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Alienation among University Graduates in Relation to their Selected Demographic Factors and Parental Behavior

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Abstract--This present research was conducted to investigate the levels of alienation among the university graduates and addressed whether gender, habitat, stream of study, caste, education level, age, father and mother's behavior have relationship in causing the sense of alienation. The study was carried out among a sample of 160 graduates studying in the university. For collecting data "Alienation Scale" constructed by Hardeo Ojha, self reported personal data sheet and parental behaviour scale developed by researchers were used in the study. The results indicated that the university graduates level of alienation is moderate and no statistically significant difference in the university graduates levels of alienation based on gender, habitat, stream of study, caste, education level, age but there exist significant differences based on parental behavior.

Keywords---alienation, demographic, graduates, permissive, restrictive.

Introduction

Alienation has existed in society since the beginning of human history. Historically the word alienation was brought into human attention/attraction by Karl Marx, a capitalist. In his view he classified 'alienation' happening in four types among the workers; they were workers alienated from the process, product, self and society (others). Following these many researches provided definition for alienation in different perspectives based on sociological or psychological approach and studies were also conducted in different fields like production, management, health sectors etc.

Sense of love and belongingness plays a very pivotal role in any human. As rightly pointed out by Maslow's (1962), in his theory on hierarchy of needs, to attain self actualization level love and belongingness, esteem needs of individuals are to be fulfilled. If there is loss of this need it will lead to a sense of loss and alone from self and society. Boardman (2020), posited that "loss of this need is associated with stress, illness and also decrease the wellbeing and depression. Without a sense of belonging, it's easy to feel lost and alone, which is a pretty scary place to be in this wide world, especially for our children".

The basic essence of education is to bring, develop and raise the individual's potentials from inside to outside to survive and sustain in the world. Everyone considers as well as expectation that education has the potential to develop the mental, emotional, social skills, ability, competence and desired attitude and knowledge to edify individuals to the highest level.

Alienation in the field of education is relatively a new phenomenon. Brown et al. (2003), defined in the process of learning alienation means students' estrangement. Mann (2001), defined alienation as "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. It is caused by a teaching-learning process characterized by compliance and bereft of creativity. In higher education, the learner is largely removed from the content to be learned; individual opinion is devalued and reliance on personal perception is dismissed as unscientific." (as cited in Johnson, 2005). In the technological, cultural, social system alienation among the students is increasing gradually. Particularly when it comes to graduates from various backgrounds entering a university environment for the first time feeling alienation is an extremely serious obstacle for their development. However, studies also show that in higher education, the situation is alarming and needs focus of the stakeholders to take concern about the issue on time.

Early research on alienation is fundamentally more concerned in the western context predominantly among school dropouts those with gender and ethnicity/racial differences. The statement was also supported by Apriyanti (2016), "Previous studies on alienation were mostly done within Western business context focusing on gender and racial/ ethnicity differences". However, research on alienation started in the late 1960s, in the higher education context studies were very limited. The studies in the literature showed students have moderate levels of alienation (Oksuz and Ozturk, 2017; Celik and Babaoglan, 2016; Simsek and Akdemir, 2015; Caglar, 2013). Researchers have shown the alienation is associated with the increased rate of attrition, decreased self confidence, and decreased the self esteem/worth among the college students and leads to failure in academics. An impressive result given by Alamoudi et al. (2018), that "both type of students have the same caliber in academic performance/ achievements at the same level".

As later, researchers focused on another direction by taking the experience of alienation based on demographic variables among students as associated with single variable or associated with culture existing in around individual, various organizational settings (Yadaw & Nagle, 2012), participation of students, social

acceptance and academic performance /success (Caglar, 2012) students are more reluctant to engage in lifelong learning (Hagenauer & Hascher, 2010).

Researches also indicate there was no significant difference in college/university going students alienation level respect to gender (Mahajan, 2020; Kumar 2018; Gupta, 2018; Oksuz and Ozturk, 2017; Kaur, 2017; Monika and Neeru Devi, 2017; Apriyanti,2016). But Monika and Neeru Devi (2017) research indicated male students from urban areas feel highly alienated; Apriyanti (2021) remarked gender had a marginal influence on alienation. Deeb (2012), found at the university levels females felt more suffer in self alienation than male. Kumar and Kumar (2020), found that the arts and science stream of government and private universities did not differ significantly. Sharma & Sharma (2019), found that alienation and adjustment are not correlated.

