



ALIENATION AMONG B.Ed. STUDENTS IN RELATION TO SELF-EFFICACY AND EMOTIONAL INTELLIGENCE

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ABSTRACT

Present study was undertaken to investigate the significance of relationship of alienation with self-efficacy and emotional intelligence. The study was conducted on 200 B.Ed. students from Government Aided Colleges of Education for Women of Ludhiana district of Punjab, India. Alienation Scale by Ojha (2010), Self-Efficacy Scale by Mathur and Bhatnagar (2012) and Emotional Intelligence Test by Zainuddin and Ahmed (2011) were used to collect the data. The results of the study revealed significant negative relation of alienation with both self-efficacy and emotional intelligence.

KEYWORDS: Alienation, B.Ed. students, self-efficacy, emotional intelligence.

Introduction

With the passage of time needs, demands and aspirations of the individual as well as of the society have been changed rapidly. These changes have influenced human beings in all aspects. Every human being whether a child, an adolescent or an adult possesses his own individual personality, which is reflected in terms of self-concept and it, is the basic component of character make-up of the individual. The fluctuating living styles have crept in to man's life. The desires of the individual are thwarted and the person feels detached and as a result he may nurture the feelings of inadequacy, apathy and alienation. Alienation is a driving force that pushes the human conscience to extreme. The feeling grows as soon as the feeling of "significant of others in comparison to one's own feelings of insignificance emerge" whether it is alienation from civilization or alienation from society, drastic changes occur. Alienation

Alienation implies the feeling of 'non-belongingness, exclusion and loneliness', a person feels less and less belonging to the world in which he lives. It is a psycho-social phenomenon where the basic system in which one grows is shattered. This leads to the further damaging of human form and disillusion, coherence and structure of the system. Alienation, since it is comprised of feelings and perception (which may vary in intensity and involves social relationships, which vary in function as well as complexity), is better thought of a combination of degree and direction. The alienated man constructs a complicated social setup around which he tries to administer his actions. But, the forces operating around him are more powerful and gigantic and are outside the scope of his control. The result is that he feels alienated from himself and loses his ownership.

Kunungo (1979) stated that alienated person is one who feels that he has few or no opportunities at all to control his life and surroundings. He feels that the lack of freedom to make changes or seek personal achievements. According to Encyclopedic Dictionary of Psychology (1983) "Alienation is the state or process in which something is lost or estranged from the person who originally possessed it". Mau (1992) defines- Alienation as a sense of social estrangement, an absence of social support or meaningful social connection.

Alienation is a driving force that pushes the human conscience to extremes. It is process whereby people become foreign to the world

they are living in. The alienated person feels his entire existence under pressure to establish his independence from pressure to conform. It refers to estrangement or separation between parts or whole of the personality and significant aspects of the world of existence. It is important to detect and resolve their problem of alienation which may lead to other serious problems such as suicide, substance abuse, alcoholism and other severe emotional disorder.

Self-efficacy

Self-efficacy effects every area of human endeavor, by determining the beliefs person holds regarding his or her power to affect situations, thus strongly influencing both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to behaviors affecting health.

Bandura (1977) defined perceived self-efficacy as beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments. Self-efficacy beliefs do not refer to someone's capabilities or skills but only to what some believe he or she is capable of under certain circumstances regardless of the capabilities or skills that he or she actually possess. Henk and Melnick (1995) discussed Bandura's theory of perceived self-efficacy as a person's judgment of her or his abilities to perform an activity and the effect this perception has on the ongoing and future conduct of the activity. Eysenck (2000) defines self-efficacy as an individual's assessment of his or her ability to cope with given situation.

Emotional intelligence

Saarni (1999) defined emotional competencies as 'The demonstration of self efficiency is emotional eliciting social transactions.' According to Fox and Spector (2000) emotional intelligence is a set of competencies that may enable people to use emotions advantageously to achieve desired outcomes. According to George (2000) emotional intelligence is the extent to which people's cognitive capacities are informed by emotions and the extent to which emotions are cognitively managed. According to Singh (2003) 'emotional intelligence consists of psychological dimensions such as emotional competency, emotional maturity and emotional sensitivity which motivate the individual to manage and lead others as well as empathize them.'

