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Alienation among Urban Adolescents in Relation to Emotional Intelligence

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Abstract - Present study was undertaken to investigate the significance of relationship between alienation and emotional intelligences among urban adolescents. A sample of 200 adolescents was selected randomly from four Government senior secondary schools of urban areas of Ludhiana district of Punjab. A self constructed alienation scale (2014) and Emotional intelligence scale by Mangal and Mangal (2004) were used to collect the data. The results of the study revealed significant negative relation between the alienation and emotional intelligence.

Key words: Alienation, emotional intelligence, Government senior secondary schools, adolescents.

I. Introduction

Adolescence' in human life is a stage when rapid change takes place. The developmental stage for adolescence is marked by major cognitive, social and biological transitions. Any period of change is likely to be accompanied by many potential difficulties and crisis such as instability, inner turbulence and behavioral deviance. An adolescent is confronted with new behavioral roles, demands and expectations from family and society. Under such conditions, changing attitudes towards self, parents, peers and elders become inevitable. The positive attitudinal change helps an adolescent to adapt himself accordingly and form his unique identity. But the problem arises when he refuses to surrender, under such circumstances he often feel alienated, isolated, lonely or out of this world. Thus the ultimate challenge for him now is to find his place in society.

It has often been observed that an alienated individual lacks the necessary competencies to function effectively in various spheres of life including home, school, community, workplace and society at large. Alienation is an experience, which has become more and more a fact of life in these days of modernization. Probably adolescents feel this much more than the aged or children. They experience powerlessness, normlessness, rootlessness and drift in values. Though very old, the concept of alienation has become the hallmark of modern age.

Alienation:

Mau (1992) defines alienation as “a sense of social estrangement, an absence of social support or meaningful social connection.”

According to Bronfenbrenner (1986) “to be alienated is to lack a sense of belonging, to feel cut off from family, friends, or school.”

According to Mann (2001) “alienation is the state or experience of being isolated from a group or an activity to which one should belong or in which one should be involved.”

Alienation and social anxiety disorder are growing among students of almost all levels of educational institutions. These problems are serious and harmful that not only growth of the institution is obstructed but the personality of the individual also affected adversely. It has its close association with our affective states as an alienated individual is emotionally weak and has a confused sense of identity.

Emotional intelligence:

Goleman (1995) formulated the best known theory of Emotional Intelligence. He defined Emotional Intelligence as the abilities, which include self control, zeal and persistence and the ability to motivate oneself (Goleman, 1995).

According to Hein (2007) “emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions”.

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”.

Hodges, Boivin, Vitaro, and Bukowski (1999) observed symptoms such as being worried and fearful, working alone, or appearing sad or close to tears to be common internalizing symptoms among the adolescents who are deprived of close friends and victimized by being bullied from peers.

II. Review of related literature

Rambir (2007) conducted a study on 400 College Students from Delhi and Haryana, 200 with Visual Impairment and 200 with Normal Vision (160 male and 40 female, each) and reported a negative substantial and significant relationship between alienation and emotional intelligence among visually impaired. All the dimensions of Emotional Intelligence, viz., self-awareness, managing emotions, motivating one self, empathy and handling relationship were negatively and significantly related to alienation.

Srivastava and Mukhopadhyay (2009) studied the levels of alienation and emotional intelligence of adolescents with internalizing symptoms. Multi-dimensional Assessment of Personality (form-t) test was used as screening tool in the first phase. Total 510 adolescents in the age group of 14-18 years studying in various schools of Varanasi were screened for internalizing symptoms. Those who scored above the cut-off point were identified as the “affected group” having internalizing symptoms showing more than 6 symptoms, the sample showing 4-5 symptoms as “moderate group”, sample showing 1-2

symptoms as “mild group” and adolescents without internalizing symptoms were identified as “normal group”. The result obtained revealed that the affected group is significantly alienated and emotionally immature in awareness and management component.

Kaur (2014) conducted a study on the levels of alienation among college students of Jammu and Kashmir in relation to their emotional maturity and home environment. Study was conducted on a sample of 200 students of Jammu and Kashmir and results revealed that there is negative relationship in alienation and emotional maturity among college students of Jammu and Kashmir.

It can thus be concluded that significant negative relationship exist between alienation and emotional intelligence (Rambir, 2007; Kaur, 2014; Arora & Singh, 2014). Kaur (2014) found a significant negative relationship between alienation and emotional maturity. A significant relationship between alienation and sub components of emotional intelligence i.e. awareness and management was reported by Srivastava and Mukhopadhyay (2009)

III. Objective

To investigate the significance of relationship between alienation and emotional intelligence of urban adolescents.

IV. Hypothesis

There will be no significant relationship between alienation and emotional intelligence of urban adolescents.

V. Sample

A sample of 200 adolescents was drawn from four Government Senior Secondary Schools situated in urban areas of Ludhiana district of Panjab.

VI. Method

Descriptive survey method was used for the present study.

Tools used:

- a) Alienation scale (self constructed-2014)
- b) Emotional intelligence inventory by Mangal and Mangal (2004).

VII. Results and Interpretation:

Pearson’s product moment method of correlation was used to find out the relationship between alienation and emotional intelligence among urban adolescents.

Table: Relation between alienation and emotional intelligence among adolescents (N=200)

Variables	Correlation
Alienation and emotional intelligence	-0.19 *

* *Significant at 01 levels of significance*

Table reveals that the value of correlation Alienation and Emotional Intelligence between is -0.19 which is significant at 0.05 as well as at .01 levels of significance. The value shows that Alienation and Emotional Intelligence have negative and a significant relation with each others. Hence null hypothesis (There is no significant relationship between Alienation and Emotional Intelligence) is thus rejected. This result is well supported by the studies conducted by Rambir (2007), Kumar (2011), Kaur (2014), and Arora and Singh (2014).

VIII. Implications

The results of the study clearly indicate that there exists a negative and a significant relationship between Alienation and Emotional Intelligence. Thus we can safely conclude that adolescents who were more intelligent emotionally certainly have low level of alienation in comparison to their counterparts. On the basis of these results it is suggested that the parents and teachers should help in the development of emotional intelligence and create a conducive environment for the development of emotional maturity among the adolescents. This will certainly help in reducing the level of alienation among them.

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