Researchers also found there was a significant relationship between urban and rural university students (Kaur & Singh, 2015) and in contradict not exist (Deeb, 2012). Various studies conducted to found significant relationship between the sense of alienation and the following responsible independent variables: age, family background, behavior patterns, interaction with society, social justice, exposure to media, cultural acceptance and belongingness, and their views toward voluntary work.

Studies also found that significant negative relationship exist between alienation with self efficacy (Kaur and Singh, 2015; Pu et al.2014; Huang and Chen ,2013; Kumar 2011) ; emotional intelligence (Rambir,2007; Kumar,2011;Kaur.2014; Kaur and Singh, 2015) ;emotional maturity (Kaur,2014). Kumari and Kumar (2017), found “students having highly restrictive parental behaviour are more alienated and those students who are very highly permissive are becoming norm less”. Kumar (2019), found between hosteler’s and day scholars were of significance on overall alienation and all the dimensions among students studying in government and private universities. Kacire (2016), found “level of alienation significantly affects their perception of general satisfaction among university students”. But researchers identified no researches were carried out to determine more than three variables associated to alienation in a single study in same situation to understand even better the scenario. To fill the identified research gap researchers conducted a study of this nature. The objective of this study is to (i)explore the levels of alienation among university graduates, and (ii) compare the level of alienation among university graduates based on gender, habitat, stream of study, caste, age, education level, and parental (father and mother) behavior. Based on the above objectives the following hypotheses are framed as (i) there will be no significant difference in the level of alienation among university graduates based on gender, habitat, stream of study and caste, (ii) there will be no significant difference in the level of alienation among university graduates based on age, education level, father’s behavior and mother’s behavior. This study is structured as follows: the introduction is followed by material and methods in section-2. Section-3 discusses the results and discussion, and concludes the study by describing the practical implications of the outcomes.

Materials and Methods

To accomplish the objective of the present research work, researchers adopted a descriptive survey method. Graduates studying in the universities of Assam are considered as a population of the study. In this study by using simple random techniques 160 graduates pursuing courses in the same university environment who voluntarily participate are included and their demographic profile is shown in Table 1.

Table 1
Demographic profile of University Graduates

Variables (subgroups)		N	%	Variables (subgroups)		N	%
Gender	Male	26	16.25	Age (in years)	>18 - < 22	31	19.37
	Female	134	83.75		>22 - < 26	83	51.87
Habitat	Urban	65	40.62		>26 - < 30	46	28.75
	Rural	95	59.37	Father having permissive behavior	Very high	5	3.12
Stream of study	Arts	93	58.12		High	3	1.87
	Science	67	41.87		Moderate	12	7.5
Caste	Schedule	110	68.75	Father having restrictive behavior	Very high	Nil	Nil
	Non -schedule	50	31.25		High	127	79.37
Education Level	Undergraduate	67	41.87		Moderate	13	8.12
	Post graduate	33	20.62	Mother having Permissive behavior	High	3	1.87
	Doctorate	60	37.5		Moderate	16	10
				Mother having restrictive behavior	High	129	80.62
					Moderate	12	7.5

Research tool used for the study

To measure the level of alienation among sample researchers used the "Alienation Scale" constructed by Hardeo Ojha. This scale has 20 items including 5 dimensions namely powerlessness, self estrangement, isolation, meaningless and normlessness. A self reported personal data sheet consists of demographic details and parental behaviour scales developed by researchers are used in the study for collecting data.

Results and Discussions

Data analysis and results

For analysis of the obtained data Statistical Package for the Social Sciences software program application version 25, is used. The data are tested using descriptive analysis, t-test and ANOVA. Results are presented below according to the hypotheses of this study. Table 2 shows the various levels of alienation among University graduates Figure 1 showing the levels of Alienation among University graduates.