Emotional intelligence is thus the ability to recognize one's emotions, understand what they're telling, and realize how one's emotions affect people around him. Emotional intelligence also involves one's perception of others: when one understands how they feel, this allows him to manage relationships more effectively. Review of related literature

Alienation and self-efficacy

Kaur (2004) conducted a study on "Alienation as related to self-concept" and found that a significant relationship exists between alienation and self-concept.

Huang and Chen (2013) conducted a study and found that self-efficacy has significant negative effect on work alienation.

Pu, Xu, Cui and Yang (2014) conducted a study and concluded that there is significant negative relationship between general self-efficacy of college students and their sense of alienation.

Studies by Huang and Chen (2013) and Pu et al (2014) showed significant negative relationship between alienation and self-efficacy. Kaur (2004) revealed significant relationship between alienation and self-efficacy.

Alienation and emotional intelligence

Rambir (2007) conducting a study concluded that, all the dimensions of emotional intelligence viz. self awareness, managing emotions, motivating one self, empathy and handling relationship were negatively and significantly related to all the five dimensions of alienation namely, powerlessness, isolation, self estrangement, meaninglessness and normlessness.

Shrivastava and Mukhopadhyay (2009) conducted a study and the result obtained from ANOVA revealed that the affected group is significantly alienated and emotionally immature in awareness and management compared to their comparative normal group.

Kumar (2011) conducted a study and the results revealed a negative and significant relationship of alienation with emotional intelligence of college students.

Kaur and Singh (2015) conducted a study and concluded that there is significant negative relationship between alienation and emotional intelligence among urban adolescents.

Objectives: The study will be conducted with following objectives in view:

1. To investigate the significance of relationship between Alienation and Self-efficacy.
2. To investigate the significance of relationship between Alienation and Emotional Intelligence.

Hypotheses: Directed towards the objectives of the study and on the basis of review of related literature following hypotheses will be formulated for verification:

H₀1 There is no significant relationship between alienation and self-efficacy.

H₀2 There exists no significant relationship exist between alienation and emotional intelligence.

Sample

200 B.Ed. students were selected randomly from all the Government Aided Colleges Education for Women of Ludhiana District only.

Tools

1. Alienation Scale by Ojha (2010).
2. Self-Efficacy Scale by Mathur and Bhatnagar (2012).
3. Emotional Intelligence Test by Zainuddin and Ahmed (2011).

Results and discussion

To investigate the significance of relation between alienation and self-efficacy Pearson's coefficient of correlation was worked out and the value is given in the table 1 below:

Table 1: Significance of relationship between alienation and self-efficacy among B.Ed. students.

Variables	N	r
Alienation	200	-0.21*
Self-efficacy	200	

*Significant at 0.01 level of significance.

Table 1 reveals that value of correlation between alienation and self-efficacy is -0.21, which is significant at 0.01 level of significant. Null hypothesis which states that 'There is no significant relationship between alienation and self-efficacy', is thus rejected. There is significant negative relation between alienation and self-efficacy. Alienated B.Ed. students have less self-efficacy. This finding is well supported by the studies conducted by Huang and Chen (2013), Pu, Xu, Cui and Yang (2014).

To investigate the significance of relation between alienation and emotional intelligence Pearson's coefficient of correlation was worked out and the value is given in the table 2 below:

Table 2: Significance of relationship between alienation and emotional intelligence among B.Ed. students.

Variables	N	r
Alienation	200	-0.24*
Emotional intelligence	200	

*Significant at 0.01 level of significance.

Table 2 reveals that value of correlation between alienation and emotional intelligence is -0.24, which is significant at 0.01 level of significant. Null hypothesis which states that 'There exists no significant relationship exist between alienation and emotional intelligence, is thus rejected. There is significant negative relation between alienation and emotional. This finding is well supported by the studies conducted by Rambir (2007), Shrivastava and Mukhopadhyay (2009), Kumar (2011), Kaur and Singh (2015).

Implication: The results of the study reveal significant negative relation of alienation with self-efficacy and emotional intelligence. It is thus suggested to the parents and teachers to create conditions conducive for the improvement of self-efficacy and emotional intelligence. The improvement in self-efficacy and emotional intelligence will help in checking alienation.

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