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Self-Efficacy and Emotional Intelligence as Redictors of Alienation among Graduates

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Abstract:
The study was intended to predict Alienation of Graduates on the basis of their Self-efficacy and Emotional Intelligence. The sample of the study consisted of 200 B.Ed. students from Government-aided Colleges of Education from Ludhiana District. . 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 showed that the conjoint prediction of Alienation on the basis of Self-efficacy and Emotional Intelligence was significantly higher as compared to their separate prediction.

Keywords: Self-efficacy, Emotional Intelligence, Alienation, Graduates

1. 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.

2. Alienation

Alienation is essentially a sociological concept developed by several classical and contemporary theorists and is "a condition in social relationships reflected by a low degree of integration or common values and a high degree of distance or isolation between individuals, or between an individual and a group of people in a community or work environment." The concept has many discipline-specific uses, and can refer both to a personal psychological state (subjectively) and to a type of social relationship (objectively).

Alienation originated from the Latin word 'Alienatio', the noun derives its meaning from the verb 'alienare, which means to make something another's, to take away and remove. Alienare, in turn, is derived from 'Alienus' which means belonging or pertaining to another. And Alienus is ultimately derived from 'Alius' which means 'other' as an adjective or 'another' as a noun.

Alienation as a concept has lent itself to various definitions and attendant considerable confusion over its meanings, usage and measurement. The complexity of the concept of alienation and the variety of meanings attached to the term makes it difficult to abstract from them one basic meaning of alienation. One of the earliest definitions of alienation refers to it as an estrangement from self.

The concept had existed implicitly or explicitly in classical sociological works of the 19th and early 20th centuries written by Marx, and Weber. Alienation usually refers to describe a social state in which conditions of normlessness or the breakdown of social rules is identifiable. The phenomena of alienation are slow and systematic at the affective level. Psychologists observe that alienation grows as soon as the feeling of significant others in comparison to one's own feelings of insignificance emerge.

According to Bronfenbrenner (1986) "To be alienated is to lack a sense of belonging, to feel cut off from family, friends or school". Lang (1994) defines alienation as an estrangement or separation between parts and the whole of the personality and the significant

aspects of the world of experience. Humberger (1981) considers alienation as a dysfunction of the self that manifests in the form of impoverishment, boredom, apathy, impotence, vagueness and withdrawal- all of which result about one's self-worth.

Fromm (1955) in his book 'The Sane Society' explained that alienation meant to be made of experience, in which the person experiences himself as 'alien'. He regards it as a psychological consequence of the operation of modern capitalism. Kanungo (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. Mau (1992) defines- Alienation as a sense of social estrangement, an absence of social support or meaningful social connection. Seeman (1959) has suggested five kinds of isolation following the usage of alienation as being the individual's response to a specific social condition: (a) Alienation from decision making, (b) Alienation from self, (c) Alienation from meaning of existence, (d), Alienation from society, (e) Alienation from the system.

From the forgoing account of alienation it becomes clear that alienation, regardless of types is a dependent variable in sociological terms and the assumptions should be made explicit that specific conditions give rise to specific kinds of alienation.

Asthana and Verma (1994) gave two more components which are especially found in work situation: belonginglesseness and instrumental work situation.

To conclude we can say that 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.

3. Self-Efficacy

Self-efficacy has become one of the important topics of research among psychologists and educators. The self-efficacy theory holds that the initiation and persistence of particular behavior and course of action is affected by people's belief about the behavioral capabilities and their likelihood of coping with environmental demand and challenges. Self-efficacy is the measure of one's own competence to complete tasks and reach goals.

Self-efficacy has been argued to be an important construct in the organizational sciences, often examined as an individual differences factor capable of influencing relationship between antecedents and consequences. Psychologists have studied self-efficacy from several perspectives, noting various paths to the development of self-efficacy, the dynamics of self-efficacy, and lack thereof in different settings; interactions between self-efficacy and self-concept; and habit of attribution that contribute to or detract from self-efficacy.

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. Bandura (1986), "Self-efficacy is the belief that one can successfully perform in a given situation." Peths and Dhar (1999), "Individuals influence their own behavior through self-regulatory mechanism". Pajaras (2002) considers the knowledge and the skills and even the outcomes that people have experienced and expected may be precursors to and creators of their self-efficacy beliefs, but the filtering effect of the created belief ultimately screens, redefines, distorts, or reshapes subsequent efforts and new information.

Self-efficacy is a person's belief in his or her ability to complete a future task or solve a future problem. For example if a person believes he is a brilliant scientist and can complete any scientific experiment, he has a high self-efficacy in science because he believes in his competency to perform a future experiment. Whether it is true that he is brilliant in science or not doesn't really matter, it only matters what he believes.

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.

Judge, Erez, Bono and Thoresen. (2002) argued the concepts of locus of control, neuroticism, self-efficacy and self-esteem measured the same, single factor and demonstrated them to be related concepts.

4. Emotional Intelligence

Emotional intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively.

People with high emotional intelligence are usually successful in most things they do. Why? Because they're the ones that others want on their team. When people with high emotional intelligence send an email, it gets answered. When they need help, they get it. Because they make others feel good, they go through life much more easily than people who are easily angered or upset.