Table 2
Levels of Alienation among University graduates

Alienation Levels	N	%	Mean	S.D
High	44	27.5	59.54	2.27
Moderate	90	56.25	69.25	1.47
Low	26	16.25	49	2.43
Overall Alienation	160	100	60.50	6.84

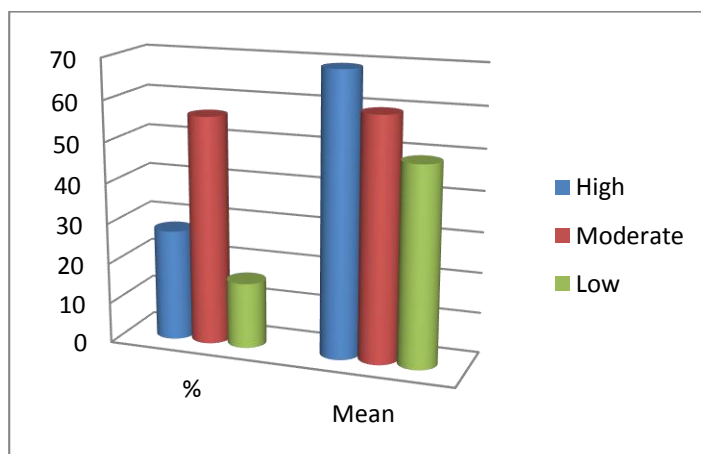


Figure 1. Showing the levels of Alienation among University graduates

From the above Table 2 and Figure 1, it can be seen, the arithmetic mean score of the alienation among university graduates is 60.50 and the standard deviation is 6.84. In that 27.5% of graduates have high alienation with mean score of 59.54, and 56.25% of graduates have moderate alienation with mean score 69.25 and 16.25% of graduates have low alienation with mean score of 49. This indicates that the university graduates' level of alienation is moderate.

Ho1: There will be no significant difference in the level of alienation among university graduates based on gender, habitat, stream and caste.

Table 3
Comparing University graduates various levels of Alienation by gender, habitat, stream of study and caste

Variables	Alienation Levels			N	Mean	S.D	t-value (df=158)	LS*
	High	Moderate	Low					
Gender	Male	5	16	5	26	59.12	1.128	0.26
	Female	39	74	21	134	60.77		
Habitat	Urban	18	38	9	65	60.78	0.434	0.66
	Rural	26	52	17	95	60.31		
Stream of study	Arts	26	51	16	93	60.49	0.001	0.99
	Science	18	39	26	67	60.51		
Caste	Schedule	15	24	11	110	60.36	0.667	0.56

	Non schedule	29	66	15	50	61.16	6.15		
* levels of significance									

As it can be seen from Table 3, the mean score of female graduates 60.77 is higher than the male graduates mean score 59.12, The result of the test indicates that there is no statistically significant difference in the level of alienation among university graduates based on gender ($t_{158}=1.128$, $p=0.261>0.05$). Considering the graduates habitat, the mean score of alienation for urban graduates 60.78 is higher than the rural graduates mean score 60.31, there is no statistically significant difference in the level of alienation among university graduates based on habitat ($t_{158}=0.434$, $p=0.665>0.05$).

In same vein the graduates the mean score of alienation for science stream graduates 60.51 is higher than the arts stream graduates mean score 60.49, this shows there is no statistically significant difference in the level of alienation among university graduates based on stream of study ($t_{158}=0.001$, $p=0.99>0.05$). Considering the graduates' caste, the mean score of alienation for non-schedule graduates 60.36 is higher than the schedule graduates mean score 60.31, there is no statistically significant difference in the level of alienation among university graduates based on caste ($t_{158}=0.667$, $p=0.56>0.05$).

Ho2: There will be no significant difference in the level of alienation among university graduates based on education level, age father's behavior and mother's behavior

Table 4
Comparing university graduate levels of Alienation by education level, age. Father behavior and mother behavior

Variable		Alienation Category			N	Mean	S.D	f-value (df=158)	LS*
		High	Moderate	Low					
Education Level	Undergraduate	20	35	12	67	60.61	6.74	0.077	0.926
	Post graduate	7	23	3	33	67.76	6.19		
	Doctorate	17	32	11	60	60.23	7.34		
Age	>18 - < 22	8	20	3	31	60.87	6.62	0.057	0.944
	>22 - < 26	21	48	14	83	60.39	6.33		
	>26 - <27	15	22	9	46	60.46	7.94		
Father permissive behavior	Very High	0	1	2	3	53.23	5.00	1.852	0.012
	High	3	1	1	5	60.00	10.97		
	Moderate	6	2	4	12	62.54	10.54		
Father restrictive behavior	High	30	79	18	127	65.20	6.19	2.545	0.013
	Moderate	5	7	1	13	60.33	6.69		
Mother permissive behavior	High	2	0	1	3	59.19	14.43	2.545	0.013
	Moderate	6	6	4	16	65.67	12.87		
Mother restrictive behavior	High	30	79	20	128	65.08	6.32	2.545	0.013
	Moderate	6	5	1	13	60.08	7.67		

