

## Psychological alienation and emotional intelligence among female Omani university students

Asma Naser Alkhaldeh

Department of childhood education, faculty of educational sciences, Isra University, Jordan.

### Abstract

The current study attempted to examine the levels of psychological alienation and emotional intelligence among female Omani university students. Using online questionnaires; (204) female Omani students were selected by distributed the questionnaires via social media i.e., WhatsApp, Facebook, and Twitter. Results reported that the level of psychological alienation scale and emotional intelligence were moderate among the study participants. A negative medium significant correlation was found between emotional intelligence and psychological alienation. Another finding of the study presented no significant differences at ( $\alpha \leq 0.01$ ) concerning the effect between academic level and levels of psychological alienation and emotional intelligence among female Omani university students. Moreover, no statistically significant effect of academic achievement in level of emotional intelligence among female Omani university students. Furthermore, the results reported academic achievement statistically significant effect in level of psychological alienation among female Omani university students. Finally, results showed a statistically significant effect between the student in academic level fourth year, the students in academic level second year, and *students in academic level first year* in favour of the students in academic first year.

**Key word:** Psychological alienation, emotional intelligence, Omani students.

**DOI:** 10.7176/JEP/13-15-16

**Publication date:** May 31st 2022

### Introduction

Psychological alienation is a human phenomenon that has received wide attention by philosophers, psychologists, educators, and sociologists. The alienation concept has been used to express the strangeness, falseness, depth of life, and the superficiality it observes in relationships of individuals to each other, in a form that almost threatens the existence and psychological health of human (Alwan, 2014). Alienation phenomenon is a feature of customs and traditions of era, it is one of the most complex issues of contemporary human because of its increasing growth, expansion, seriousness, and researchers have been able to call this phenomenon alienation (Fromm, 1969). Freud suggested that the experiences are suppressed to reduce its pain, so remembering these experiences is difficult and requires a great effort to overcome the resistance that prevents these experiences from appearing to feel. Thus, feeling alienating of repressed experiences and resistance here is a manifestation of alienation (Baucom, 1980).

Freud also points out that repressed experiences begin a new life abnormal in unconscious and keeps its power waiting for an opportunity to get out. as long as the causes of repression still exist, unconscious remains alienated in form of separation from feeling and what the ego tries, to reconcile the stress of reality with requirements of ego and orders of the super ego only to escape the alienation of individual from the social reality (Calabrese and Cochran, 1990). Alienation is a multidimensional phenomenon, consisting of more than one component: self-alienation, isolation, and blindness (loss of living,) helplessness (powerlessness), wanting, withdrawing, meaninglessness (loss of meaning,) rebellion, rejection, and targetless (loss of target). Horny believes that the reasons for individuals' alienation are refer to internal stresses, where the individual faces most of his activity towards reaching highest levels of perfection in order to achieve self-realization idealism and reaches himself to high level of self-esteem (Bonner and Rich, 1992).

There are many reasons that lead to feeling of alienation, such as the psychological and social factors i.e., conflict, deprivation, traumatic experiences, emotional intelligence, social environment streets, and culture. The emotion perception process is based on understanding the emotion and emotional absorption of the individual and others. where feelings play a key role in the conduct of life (Lent, 2004). Violent feelings lead to confusion of logic, especially when making an important decision, whereas the decisions of life are renewed, and the logical interpretation is not enough and that it grows to require an understanding of feelings and the rule of emotion (Lockwood and Marshall, 2005). Goleman considers emotional intelligence is a key factor for success in different life areas. And that students with emotional intelligence are more popular and less aggressive, and

the development of emotional ability and self-awareness allows emotionally qualified people to "develop the behaviour and social skills of others (Shoho and Katims,1998).

### **Literature review**

Dukhan and Hatheeq (2017) studied the psychological alienation among students of Al-Hamah Lakhdar university. Using the psychological alienation of Karima Unsi (2012), whose psychometrics characteristics have been confirmed on (106) students were selected in a regular random manner. Sample of the study consist of (300) students. Results of the study showed a statistically significant difference in psychological alienation between students based on their nationality, and no statistically significant difference in psychological alienation between students based on their gender.

