intelligence among undergraduate of Chukwuemeka Odumegwu Ojukwu University. Three hypotheses were tested. First, Optimism will not significantly influence social intelligence among undergraduates of Chukwuemeka Odumegwu Ojukwu University. Second, Self-esteem will not significantly influence social intelligence among undergraduates of Chukwuemeka Odumegwu Ojukwu University. Third, Self-concept will not significantly influence social intelligence among undergraduates of Chukwuemeka Odumegwu Ojukwu University.

Hypothesis one which stated that Optimism will not significantly influence social intelligence among undergraduates of Chukwuemeka Odumegwu Ojukwu University was confirmed. The findings showed that there was no significant predicting influence of optimism on the social intelligence of undergraduates of Chukwuemeka Odumegwu Ojukwu University, $F_{(1, 95)}$ = .003; $p>.05$; $β$ = -.006; t = -.057. This finding supports the findings of Singh and Mishra (2014) who studied optimism – pessimism among 220 adolescents from Lucknow city. And found out that there was no significant difference of optimism and pessimism among adolescents across gender.

However, the finding of this study opposes the findings of Vacek et al. (2010) who conducted a study on hope, optimism, self-esteem, social support, stress, and indices of subjective well-being (SWB) in 137 low-income, urban, ethnic minority adolescents. And found out 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.

Hypothesis two which stated that self-esteem will not significantly influence social intelligence among undergraduates was rejected. The results showed that a significant predicting influence was found between self-esteem and social intelligence, $F_{(1, 95)}$ = 4.040*; $p<.05$; $β$ = .202*; t = 2.010*; R^2 = .041. This suggests that self-esteem significantly influenced 4.1% of the variation seen on social intelligence among undergraduates. This finding opposes the findings of Skaalvik and Skaalvik, (2007) who discovered that teachers'

self-esteem levels correlated negatively with time pressure, but correlated positively with feelings of autonomy. The implication is that a feeling of autonomy by a worker enhances his/her self-esteem while time pressure has negative influence on self-esteem.

Hypothesis three which stated that self-concept will not significantly influence social intelligence among undergraduates was accepted. The result showed that there was no significant predicting influence found between self-concept and social intelligence, $F(1, 95)$ = 1.914; $p>.05$; $\beta = .141$; $t = 1.383$. Klassen et. al (2011), in their study stated that little is known on the sources of self-concept and that insufficient attention has been paid to this subject but they found a good number of research works on the benefits and contributions of self-esteem to students' academic outcomes and teachers' burnout with few studies that explored the variables that predicts self-esteem.

Implication of the Study

The study implies that being optimistic as an undergraduate student has nothing to do with your level of being socially smart and intelligent. Meaning that an undergraduate can be optimistic and yet not be socially intelligent

This simply means that an undergraduate who with either high or low self-esteem can still be smart or intelligent socially. That is such undergraduate can still relate with people with a high-level intelligence. Finally, self-concept influence social intelligence, meaning that an undergraduate with the believe in him or herself can possess a high level of social intelligence.

Limitation of the Study

1. There are other variables that can influence social intelligence such as hope, personality, motivation, and so on. However, the study was limited to optimism, self-esteem and self-concept.

Suggestions of Further Study

1. Also, further researchers can find out if variables like hope, personality and motivation can influence social influence.

Recommendation

Based on the findings of the study, it was recommended that:

1. Undergraduates should be more optimistic in whatever constructive activities they engage in.

2. Students are encouraged to believe in themselves irrespective of what their environment may bring towards them

Conclusions

The study investigated the influence of optimism, self-esteem and self-concept on social intelligence among undergraduates of Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Three hypotheses were tested and it was found that optimism did not influence social intelligence among undergraduates, while, self-esteem and self-concept influence social intelligence. Based on the findings, it was concluded that optimism do not influence social intelligence among undergraduates. Conversely, self-esteem and self-concept did not.

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APPENDIX I
PERSONAL SELF-CONCEPT (PSC) QUESTIONAIRE

A	Self-Fulfillment					
	INSTRUCTION: The following statement describes how people feel fulfilled in themselves. Rate each item as it applies to you	**1** **Never**	**2** **Rarely**	**3** **Sometimes**	**4** **Often**	**5** **Always**
1	I am satisfied with what I am achieving in my life.					
2	So far, I have achieved every important goal I have set for myself					
3	I have always overcome any difficulty I encountered in life					
4	If I could start my life over again, I would not change very much.					
5	I feel proud of how I am managing my life					
B	Honesty					
	INSTRUCTION: The following statement describes people's level of honesty. Rate each item as it applies to you.	**1** **Never**	**2** **Rarely**	**3** **Sometimes**	**4** **Often**	**5** **Always**
6	I am a trust worthy person.					
7	I am a man/woman of my word.					
8	My promises are sacred					
C	Autonomy					
	INSTRUCTION: The following statement describes how self-reliant people could be. Rate each item as it applies to you	**1** **Never**	**2** **Rarely**	**3** **Sometimes**	**4** **Often**	**5** **Always**
9	I don't need others in order to do anything					
10	I can embark on anything without other people's support					
11	When taking a decision, I don't depend too much on other people's opinions					
12	I don't find it difficult to take decisions on my own					
D	Emotional Self-Concept					
	INSTRUCTION: The following statement describes how people deal with emotions. Rate each item as it applies to you.	**1** **Never**	**2** **Rarely**	**3** **Sometimes**	**4** **Often**	**5** **Always**
13	If I'm feeling down, I don't find it hard to snap out of it.					
14	I consider myself to be a very uptight and highly strong person.					
15	I am more sensitive than the majority of people.					
16	I am an emotionally strong person.					
17	I don't suffer too much when something goes wrong					