The results obtained from Table 4 elicits, that “there is statistically no significant differences in the levels of alienation among university graduates based on education levels ($f_{158}=0.077$, $p=0.92>0.05$) and age ($f_{158}=0.057$, $p=0.94>0.05$). Results from Table 4 further reveal that “there are statistically significant differences in the level of alienation among university graduates based on fathers showing permissive behavior and restrictive behavior ($f_{158}=1.852$, $p=0.01<0.05$). Comparing the percentage 87.5% of graduates revealed father’s who shows restrictive behavior are facing the feeling of alienation among that 79.3% of graduates revealed the levels of alienation is high,

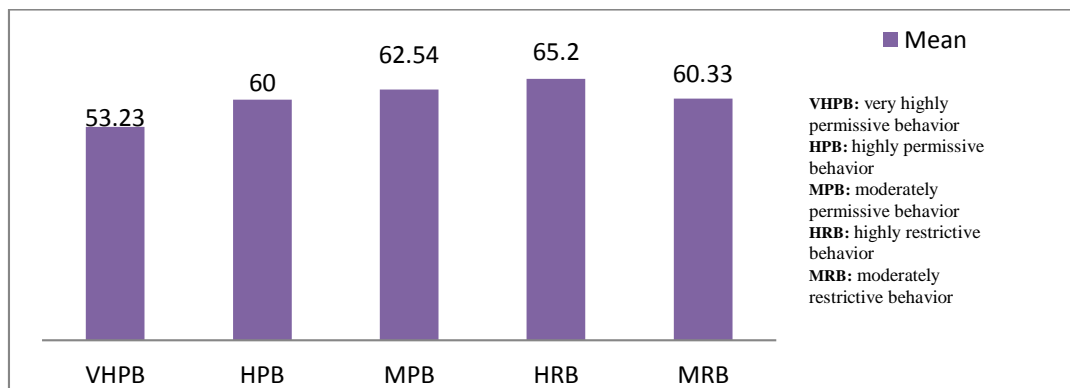


Figure 2. Showing the University graduates levels of Alienation based on Father’s behavior

Figure 2 clearly indicates the mean scores of graduate’s alienation levels are increasing whose father shows very highly permissive behavior to moderately permissive behavior. But the mean scores of graduates' level of alienation is decreasing, whose father shows very restrictive behavior to moderately restrictive behavior. Analyses conducted to know which groups caused this difference among graduates levels of alienation shows the mean score of graduate’s (79.37%) father’s who show highly restrictive behavior are higher than those of their counterparts.

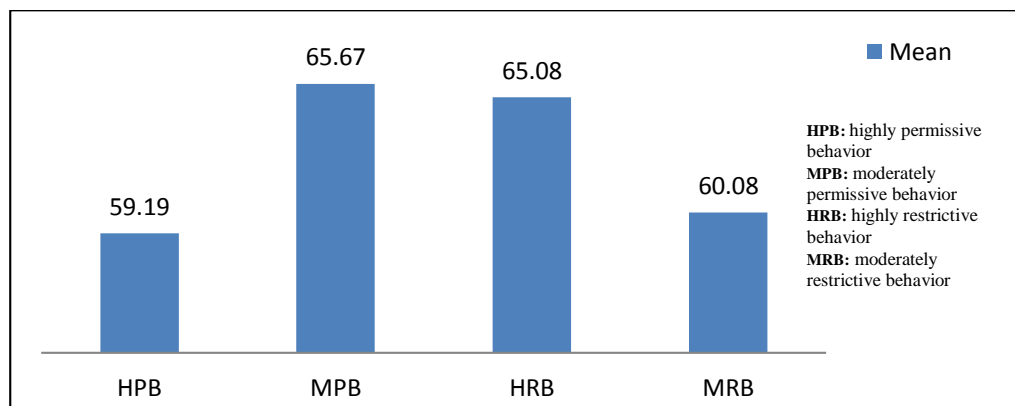


Figure 3. Showing the University graduates levels of Alienation based on mother’s behavior