Ghabghoub and Saieedi (2015) aimed to know more about the dimensions of psychological alienation leading to abuse, as well as extracting the user's psychological profile and reducing feelings of alienation. The clinical approach has been used to study of experienced adolescent abusers in Biskra City, and the alienation scale of Zainab Shaqir's (2012) have been administered to (50) students. The study found that psychological alienation has a role to play in the teenager's drug use. Results The study found that psychological alienation has a role to play in the teenager's drug use represented in social isolation, meaninglessness, and disability, as well as weak religious scruples. In addition to relational problems, such as the trauma of maternal deprivation and attachment to the mother, and the wish of the father who it is seen as a model of identification. And all these feelings appear in the teenager's self and finds himself under furnishings with several different risks such as self-determination, which leads to introversion, and worse. This includes drug use, smoking, lack of family control and low blood supply.

La'fifi (2013) aimed to identify the quality of the relationship that binds stress and each its dimensions with psychological alienation in a group of respondents from fixed-term practical programs, CID. Sample of the study consist of (200) students. The study found a negative correlation between both psychological stress and psychological alienation, and that the longer unemployment, the higher the level of stress psychological, and the feeling of psychological alienation increased in the university's pre-contract workers displacement, the level of stress increases and the feeling of alienation increases in participants of mental illness, they work outside their specialty field and decrease in the number of people who work in a field of specialization.

Al Kardawi (2008) aimed to measure the impact of the emotional intelligence of managers on the level of feeling of job alienation among subordinates within the working environment, by applying to a sample of 384 individual managers in the services directorates in Daqahliya governorate, as well as a sample of 384 individual employees under the presidency of these managers in the same directorates. Results of the study reported a different level of functional alienation in its overall degree and subdivisions according to the levels of emotional intelligence of managers. The study added that the levels of job alienation among employees can be predicted by indicating the level of emotional intelligence of managers. Finally, the study found the possibility of formulating a general model that illustrates the mutual effects between the dimensions of the emotional intelligence of managers on the one hand and their direct and indirect effects on the subdivisions of functional alienation among employees on the other.

### **Problem of Study**

The phenomenon of psychological alienation has spread among the societies, including university students. Especially, the Omani students who are the most vulnerable to this phenomenon because of their unacquiescence for the new customs, traditions, and the life of society, it becomes an attempt to living a new culture forced to adapt to it. They may feel many manifestations such as a weak sense of belonging as well as a sense of isolation, introversion, and weakness caring about life and that's what makes them suffer and makes it difficult to achieve integration in physical, psychological, and social aspects. Ali (2008) posits that the student who studies in another country other than his own country; suffers from difficulties of spatial alienation from parents, homeland, and society. In addition to these psychological stresses and problems that may be encountered by the outcome of its presence within a society. It differs in its customs, traditions, and system of study management as they are accustomed to it. The problem with this study is to detect the psychological alienation and emotional intelligence among female Omani university students.

## Aims of Study

The current study aims to:

1. Examine the levels of psychological alienation and emotional intelligence among female Omani university students.
2. Detect the relationship between psychological alienation and emotional intelligence among female Omani university students.
3. Explore the effect of academic level and academic achievement in levels of psychological alienation and emotional intelligence among female Omani university students.

## Study Questions

The study attempt is to answer the following questions:

1. what are levels of psychological alienation and emotional intelligence among female Omani university students?
2. What is the relationship between psychological alienation and emotional intelligence among female Omani university students?
3. Do academic level and academic achievement effects in levels of psychological alienation and emotional intelligence among female Omani university students?

## Methodology

Data was collected from the social science faculty at Isra University during of 2021/2022 academic year. The population of current study contain of Omani students. Using online questioners; (204) female Omani students were selected by distributed the questioners via social media i.e., WhatsApp, Facebook, and Twitter. The students came from different cities and towns in Oman and represented almost all the existing social and economic classes. Additionally, the participants aged between 18 to 25 years old suggesting that participants are homogeneous.

## Tools of study

Having reviewed the related previous research and studies, the study adopted two scales for data collection: the psychological alienation scale (Al-Kubaisi, 2002) consists of (26) items. And the emotional intelligence scale (Al-Alwan, 2011) which consists of (41) items, divided into: emotional knowledge (9 items), empathy (13 items), social communication (9 items), and emotion regulation (10 items). The researcher has been calculated the reliability of the scale based on test - retest, by distributing the same scales twice with interval 14 days to a sample of (30) students were selected randomly. The researcher has been calculated Pearson correlation: Psychological alienation scale (0.85), and emotional intelligence scale (0.89).

## Results

**Question one:** what are levels of psychological alienation and emotional intelligence among female Omani university students?

