

A Study of Alienation Tendency of B.S.E.H. and C.B.S.E. Senior Secondary School Students of Sirsa District in Haryana State

Prof. Dr Jai Parkash

Principal, JCD (PG) College of Education, Sirsa
jai.parkash.hooda@gmail.com

Dr. Satnarain

Associate Professor, JCD (PG) College of Education, Sirsa
chhillarsn@gmail.com

Dr .Sushma Rani

Associate Professor, JCD (PG) College of Education, Sirsa
hooda.sushma@gmail.com

ABSTRACT

The present study aims to examine Alienation Tendency Of B.S.E.H. And C.B.S.E. Senior Secondary School Students Of Sirsa District In Haryana State. For the present study Random Sampling was used. The present study was conducted on 200 students in which 100 students were selected from C.B.S.E. and 100 students from B.S.E.H. senior secondary school students of Sirsa District and descriptive survey method was used. In the present study the results shows that There exists a significant difference between the alienation of C.B.S.E. and B.S.E.H. senior secondary school students. The alienation score of B.S.E.H. senior secondary school students are higher than the C.B.S.E. senior secondary school students. There exists no significant difference between the alienation scores of Male C.B.S.E. and B.S.E.H. senior secondary school students. There exists a significant difference between the alienation scores of female C.B.S.E. and B.S.E.H. senior secondary school students.. There exists a significant difference between the alienation scores of male C.B.S.E. and female B.S.E.H. senior secondary school students. The female B.S.E.H. senior secondary school students have higher scores than the male C.B.S.E. senior secondary school students. There is no significant difference between the alienation scores of female B.S.E.H. senior secondary school students and male C.B.S.E. senior secondary schools students.

Keywords: Alienation Tendency , H.B.S.E. , C.B.S.E. , Sr. Secondary School Students , Haryana State

INTRODUCTION

Alienation has become the most prominent area of research for the researchers'. Alienation is a very serious phenomenon, which affects the people of every age group whether they are young or adults. But the teenagers are the most frequent victims of alienation. If alienation is not detected at an earlier stage, then the results of alienation can be very harmful. The young teens feel isolated and estranged in their own world of unfulfilled desires and aspirations. When they do not get any space in their family, friends and society, they feel

estranged and start cutting-off from the main stream. So it is very essential to check alienation at an early stage. As the world is becoming more and more modern and mechanical and technical, with the same speed alienation is growing in society. Many studies have been conducted on alienation in determining its impact different age groups. But there is a need to study its' impact on teenagers. Thus the present study may prove to be a pioneer effort in the direction of making society aware of the problem of the alienation among teenagers and later on it may be helpful in reducing the alienation.

The Latin word alienation has a legal sense (the transfer or sale of a good or right), a psychological sense (dementia, insanity), a sociological sense (dissolution of the link between the individual and others), and a religious sense (dissolution of the link between the individual and the god). In German, the word Entfremdung (literally, to become estranged from or a stranger to) covers a range of meanings, but to large degree these are parallel to those of the Latin alienatio (Harre & Lamb, 1983). Although the concept of alienation has a central place in the history of sociological thought it is only recently that attempts have been made to define it in empirically- operationable and to relate it to specific social systems or sub - systems rather than to such global referents as 'the' culture' or 'society as a whole' (Cohen, 1974).

Seeman classified the elements or dimensions of alienation into the following five categories:

(i) **Powerlessness:** The perception that one cannot control what is happening to him. Powerlessness represents an individuals' inability to influence one's choices. Powerless adolescents tend to rationalize any effort make to achieve a goal as a waste of time. The expectancy or probability held by the individual that his own behaviour cannot determine the occurrence of the outcomes or reinforcements he seeks.

(ii) **Meaninglessness:** The perception that one is unclear as to what an individual ought to believe. It is the second major use of the alienation concept. It is the sense of understanding the events in which he is engaged. We may speak of high alienation in the meaninglessness. The individual cannot take decisions about anything easily or the individual cannot choose appropriately among alternative interpretations (cannot act intelligently or with insight) because the increase in functional rationality.