The obtained results from Table 4 further reveals that “there are statistically significant differences in the level of alienation among university graduates whose mother’s show permissive behavior and restrictive behavior ($f_{158}=2.454$, $p=0.013<0.05$). Comparing the percentage, 88.1% of graduates revealed that their mother’s showing restrictive behavior are facing the feeling of alienation and 80% of graduates revealed the levels of alienation is high. The figure 3 clearly indicates the mean scores of alienation is increasing whose mother’s show highly permissive behavior to moderately permissive behavior. But the mean scores of alienation are decreasing from mother’s showing restrictive behavior to moderately restrictive behavior. Analyses conducted to know which groups caused this difference among graduates' levels of alienation shows the mean score of graduate’s (80%) mother’s who show highly restrictive behavior are higher than those of their other counterparts.

Discussion

The result of the study indicates the university graduates' level of alienation is moderate. This result is in consonance with the findings of Oksuz and Ozturk, 2017; Celik and Babaoglan, 2016; Simsek and Akdemir, 2015; Caglar, 2013). Another finding of this study suggests that there was no significant difference between male and female university students in their levels of alienation. This result is consistent with the studies of Mahajan, 2020; Kumar 2018; Gupta, 2018; Oksuz and Ozturk, 2017; Kaur, 2017; Monika and Neeru Devi, 2017; Apriyanti,2016. But the result indicates female graduates felt a sense of alienation higher than the male graduates in the university. This findings contradicts the findings of Polat et al., 2015; Caglar, 2013; Atas & Ayik, 2013.

Another result of the study indicates that habitat, stream of study and caste is not a significant variable in terms of level of alienation, but urban graduates from science stream belonging to non- schedule groups face the sense of alienation more than their counterparts. This finding contradicts with the findings of Kumar and Kumar, 2020; Oksuz & Ozturk, 2017; also suggests that higher levels of alienation is due to the adverse effect of urban life and the process of alienation.

Another result of the study indicates that the graduates' level of alienation do not significantly differ depending on the level of education. This finding contradicts the findings of Oksuz and Ozturk, 2017; Atas and Ayik, 2013 and contradicts the findings of Celik and Babaoglan, 2016.

Another result of this study shows alienation levels of graduates do not significantly differ in terms of their various age levels. But age group ranges greater than 18 and below 22 experienced the levels of alienation higher than their counterparts. This difference may be due to the fact that first time graduates enter directly into the university environment which is considered to be a social organization which brings various types of people together with differences in cultural, religious, ethnicity and sudden shift from to experience high resourced academic life, personal as well as social life. Many studies reported these types of problems lead the young people to face adjustment issues, stress, anxiety and loneliness in the university setups.

Another result of the study suggests that there are statistically significant differences in the level of alienation among university graduates based on father and mother showing permissive behavior and restrictive behavior. Comparison shows 87.5% graduates sense feeling of alienation whose father's showing restrictive behavior and 79.3% of graduates revealed the levels of alienation is high, In same vein 88.1% of graduates revealed that whose mother's showing restrictive behavior are facing the feeling of alienation and 80% graduates of graduates revealed the levels of alienation is high. These findings coincide with the findings of Kumari & Kumar (2017), that "students having high restrictive parental behaviour are more alienated".

Conclusion

This research paper investigated the levels of alienation and addressed whether gender, habitat, stream of study, caste, education level, age, father and mother's behavior. The results indicated a lack of statistically significant difference in the levels of alienation among university graduates based on gender, habitat, stream of study, caste, education level, age, and there is a significant difference based on parental behavior. It also suggests that there might be some other factors affecting the sense of alienation gained by experience of the sample group or more. There are studies in the literature researchers which came across highlighting academic environment is a factor that causes alienation. However, due to time constraints researchers were unable to include some other factors and more samples in this study in order to make the study more precise. Researchers suggest further research should be carried out cross sectional with huge samples to determine the responsible variables causing the alienation.

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