To answer the question one-sample t-test have been calculated as presents in Table (1):

**Table 1:** one-sample t-test of levels of dimension.

Variables	Dimensions	Mean	St.dev	t	Sig
Emotional	<i>Emotional knowledge"</i>	3.866	0.615	19.829	0.00*
	<i>"Empathy"</i>	4.017	0.489	28.763	0.00*
	<i>"Emotional regulation"</i>	3.989	0.518	25.764	0.00*
Intelligence	<i>"Social communication"</i>	3.874	0.443	25.793	0.00*
	<i>Total</i>	3.936	0.391	33.593	0.00*
Psychological alienation	-----	3.689	0.286	31.204	0.00*

\* Sig at ( $\alpha \leq 0.05$ )

the results in table (1) presented that the mean scores of the psychological alienation scale and emotional intelligence scale were significant at ( $\alpha \leq 0.05$ ). The psychological alienation (*mean*= 3.689), emotional intelligence (*mean*=3.936), This would designate that the level of psychological alienation scale and emotional intelligence were moderate among the study participants.

**Question two:** What is the relationship between psychological alienation and emotional intelligence among female Omani university students?

Pearson Correlation Coefficient was run to check whether there would be any significant relationship between psychological alienation and emotional intelligence among female Omani university students. The results are illustrated in Tables 2.

**Table 2:** Pearson correlation coefficient between the variables.

Variables	Emotional Intelligence	Psychological alienation
Emotional Intelligence	1	- 0.346**
Psychological alienation	0.346**-	1

\*\* Sig at ( $\alpha \leq 0.01$ )

Table (2) reported a negative medium significant correlation between emotional intelligence and psychological alienation ( $r = -0.346, p = 0.01$ ).

**Question three:** Do academic level and academic achievement effects in levels of psychological alienation and emotional intelligence among female Omani university students?

One-way analysis of variance has been applied to detect the effect of academic level and academic achievement in levels of psychological alienation and emotional intelligence among female Omani university students (as presents in Table 3 and 4).

**Table 3:** One-way analysis of variance based on academic level.

Variable	Scale	Variance	Sum of Squares	df	Mean Sq.	F	Sig
Academic level	Emotional intelligence	between group	0.367	3	0.104	0.478	0.232
		within group	29.391	200	0.132		
		Total	29.758	203			
	Psychological alienation	between group	2.061	3	0.609	1.033	0.147
		within group	98.703	200	0.514		
		Total	100.764	203			

\* Sig at ( $\alpha \leq 0.01$ )

Results in table (3) showed did not find any significant differences at ( $\alpha \leq 0.01$ ) concerning the effect between academic level and levels of psychological alienation and emotional intelligence among female Omani university students.

Table 4: One-way analysis of variance according to academic achievement.

Variable	Scale	Variance	Sum of Squares	df	Mean Sq.	F	Sig
Academic achievement	Emotional intelligence	between group	1.003	3	0.265	2.569	0.601
		within group	28.132	200	0.143		
		Total	29.135	203			
	Psychological alienation	between group	8.507	3	2.233	5.835	0.000*
		within group	91.441	200	0.560		
		Total	99.948	203			

\* Sig at ( $\alpha \leq 0.01$ )

Table (4) showed no statistically significant effect of academic achievement in level of emotional intelligence among female Omani university students. Furthermore, the results reported academic achievement statistically significant effect in level of psychological alienation among female Omani university students. To find out the effect sources, "Least Significant Difference (LSD)" have been run. As listed in following Table 5.

Table 5: "Least Significant Difference (LSD) test".

Variable	Category	Mean	First year	Second year	Third year	Fourth year
Psychological alienation	First year	4.192	-----	-----	-----	-----
	Second year	4.006	-----	-----	-----	-----
	Third year	3.734	*	-----	-----	-----
	Fourth year	3.201	*	*	-----	-----

\*Sig at ( $\alpha \leq 0.01$ )

Results of "Least Significant Difference (LSD)" test as showed in table (5) reported a statistically significant effect between students in academic level third year ( $M = 3.734$ ) and students in academic level first year ( $M = 4.192$ ) in favour of students in academic level first year. Also, there were statistically significant effect between the student in academic level fourth year ( $M = 3.201$ ), the students in academic level second year ( $M = 4.006$ ), and students in academic level first year ( $M = 4.192$ ) in favour of the students in academic first year.

## Discussion

The current study attempts to examine the levels of psychological alienation and emotional intelligence among female Omani university students, in addition to examine the effect of academic level and academic achievement in levels of psychological alienation and emotional intelligence among female Omani university students. Using online questioners (204) female Omani students were selected by distributed the questioners through social media i.e., WhatsApp, Facebook, and Twitter. The data were tabulated and entered to SPSS programme. Results reported that the level of psychological alienation scale and emotional intelligence were moderate among the study participants. A negative medium significant correlation was found between emotional intelligence and psychological alienation.

