

Research Paper

Alienation in Relation to Emotional Intelligence of College Students with Visual Impairment and Normal Vision

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ABSTRACT

This research work studies the relationship of alienation with emotional intelligence of college students with visual impairment (VI) and normal vision (NV). 400 college students (VI=200 and NV=200) were selected from different colleges of Delhi and Haryana. Data analysis involved the use of product moment method and t-test. The results revealed a negative and significant relationship of alienation with emotional intelligence of college students. College students with normal vision were found better than their visually impaired counterparts with regard to emotional intelligence. The level of alienation among college students with visual impairment was more than that of students with normal vision.

INTRODUCTION

Visual impairment is a condition, which is related to sensory deficit of vision. The senses are the gateway to the knowledge and vision is the most actively used sense by man. Hence knowledge grows chiefly of his visual experiences. Adolescents with visual impairments may have difficulties in accepting themselves as being handicapped with certain capacities and limitations as defined by the impairment further, the more limited range of peers and peer experiences may have a retarding effect on the development of the self concept. Often parents attempt to protect the child from negative feedback concerning appearance and behaviour which may result in his developing an unrealistic view of himself. Emotional adjustment may be the outcome of such an unrealistic view of oneself. Generally, peer group desire for conformity segregates the adolescent with visual impairment who realistically cannot be like his/her peers in all respects. Such a situation may result in a feeling of loneliness and alienation.

Alienation

The development of the notion of alienation may be traced to German idealistic philosophy, especially exemplified in Hegalian thought. But it was Karl Marx who first made use of the concept as a powerful diagnostic tool for sociological inquiry. For Marx, the history of man-kind is not only a history of class struggle but also of the increasing alienation of man.

'Alienation' has been used by philosophers, psychologists and sociologists to refer to an extraordinary variety of psychosocial disorders, including loss of self, anxiety state, anomie-despair, depersonalization, rootlessness, apathy, social disorganization, loneliness, atomization, powerlessness, meaninglessness, isolation, pessimism and the loss of beliefs or values. It seems appropriate to limit the term alienation to mean an individual feeling or states of dissociation from self, from others, or from the world at large.

Treating alienation from the personal standpoint of the actor Melvin Seeman (1959) found five basic ways in which the concept of alienation has been used:

1. Powerlessness. Powerlessness is defined as the expectancy or probability held by the individual that his own behaviour cannot determine the occurrence of the outcomes,

or reinforcements, he seeks.

2. Meaninglessness. Meaninglessness refers to the individual's sense of understanding the events in which he is engaged. We may speak of high alienation, in the meaninglessness usage, when the individual is unclear as to what he ought to believe -when the individual's minimal standards for clarity in decision making are not met.

3. Normlessness. Normlessness may be defined as one in which there is a high expectancy that socially unapproved behaviours are required to achieve given goals.

4. Isolation. Isolation means the assignment of low reward value to goals or beliefs that are usually highly valued in a society.

5. Self-estrangement. Self-estrangement may be defined as the failure to find self –rewarding activities.

Emotional Intelligence :

It was Salovey and Mayer who first gave the formal concept of emotional intelligence in 1990 in their model of emotional intelligence but the foundation for this model was already laid down by Gardner's (1983) concept of intrapersonal intelligence and interpersonal intelligence as well as Sternberg's (1988) triarchic theory of intelligence. Besides, the roots of emotional intelligence are available in social intelligence (Thron-dike, 1920) and, even in the definition of intelligence given by Wechsler (1958) who defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his/her environment". He pointed out that ability to be adaptive to different situations and coping with life situations successfully were included in this definition. But the intelligence tests that carry his name, that is, the Wechsler Scales of Intelligence, do not have separate entity of measurement of this social skill.

Goleman (1995) gave a definition for the word Emotional intelligence as "The ability in realizing one's own feelings as well as the feeling of others in order to build up self inducement, to manage personal emotions and the emotions occurred from various associations".

Emotional intelligence as conceptualized by Salovey and Mayer (1990) consisted of three different categories of adaptive abilities. Firstly, it is appraisal and expression in the self as well as others. In the self there are verbal and non-verbal components. In the others there are non-verbal

perception and empathy. Secondly, there is a regulation of emotion in the self and others. Thirdly, it is utilization of emotion that includes flexible planning, creative thinking, redirected attention and motivation. 'Emotional intelligence involves the ability to perceive accurately, appraise and express emotions; the ability to access and or generate feelings' When they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 1997)

In general 'Emotional Intelligence' is the accumulation of all non-cognitive and non-physical capabilities, competencies and skills a person has, that help him/her to deal with the demands and pressures of everyday life.

NEED AND SIGNIFICANCE OF THE STUDY:

As mentioned earlier, students with visual impairment may show alienated behavior and emotional mal adjustment.