Emotional intelligence is the area of cognitive ability involving traits and social skills that facilitate interpersonal behavior. Intelligence can be broadly defined as the capacity for goal-oriented adaptive behavior; emotional intelligence focuses on the aspects of intelligence that govern self-knowledge and social adaptation.

Payne (1986) introduced the term emotional intelligence in his doctoral thesis entitled: A study of emotion: Developing 'Emotional Intelligence'. Mayer and Salovey (1990): emotional intelligence is defined as the capacity to reason with emotions in four areas; to

perceive emotion, to integrate it in thought, to understand it and to manage it. According to Bar-On (1997) emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. Mayer and Salovey (1997) defines emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Emotional intelligence is made up of four core skills that pair up under two primary competencies: personal competence and social competence. Personal competence is made up of your self- awareness and self-management skills, which focus more on your individuality than on your interactions with other people. Personal competence is your ability to stay aware of your emotions and manage your behavior and tendencies. Social competence is made up of your social awareness and relationship management skills; social competence is your ability to understand other people's moods, behavior, and motives in order to improve the quality of your relationships.

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.

5. Emergence of the Problem

Although the problem of alienation has been studied both nationally and internationally to know about its impact on human behavior by correlating it with many significant variables like academic achievement (Jogendra, 1984; Johnson, 2005), creativity (Pestonjee & Usmani 1980), personality (Jogendra, 1984; Nisha, 1991; Asthana, 2008), achievement motivation (Jogendra, 1984), locus of control (Man & Devisse 1987; Nisha, 1991), intelligence (Asthana, 2008). But a close observation reveals the fact that we have very few researches in India as well as in other countries on our variable of interest i.e. alienation in relation to self-efficacy and emotional intelligence. It has also been experienced that none of the work is done in Punjab in relation to the proposed variable relationship as compare to other parts of India, where we have some isolated efforts. A number of studies were conducted in the field of Alienation and Self-efficacy (Kaur, 2004; Lewis, 2009) and Alienation and Emotional Intelligence (Rambir, 2007; Shrivastava & Mukhopadhay, 2009; Kumar, 2011) in different states of India but none of the study was found which had studied alienation in relation to self-efficacy and emotional intelligence on the whole keeping in mind the age of graduates. So no definite conclusion can be drawn and no conjoint prediction can be made regarding the association of these variables. So the proposed study seems to be justified, as it will certainly throw some lights on one of the major problem of graduates and provides new philosophical and theoretical perspective to our educationists.

6. Objective

1 To study the conjoint effect of self-efficacy and emotional intelligence towards the prediction of alienation.

7. Hypotheses

- H_O 1- The prediction of Alienation among graduates on the basis of conjoint effect of Self-efficacy and Emotional Intelligence will not be significantly higher as compared to their separate prediction.

8. Delimitation

- The study was conducted upon Colleges of Education for Women from Ludhiana district only.
- The study was conducted on those B.Ed. students who were graduates.

9. Sample

The sample of the study consisted of 200 graduates.

Tools used:

- Alienation scale by Ojha (2010).
- Self-Efficacy scale by Mathur and Bhatnagar (2012).
- Emotional Intelligence test by Zainuddin and Ahmed (2011).

10. Result and Discussion

R^2 along with R and F values were worked out for the prediction of Alienation on the basis of Self-efficacy and Emotional Intelligence among graduates. Step-up regression equation was also developed. These values are given in the tables given below:

Variables	Degree of Freedom	R^2	R	F	Step up regression equation
Self-efficacy	1, 198	0.034	0.183	6.894	$Y= 40.787 - 0.244X_1$
Emotional Intelligence	1, 198	0.037	0.192	7.759	$Y= 74.393 - 0.261X_2$
Self-efficacy + Emotional Intelligence	2, 197	0.076	0.275	8.09*	$Y= -4.034 - 1.945X_1 - 0.175X_2$

Table 1: Step up regression equation (N=200)
*Significant at 0.01 level of significance.

Table 1 reveals that the value of R^2 for Self-efficacy is 0.034, for Emotional Intelligence is 0.037 and for Self-efficacy and Emotional Intelligence taken together is 0.076. Therefore 3.4% of Alienation is predicted by Self-efficacy, 3.7% by Emotional Intelligence and 7.6% by Self-efficacy and Emotional Intelligence taken together. The F value for Self-efficacy and Emotional Intelligence taken together is 8.09 which is significant at 0.01 level of significance. The conjoint prediction of Alienation by problem Self-efficacy and Emotional intelligence is thus significantly more as compared to their separate predictions. This leads to rejection of hypothesis H_O1 which states that 'The prediction of Alienation among graduates on the basis of conjoint effect of Self-efficacy and Emotional Intelligence will not be significantly higher as compared to their separate prediction.'

11. Educational Implications
The results of the study show the conjoint prediction of Alienation by problem Self-efficacy and Emotional intelligence is significantly more as compared to their separate predictions. It thus suggested for parents and teachers to create conditions conducive for the development of Self-efficacy and Emotional Intelligence among the students. Alienation among the students can be checked by improving Self-efficacy and Emotional Intelligence.

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