OPTIMISM/PESSIMISM INSTRUMENT (OPI) SCALE

S/N	Item statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I like people I get to know				
2	It is best not to set your hopes too high since you will probably be disappointed.				
3	There is so much to be done and so little time to do it in.				
4	I have a tendency to make mountains out of molehills				
5	Rarely do I expect good things to happen.				
6	Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.				
7	All in all, the world is a good place.				
8	When it comes to my future plans and ambitions in life, I expect more things to go wrong than right.				
9	My hardest battles are with myself.				
10	I believe there's not much hope for the human race.				
11	It does not take me long to shake off a bad mood.				
12	If you hope and wish for something long and hard enough you will eventually get it.				
13	People get ahead by using 'pull' and not because of what they know.				
14	Even when things in my life are going okay, I expect them to get worse soon.				
15	With enough faith, you can do almost anything.				
16	1 enjoy myself most when 1 am alone, away from other people				
17	When I undertake something new, I expect to succeed.				
18	Honesty is the best policy in all cases.				
19	I generally look at the brighter side of life.				
20	if I make a decision on my own, I can pretty much count on the fact that it will turn out to be a poor one				
21	I generally make light of my problems.				
22	I am always a good thing to be frank.				
23	Where there's a will, there's a way.				
24	I have a tendency to blow up problems so they seem worse than they really are.				
25	All in all, it is better to be humble and honest than important and dishonest.				
26	As time goes on, things will most likely get worse.				
27	It is the slow, steady worker who usually accomplishes the most in the end.				

28	When 1 go to a party 1 expect to have fun.			
29	Times are getting better.			
30	Everyone should have an equal chance and an equal say.			
31	Better to expect defeat: then it doesn't hit so hard when it comes.			
32	It is wise to flatter important people.			
33	I expect to achieve most of the things I want in life.			
34	It seems the cards of life are stacked against me.			
35	What is lacking in the world today is the old kind of friendship that lasted for a lifetime.			
36	When the weatherman predicts 50% chance of rain, you might as well count on seeing rain.			
37	Before an interview, I am usually confident that things will go well.			
38	Sometimes I feel down, but I bounce right back again.			
39	The future seems too uncertain for people to make serious plans.			
40	When I have undertaken a task, I find it difficult to set it aside even for a short time.			
41	Tenderness is more important than love.			
42	When gambling, I expect to lose.			
43	Anybody who is willing to work hard has a good chance for success.			
44	The future looks very dismal.			
45	If I had to choose between happiness and greatness. I will choose greatness.			
46	Minor setbacks are something I usually ignore.			
47	In general, things turn out all right in the end.			
48	It is better to be a dead hero than a live coward.			
49	Give me 50/50 odds and I will choose the wrong answer every time.			
50	It is hard to get ahead without cutting corners here and there.			
51	If I were in competition, I would expect to be runner-up.			
52	April showers bring May flowers.			
53	1 can be comfortable with nearly all kinds of people			
54	The worst defeats come after the best victories.			
55	In the history of the human race there have probably been just a handful of really great thinkers.			
56	Every cloud has a silver lining.			

Source: Optimism/Pessimism Instrument (OPI), 1989. Obtained from Prof. William Dember, W.N., Martin, S.H., Hummer, M.K., Howe, S.R. & Melton, R.S. (1989).

SOCIAL INTELLIGENCE SCALE

S/N		0 Never	1 Hardly Ever	2 Sometimes	3 Often	4 Very Often
1	Contact with others makes me nervous					
2	I can guess how to adapt to new people.					
3	I am able to guess the wishes of others					
4	Feelings of others baffle me.					
5	I am able to persuade others to do almost anything					
6	Using others for my own benefit pleases me.					
7	I feel uncomfortable when I have to adapt to new people.					
8	I am able to recognize the wishes of others.					
9	I know how to act in accordance with the feelings of others.					
10	Weaknesses of others baffle me.					
11	I can use my behavior to persuade people to do for me what I want					
12	If I want, I know how to use others for my own benefit.					
13	I know how to use the lives of others for my own benefit					
14	I feel uneasy when I have to adapt to new people.					
15	Wishes of others make me nervous.					
16	I am able to guess the feelings of others even when they do not want to show them.					
17	I can guess the weaknesses of others.					
18	People who are willing to do anything for me make me nervous.					
19	I use others for my own benefit.					
20	I know how to persuade others to take my side.					
21	In contact with other people I can recognize their intention					

Source: Miroslav Frankovský, Fakulta Manažmentu PU, Konštantínova, Prešov, Slovakia. (2014)

ADOLESCENT SELF-ESTEEM QUESTIONNAIRE (ASQ)

S/N		1 Almost all of the time	2 A lot of the time	3 Some of the time	4 A little of the time	5 Hardly ever
1	I am able to stand up for myself and what I believe in					
2	How I feel about myself depends on what others think of me					
3	I feel I can be myself around other people					
4	Overall, I feel good about my abilities compared to others					
5	If I make an innocent mistake, I let it get me down					
6	I feel useless					
7	Overall, I like who I am					
8	I am a good person who has a lot to offer					
9	I feel that I am a valuable person who is at least equal to other people					
10	How I feel about my body makes me feel less confident					
11	I feel confident in my abilities to achieve the things I set my mind to					
12	I think other people like me					
13	I make an effort to look good					

Source: The Rosenberg Self-Esteem Scale (RSES; 1965)