The review of literature reveals that there is dearth of researches in the area of emotional intelligence and alienation especially with reference to visual impairment. This is an area that has not been sufficiently explored. Therefore, justification of the study is derived from the limitation of earlier studies which suggests a need for additional research on the study of these variables. The importance of the study is also reflected in the need to understand the relationship of emotional intelligence with alienation. In order to further understand the psycho-social implications of visual impairment, the present study endeavor to explore the effect of visual impairment on the said psychological variables. Understanding the psychological make-up of students with visual impairment will be useful in drawing guidelines for special education programmes and practice based on empirical evidences. Such a study will also be helpful in designing programmes to improve emotional intelligence of students with visual impairment and solving the problem of alienation among such students. All this encouraged the investigator to undertake the present study.

OBJECTIVES OF THE STUDY

The objectives of the present investigation are to study:

- 1. the relationship of alienation with emotional intelligence of college students with visual impairment and normal vision;
- 2. the difference between emotional intelligence of college students with visual impairment and normal vision;
- 3. the difference between alienation among college students with visual impairment and normal vision.

METHODOLOGY

Research Method:

The study is a descriptive research designed to find out relationship between alienation and emotional intelligence of college students. It also investigated the difference between college students and normal vision with regard to their alienation and emotional intelligence to study the effect of visual impairment on alienation and emotional intelligence.

Population and Sample:

Students with visual impairment and normal vision pursuing their B.A. course in different colleges of Delhi and Haryana constitutes the population. Purposive sampling procedure was used to select a sample of 400 college students drawn from different colleges of Delhi and Haryana. Out of this 200 were visually impaired and equal number of college students were with normal vision.

Research Tools:

Two research tools were used in this study:

- 1. Student Alienation Scale (SAS) developed by Sharma, R.R.

This scale has been developed on the basis of five dimensions of alienation (Powerlessness, self-estrangement, Isolation, Meaninglessness, and normlessness) as categorized and defined by Seeman. The scale contains 54 items. Each item is in the form of a statement with two options for the respondent. The options are agree and disagree. Each agreed statement carries the values of 1 mark and each disagreed statement of Zero mark.

- 2. Emotional Intelligence Scale developed by Sharma, R.

The scale consists of five sub scales measuring self awareness, managing emotions, motivating oneself, empathy and handling relations. 44 items are included in the Likert type 5 point rating scale. Each item has five response alternatives (5) strongly agree (4) agree (3) neutral (2) disagree (1) strongly disagree. It is a self administering tool with instructions printed on the first page of the scale. Space for alternative response is also provided in the format against each question. However, in case of students with visual impairment, the response has to be noted down by the administrator.

Collection of Data:

After selecting samples of college-students with visual impairment and normal vision, concerned authorities were contacted by the investigator to seek permission for administering relevant scales on the students. Investigator established rapport with the students before actual administration of the scales and explained briefly but distinctly the purpose of the study.

Statistical Techniques used

The following statistical procedures were adopted in present study:

- 1. In order to find out relationship of Emotional Intelligence with alienation of college-students, product moment method of correlation was used.
- 2. To find out differences between mean score of Emotional Intelligence and alienation of college students with visual impairment and normal vision, t-test was employed.

RESULTS AND DISCUSSION:

This section is divided into two parts. Part-A is related to results based on correlation and Part-B pertains to the results based on differential analysis.

Part-A

Table – 1 : Coefficients of correlation for emotional intelligence and alienation

Sr. No.	Variables and its dimensions	r	Significance of 't'
1.	Total Emotional Intelligence vs. Total Alienation	-0.70	Significant
2.	Powerlessness vs. Total Emotional Intelligence	-0.50	Significant
3.	Isolation vs. Total Emotional Intelligence.	-0.46	Significant
4.	SelfEstrangement vs. Total Emotional Intelligence	-0.56	Significant
5.	Meaninglessness vs. Total Emotional Intelligence	-0.54	Significant
6.	Normlessness vs. Total Emotional Intelligence.	-0.45	Significant

N = 400 df. = 398

Table Value = 0.128 Significant at 0.01 level of significance

Emotional intelligence is negatively correlated to alienation and its all the dimension's viz. powerlessness, meaninglessness, normlessness, Isolation and self estrangement. Entries in table - 1 shows that the relationship between emotional intelligence and alienation is substantial whereas the relationship of emotional intelligence with all the five dimensions of alienation are moderate. It means students having higher level of emotional intelligence are likely to have lower level of alienation.

Although no study was found to directly support the result.

However, Mayer & Salovey (2000), Adrian & Petrides (2003) and Lopes & Salovey (2003) found that emotional intelligence contribute to life satisfaction, happiness and satisfaction with social relationship. It is quite evident that a satisfied and happy person is not likely to show alienated behaviour.