(iii) **Normlessness:** The third variant of the alienation theme is derived from Durkheim's description of "anomie" and refers to a condition of normlessness. It is a kind of rulelessness. Normlessness is associated with a person whose value system is inconsistent with school norms (i.e. getting good grades, attending class, no behavioral problems, etc.). Normlessness adolescents perceive themselves, and believe others perceive them as being different in a negative way. It is a kind of misbehaviour or misinvolvement of an individual.

(iv) **Isolation:** The fourth type of alienation refers to isolation. It refers to the detachment of the intellectual from popular cultural standards- one who has become estranged from his society and culture. In the present context, this brand of alienation may be usually defined in terms of reward value: the alienated in the isolation sense are those who like the intellectual, assign low reward value to goals and beliefs that are typically high valued in the given society

(v) **Self-Estrangement:** The final variant distinguishable in the literature is the alienation in the sense of self-estrangement. To speak of alienation from the self is after all simply a metaphor, in a way that 'alienation from popular culture. One way to state such a meaning is to see alienation as the degree of dependence of the given behaviour upon anticipated future rewards, in these terms the alienated person only thinks about himself and whatever does, does for himself and not for others

REVIEW OF LITERATURE

Seeman's (1959) important theoretical paper which identified five uses of the concept of alienation i.e. powerlessness, meaninglessness, normlessness, isolation, and social estrangement. Researchers have developed a variety of alienation measures based upon some or all of those five dimensions. A growing number of studies have selected educational setting as the social referents for measuring alienation. Conger (Cited in Mohan et. al. 1999) explains the concept of alienation as a profound rejection of the values of an adult society that some young people perceives as increasingly impersonal, often cruel and lacking in concern for the individual. According to Kanungo (Cited in Mohan et al. 1999), the term alienation is used to describe people who feel they have few or no opportunity to have any power or control over their lives. They feel lack the freedom to make changes or seek personal achievement. A concept that is so central in sociological work and so clearly laden with value implications, demands special clarity. Seeman (1959) conceptualized 'alienation' by distinguishing its five relatively non- overlapping meanings. He identified five uses of the concept of alienation and researchers have developed a variety of alienation measures based upon some or all of these five dimensions of alienation.

Research findings on alienation in different organizational settings seem to suggest that alienation is an outcome of frustration situation (Yadaw & Nagle, 2012).). It can be said that the early studies on alienation were more concerned about the estrangement of the employee and employer. In this sense, it can be said that the concept was profoundly tackled through studies in business organizations. Basically, it is possible to claim that alienation has effected educational organizations increasingly similar with the case in profit making companies (Tezcan, 1991). It is indicated that alienation has a negative effect on educational organizations in terms of some significant outputs such as students' attitude towards teaching profession (Erbas, 2014; Çağlar, 2012), discrimination and prejudice (Cabrera & Nora, 1994), academic success (Hascher & Hagenauer, 2010; Johnson, 2005). Moreover, Roeser, Lord & Eccles found out that alienation from the middle school has a negative relation with the general satisfaction. In this sense, alienation from the university has a negative relation with their general satisfaction

NEED OF STUDY:

Though there is large number of related literature and number of people have done their work on this type of problem. But all this work is done by foreign researchers. No work has been done on this problem in Sirsa District. The researchers started their work on this untouched issue " A Study of Alienation Tendency of B.S.E.H. And C.B.S.E. Senior Secondary School Students of Sirsa District In Haryana State."

STATEMENT OF THE PROBLEM:

A Study of Alienation Tendency of B.S.E.H. And C.B.S.E. Senior Secondary School Students of Sirsa District In Haryana State.

OBJECTIVES OF THE STUDY:

1. To compare & measure the alienation of the C.B.S.E. and B.S.E.H. senior secondary school students.
2. To compare & measure the alienation of the male students of C.B.S.E. and B.S.E.H. senior secondary school.
3. To compare & measure the alienation of the female C.B.S.E. and B.S.E.H. senior secondary school students.
4. To compare & measure the alienation of the male C.B.S.E. and female B.S.E.H. senior secondary school students.
5. To compare & measure the alienation of the female C.B.S.E. and male B.S.E.H. senior secondary school students.