Another finding of the study presented no significant differences at ( $\alpha \leq 0.01$ ) concerning the effect between academic level and levels of psychological alienation and emotional intelligence among female Omani

university students. Moreover, no statistically significant effect of academic achievement in level of emotional intelligence among female Omani university students. Furthermore, the results reported academic achievement statistically significant effect in level of psychological alienation among female Omani university students. Finally, results of "Least Significant Difference (*LSD*)" test showed a statistically significant effect between the student in academic level fourth year ( $M = 3.201$ ), the students in academic level second year ( $M = 4.006$ ), and students in academic level first year ( $M = 4.192$ ) in favour of the students in academic first year.

It can be explained as, the level of psychological alienation among female Omani university students is expected; because of the ideas, opinions, attitudes, values, and traditions that must be followed and not departed from it and not within its specific limits. This is also because the university student community does not participate with each other in student classroom and activities that directed at them theories and opinions that may contradict their opinions and philosophy. Its leads to a lack of know of the others' opinions and even if the ideas are good or not, which leads to intellectual, cultural, emotional, and social conflict and conflict of values and traditions. The finding of current study agrees the finding of La'fifi (2013) which found a negative correlation between both psychological stress and psychological alienation, and that the longer unemployment. In additional to finding of Al Kardawi (2008) who reported a different level of functional alienation in its overall degree and subdivisions according to the levels of emotional intelligence of managers.

### Limitation and further research

The current study has tried to contributions through responding to the scarcity of research that investigating the relationship between the levels of psychological alienation and emotional intelligence among female Omani university students. But a several of limitations need to be recognized for future studies to consider. Data have been collected from female Omani university using online questioners during Covid-19 time. Thus, it is possible that the sample of the study may affected by psychological status. Moreover, the findings of the study should be generalised with its limits. i.e., (scales and place of the study, and time of the study. This study has been done according to quantitative approach. Future research is counselled to triangulate by employing mix methods i. e. interviews, observations, or case studies. It is also recommended to investigate the difference in levels of psychological alienation and emotional intelligence over an extended participants which can helps researchers understand the interaction between the variables more thoroughly. Further research also needed to study the casual relationships between levels of psychological alienation and emotional intelligence.

### References

- Al Kardawi, M. M. (2008). The impact of the emotional intelligence of managers on the level of the feeling of subordinates to alienation within the working environment is an applied study on the employees of the services directorates in Daqahliya governorate. *Egyptian Journal of Business Studies*, 45(2), 1-53.
- Alwan, R. (2014). Psychological Alienation in the University Students. *Journal of basic educational faculty*, (17), 389 – 404.
- Baucom D H. (1980). independent cpi masculinity and femininity scales: psychological correlates and a sex-role typology. *Journal of Personality Assessment*44, 262-271.
- Bonner, R. L., & Rich, A. R. (1992). dysfunctional cognitions and hopelessness in a correctional population. *Journal of Offender. Rehabilitation*, (17), 71-79.
- Calabrese R.L.& Cochran J. (1990). the relationship of alienation to cheating among a sample of American adolescents. *Journal of Research & Development in Education* 2 (4).
- Dukhan, A and Hatheeq, K. (2017). Level of psychological alienation among students: a comparative study in Al-Hamah Lakhdar university. *Unpublished master thesis*, Al-Hamah Lakhdar university, Algeria.
- Ghabghoub, E and Saieedi, A. (2015). psychological alienation and drug use in an experienced teenager (case study.) *Journal of Psychology and Education*. Mohammed Khider University in Biskra: Algeria.
- La'fifi, E. (2013). the relationship of stress to psychological alienation in the university's graduated students pre-

contract workers. *Unpublished Master thesis*, University of Farhat Abbas. Setif: Algeria.

Lent, R. W. (2004). toward a unifying theoretical and practical perspective on well-being and psychological adjustment. *Journal of Counselling Psychology*, (51), 482-509.

Lockwood, P., Tara C. Marshall (2005). promoting success or preventing failure: cultural differences in motivation by positive and negative role models. *Personality and Social Psychology Bulletin*. (31), 379-392.

Shoho, A. R and Katims, D. S. (1998). Perceptions of alienation among special and general education teachers. *Paper Presented at the Annual Meeting of the American Educational Research Association* (San Diego ,CA , April, 22 pages).