PART - B
Table – 2: Different between emotional intelligence of college students with visual impairment and normal vision

Sr. No.	Variable/ dimensions	M ₁	M ₂	SD ₁	SD ₂	t	Significance at 0.05 level
1.	Emotional Intelligence	172.05	188.93	17.48	13.82	10.69	Significant
2.	Self awareness	43.19	48.31	5.80	3.95	10.30	Significant
3.	Managing Emotions	39.58	42.78	5.09	4.55	6.62	Significant
4.	Motivating one-self	26.64	29.48	4.09	3.73	7.222	Significant
5.	Empathy	32.14	34.58	4.59	3.60	5.89	Significant
6.	Handling Relationships	30.86	33.79	4.81	4.42	6.33	Significant

No. of students with visual impairment (V.I.) = 200 .M₁ = Mean Scores of students with V.I.
No. of students with normal vision (N.V.) = 200 .M₂= Mean Scores of students with N.V.
Table value of 't' at 0.05 level of significant i.e. 1.96.

Table -2 shows that all the 't' values for emotional intelligence and its dimensions viz self awareness, managing emotion, empathy, motivating one self and handling relationship, exceed the table values at 0.05 level of significance i.e. 1.96., Therefore concerned null hypotheses are not accepted. Hence students with visual impairment and normal vision differ significantly with regard to emotional intelligence and its all the five dimensions. It is further seen from the table that, mean emotional intelligence and its dimensions scores of students with normal vision are more than those of students with visual impairment. Therefore, it can be inferred that emotional intelligence of college students with normal vision is more than that of college students with visual impairment. Now, it may be concluded that visual impairment adversely affect emotional intelligence of college students. Review of literature could not reveal any research work designed to study the difference between seeing and visually impaired persons with regard to their emotional intelligence. However a possible explanation can be given in support of the result. Visual impairment imposes number of limitations including inadequate social interaction and experiential deprivation which may retard the development of emotional intelligence.

Table – 3 : Difference between alienation among college students with visual impairment and normal vision

Sr. No.	Variable / dimensions	M ₁	M ₂	SD ₁	SD ₂	't' ratio	Significance at 0.05 level
1.	Alienation	32.02	18.58	4.13	6.87	23.64	Significant
2.	Powerlessness	5.23	2.20	1.57	1.52	19.56	Significant
3.	Isolation	4.68	2.61	1.66	1.62	12.58	Significant
4.	Self estrangement	6.58	2.98	2.06	2.16	17.01	Significant
5.	Meaninglessness	4.34	1.56	1.51	1.46	18.64	Significant
5.	Normlessness	11.21	9.28	2.60	3.58	6.14	Significant

No. of students with VI = 200 . .M₁ = Mean Scores of students with V.I.
No. of Students with NV = 200 .M₁ = Mean Scores of students with NV
Table value of 't' at 0.05 level of significant i.e. 1.96

Meaninglessness, normlessness, isolation and self estrangement exceed the table value at 0.05 level of significance i.e. 1.96, therefore, concerned null hypotheses are not accepted. Hence students with visual impairments and normal vision differ significantly in terms of alienation and it all the five dimensions. The table further reveals that mean alienation and its dimensions scores of students with visual impairment are more than those of students with

normal vision. It means alienation among college students with visual impairment is more than that of college students with normal vision. Now it may be concluded that visual impairment contribute to alienation. Persons with visual impairment face socio economic and cultural inequalities and social segregation which may result into alienation.

CONCLUSION:
1. Negative and significant correlation between alienation and emotional intelligence led to the conclusion that college students with higher emotional intelligence are likely to have lower level of alienation.
2. College students with normal vision were found better than their visually impaired counterparts with regard to emotional intelligence. It means visual impairment adversely affect emotional intelligence.
3. College students with visual impairment were found more alienated than students with normal vision. The finding led to the conclusion that visual impairment contribute to alienation.

EDUCATIONAL IMPLICATIONS:
The findings of the present study have ample implications for college administrators, teachers, parents, special educators and other professionals working in the field of disability. In view of the findings of the study, college authorities, special educators, teachers and clinical psychologists are required to take appropriate measures to reduce the level of alienation and improve emotional intelligence of college students with visual impairment. College authorities, teacher and parents need to provide a congenial environment for optimum psycho-social development of such students. One of the important finding of the present study is the significant relationship of alienation with emotional intelligence. It underlines the importance of emotional intelligence to reduce alienation. College authorities, teachers and students should take the responsibility together in developing emotional intelligence at personal level, at the group level, at the organizational level at the same time. Teacher's duty in developing the emotional intelligence is to enable students to understand and use vocabularies pertaining to the emotions. The emotional intelligence training is scrupulous and difficult task. Many institutions and experts have designed emotional intelligence development programmes for the students. These programmes can be used with appropriate modifications to improve emotional intelligence of college- students with visual impairment.

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