HYPOTHESES OF THE STUDY:

1. There is no significant difference between the alienation of the C.B.S.E. and B.S.E.H. senior secondary school students.
2. There is no significant difference between the alienation of the male C.B.S.E. and B.S.E.H. senior secondary school students.
3. There is no significant difference between the alienation of the female C.B.S.E. and B.S.E.H. senior secondary school students.
4. There is no significant difference between the alienation of the male C.B.S.E. and female B.S.E.H. senior secondary school students.
5. There is no significant difference between the alienation of the female C.B.S.E. and male B.S.E.H. senior secondary school students.

DELIMITATIONS OF THE STUDY:

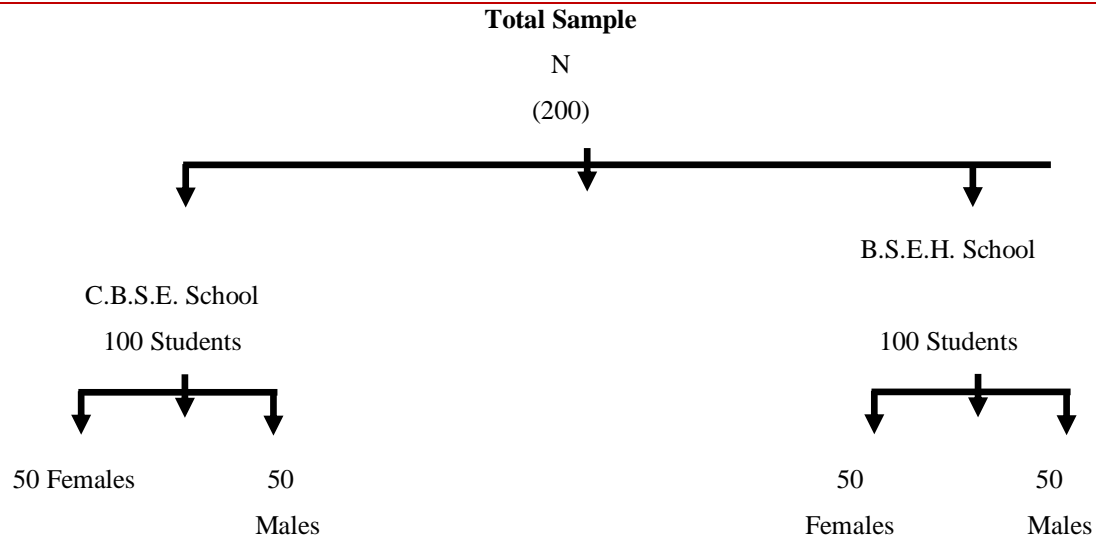
1. The study was delimited to the C.B.S.E. and B.S.E.H. senior secondary schools of Sirsa District .
2. The present study was delimited to 200 students of C.B.S.E. and B.S.E.H. Senior secondary schools of Sirsa district.
3. The present study was conducted on one variable i.e Student Alienation Scale.

DESIGN OF THE STUDY:

The present study was designed to investigate the problem of alienation among C.B.S.E. and B.S.E.H. senior secondary school students of Sirsa District. The normative survey method was used for data collection.

SAMPLE:

For collection of data the investigator first of all chooses suitable sample. The present study was conducted on 200 students in which 100 students were selected from C.B.S.E. and 100 students from B.S.E.H. senior secondary school students of Sirsa District. The sample break up is as follows:



TOOL USED:

For the present study, **Student Alienation Scale** was used which is developed by 'Dr. R. R. Sharma'.

STATISTICAL TECHNIQUE:

Raw scores have no value in themselves, unless they are subjected to statistical treatment, in the present study Mean, Standard deviation and t-test has been applied.

Mean

$$M = \frac{\sum x}{N}$$

Standard Deviation

$$S.D. = \sqrt{\frac{\sum d^2}{N}}$$

Standard error of deviation

$$S.E_D = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

t-test

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where

M₁ = Mean score of group I

M_2 = Mean score of group II

N_1 = number of students in sample I

N_2 = number of students in sample II

M_1 = standard deviation of sample I

M_2 = standard deviation of sample II

Mean

It is commonly taken as arithmetic average. It is defined as the number of measures.

$$\text{Mean} = A + \frac{\sum fx}{N} \times i$$

Where,

A	=	Assumed mean
f	=	Respective frequency
X	=	Deviation from assumed mean
N	=	Total number of given observations
i	=	Size of the class interval

Standard Deviation

It is used as a measure of dispersion of scores in a distribution

$$\text{S.D.} = \sqrt{\frac{\sum x^2}{N}}$$

$\sum x^2$ = Sum of squares of raw scores

N = Total number of observations

ANALYSIS AND INTERPRETATION OF DATA

To solve any problem the interpretation the data is very important the main part of the present study constitutes nuclear and joint Families of adolescents. The collection of data is not and in itself. It has to be analyzed with a due to test various hypothesis formulated according to different objectives set in the study.

HYPOTHESIS- 1: There exists no significant difference between the alienation of C.B.S.E. and B.S.E.H. senior secondary school students

TABLE-1

Mean, SD and 't' ratio of alienation of C.B.S.E. and B.S.E.H. senior secondary school students

Category	Sample N	M	SD	t	Significance level at. 05
C.B.S.E Senior secondary school students	100	21.36	08.30	3.79	Significant
B.S.E.H. Senior secondary school students	100	17.64	05.20		

Table 1 shows that the mean, S.D. of alienation of C.B.S.E. and B.S.E.H. senior secondary school students are 21.36,8.30 & 17.64, 5.20 respectively and obtained t-ratio is 3.79 which is higher than the table value. This t-value is significant at .05 level. This means that the difference between the alienation scores of C.B.S.E. and B.S.E.H. Senior secondary school students is significant at .05 level. Thus the hypothesis is 1 rejected.

HYPOTHESIS- 2: There Exists No Significant Difference Between The Alienation Of Male C.B.S.E. And B.S.E.H. Senior Secondary School Students

TABLE .2

Mean, SD and t Ratio of the Alienation Scores of Male C.B.S.E. And B.S.E.H. Senior Secondary School Students

Category	Sample N	M	SD	t	Significance level at 0.05
Male C.B.S.E. senior secondary school students	50	24.17	8.58	1.75	Not Significant
Male B.S.E.H. senior secondary school students	50	26.85	6.62		

Table .2 shows that the mean, S.D. of alienation of Male C.B.S.E. and B.S.E.H. senior secondary school students are 24.17,8.58 & 26.85, 6.62 respectively and the calculated t value is 1.75 which is not significant at the level .05. and there exists no significant difference between the alienation scores of the male C.B.S.E. and B.S.E.H. senior secondary school students. Thus our hypothesis 2 is accepted.

HYPOTHESIS- 3: There exists No Significant Difference Between the Alienation Of Female C.B.S.E. And B.S.E.H. Senior Secondary School Students

TABLE : 3

Mean, SD And t Ratio Of Alienation Scores Of Female C.B.S.E. And B.S.E.H. Senior Secondary School Students

Category	Sample N	M	SD	T	Significance level at 0.05
Female C.B.S.E. Senior secondary school students	50	29.63	6.56	3.75	Significant
Female B.S.E.H. Senior secondary school students	50	35.13	8.14		

Table .3 shows that the mean, S.D. of alienation of female C.B.S.E. and B.S.E.H. senior secondary school students are 29.63,6.56 & 35.13, 8.14 respectively and the calculated t value is 3.75 which is significant at the level. 05. and there exists significant difference between the alienation scores of the male C.B.S.E. and B.S.E.H. senior secondary school students. Thus our hypothesis 3 is rejected .

HYPOTHESIS- 4: There Exists No Significant Difference Between The Alienation Of Male C.B.S.E. Female B.S.E.H. Students

TABLE .4
Mean, SD and t Ratio of The Alienation Scores Of Male C.B.S.E. And Female B.S.E.H. Students

Category	Sample N	M	SD	t	Significance level at. 05
Male C.B.S.E. students	50	24.16	8.58	3.55	Significant
Female B.S.E.H. students	50	31.24	11.17		

Table .4 shows that the mean, S.D. of alienation of male C.B.S.E. and female B.S.E.H. senior secondary school students are 24.16,8.58 & 31.24, 11.17 respectively and the calculated t value is 3.55 which is significant at the level. 05. and there exists significant difference between the alienation scores of the male C.B.S.E. and female B.S.E.H. senior secondary school students. Thus our hypothesis 3 is rejected .

HYPOTHESIS- 5: There Exists No Significant Difference Between The Alienation Of Female C.B.S.E. Senior Secondary School Students And Male B.S.E.H. School Students

TABLE .5
Mean, S.D. And t Ratio Of Alienation Scores Of C.B.S.E. Female And B.S.E.H. Male

Category	Sample N	M	SD	t	Significance level at. 05
Female C.B.S.E.. senior secondary school students	50	29.61	5.56	1.44	Not Significant
Male B.S.E.H. senior secondary school students	50	27.85	6.62		

Table .5 shows that the mean, S.D. of alienation of female C.B.S.E. and male B.S.E.H. senior secondary school students are 29.61,5.56 & 27.85 , 6.62 respectively and the calculated t value is 1.44 which is not significant at

the level. 05. and there no significant difference between the alienation scores of the female C.B.S.E. and male B.S.E.H. senior secondary school students. Thus our hypothesis 5 is accepted .

MAJOR FINDINGS:

In the light of the analysis and interpretation of the result following Major findings were drawn:

1. There exists a significant difference between the alienation of C.B.S.E. and B.S.E.H. senior secondary school students. The alienation score of B.S.E.H. senior secondary school students are higher than the C.B.S.E. senior secondary school students. So, B.S.E.H. senior secondary school students are more alienated than C.B.S.E. senior secondary school students.
2. There is no significant difference between the alienation scores of Male C.B.S.E. and B.S.E.H. senior secondary school students.
3. There exists a significant difference between the alienation scores of female C.B.S.E. and B.S.E.H. senior secondary school students. The alienation score of female B.S.E.H. senior secondary school students are higher than the female C.B.S.E. senior secondary school students. So, female B.S.E.H. senior secondary school students are more alienated than female C.B.S.E. senior secondary school students.
4. There exists a significant difference between the alienation scores of male C.B.S.E. and female B.S.E.H. senior secondary school students. The female B.S.E.H. senior secondary school students have higher scores than the male C.B.S.E. senior secondary school students. So, female B.S.E.H. senior secondary school students are more alienated than male C.B.S.E. senior secondary school students.
5. There is no significant difference between the alienation scores of female C.B.S.E.. senior secondary school students and male B.S.E.H. senior secondary schools students.

CONCLUSION:

The alienation level found in these C.B.S.E. and B.S.E.H. Senior secondary school students is not of the same magnitude. It is clear from the results that many factors affect the behaviors of C.B.S.E. and B.S.E.H. Senior secondary school students. The family background is totally different of the two groups. This is widely apparent from the results that there is a wide gap between the living standards of the C.B.S.E. and B.S.E.H. Senior secondary school students. This becomes the cause of alienation among different C.B.S.E. and B.S.E.H. Senior secondary school students having different background. Thus, there exist a significant difference between the alienation scores of C.B.S.E. and B.S.E.H. Senior secondary school students. there exists significant difference between the alienation scores of the male C.B.S.E. and female B.S.E.H. senior secondary school students. Thus our hypothesis 3 is rejected.

It indicates that due to defense in gender and living standard the alienation scores of male C.B.S.E. school and female B.S.E.H. senior secondary school students are different. Due to the restricted family environment and other social issues makes the females of B.S.E.H. senior secondary school students are more

alienated. The life style of the boys are very frank and less restricted and due to that female B.S.E.H. senior secondary school students are more alienated than female B.S.E.H. senior secondary school students. This makes male C.B.S.E. senior secondary school students are less alienated.

EDUCATIONAL IMPLICATION OF THE STUDY:

The present study will help in educational field in many ways such as:

The present study will help teachers to understand students properly.

1. The present study will help to bring a change in the attitude of the teachers towards students affected with alienation.
2. The study will help parents to co-operate their children.
3. The study will help senior secondary schools to organize more co-curricular activities in the campus to remove student alienation.

REFERENCES

- Bekhet, A. K., Elguenidi, M. & Zauszniewski, J. A. (2011).** The Effects Of Positive Cognitions On The Relationship Between Alienation And Resourcefulness In Nursing Students In Egypt. *Journal Of Issues In Mental Health Nursing*, 32, 35-41. <http://dx.doi.org/10.3109/01612840.2010.521618>
- Brown, Monica R., Higgins, Kyle; Paulsen, Kim (2003)** - Teenagers alienation: what is it and what can educators do about it?
- El-Deep, H.A.E. (2012).** Analytical Study Of Alienation Of Rural And Urban College Students In Sharkia Governorate After The Revolution Of 25th Of January 2011. *Australian Journal Of Basic And Applied Sciences*, 6(8), 546-563
- Erbas, M. K. (2014).** The Relationship Between Alienation Levels Of Physical Education Teacher Candidates And Th Eir Att Itudes Towards The Teaching Profession. *Australian Journal Of Teacher Education*, 39(8). <http://dx.doi.org/10.14221/ajte.2014v39n8.3>
- Farhana Qadir and Dr. Nighat Basu(2018)** To study the alienation among rural and urban higher secondary school students of Kashmir valley. *International Journal of Advanced Education and Research*, Volume 3; Issue 2; Page No. 41-45.
- Gaidzanwa, R. B. (2007).** Alienation, Gender and Institutional Culture at the University of Zimbabwe. *Feminist Africa*, 8. <http://agi.ac.za/journal/feminist-africa-issue-8-2007-rethinking-universities>
- Ilhan Kacire (2016)** The Impact of the University Students' Level of Alienation ,on their Perception of General Satisfacton *International Journal of Higher Education*, Vol. 5, No. 1
- Jennifer J. Harman, Demosthenes Lorandos, Zeynep Biringen, Caitlyn Grubb.(2019)** Gender Differences in the Use of Parental Alienating Behaviors. *Journal of Family Violence*, 2019; DOI: [10.1007/s10896-019-00097-5](https://doi.org/10.1007/s10896-019-00097-5)
- K. Baucher, M. L. Manning, Pearson Allyn Bacon-Finding Friends(2010),** - Relationships alienation and a sense of belongingness. By: Pentice Hall, the Hindu magazine online edition of India's national newspaper.

-
- LaCourse, Eric, Villeneuve, Martine, Claes, Michel (2003)**- Theoretical structure of teenagers alienation: A Multi group Confirmatory factor Analysis."Academic Journal Article from Teenagers, Vol. 38 No. 152.
- Lones Lynda (2004)** Growing up lonely -Examining teen alienation, Education and Youth editor.
- Loo, C. M. & Rolison, G. (1986)**. Alienation Of Ethnic Minority Students At A Predominantly White University. The Journal Of Higher Education, 57(1), 58-77. <http://dx.doi.org/10.2307/1981466>
Loughrey,
- M. E. & Harris, M. B. (1992)**. Adolescent Alienation And Attitude Toward School In Native American, Hispanic And Anglo High School Students. Paper Presented At The Annual Meeting Of The American Educational Research Association, New York: (Eric Document Reproduction Service No, 347027).
- Mann, S. J. (2001)**. Alternative Perspectives On The Student Experience: Alienation And Engagement. Studies In Higher Education, Volume 26, No. 1. <http://dx.doi.org/10.1080/03075070020030689>
- Mau, R. Y. (1992)**. The Validity And Devolution Of A Concept: Student Alienation. Journal Of Adolescence, 27, 721-741.
- Shoho, A. R. (1996)**. The Alienation Of Rural Middle School Students: Implications For Gang Membership. Paper Presented At The Annual Meeting Of The American Educational Research Association, New York: (Eric Document Reproduction Service No, 396889).

*i*Journals