



## A Statistical Analysis of Alienation and Academic Achievement in Relation to Sex

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**ABSTRACT:** Present study is an effort to find the levels of alienation and academic achievement among undergraduate level students. This study consists of 600 students equally divided into two groups (boys and girls), further these two groups are divided into two subgroups on the basis of alienation scale; high alienated and low alienated. Student Alienation Scale (SAS) by Dr. R.R. Sharma and the percentage of total marks obtained in graduation I year by undergraduate students are used for collecting data. Mean, S.D., C.R. have been applied for data analysis. The result shows that High alienated boys and low alienated boys of undergraduate level differ significantly on academic achievement. Low alienated boys have greater academic achievement than high alienated boys. High alienated girls and low alienated girls of undergraduate level differ significantly on their academic achievement. Low alienated girls have higher academic achievement in comparison to high alienated girls. High alienated boys and high alienated girls of undergraduate level differ on academic achievement scores. High alienated girls are better in their academic achievement in comparison to high alienated boys. Low alienated boys and low alienated girls of undergraduate level differ significantly on academic achievement. Low alienated girls have higher academic achievement than low alienated boys.

**Keywords:** Alienation, Academic Achievement, Undergraduate Students, Estrangement, Gender.

### I. INTRODUCTION

A plethora of empirical research to unveil the mysteries of alienation phenomenon has emerged more particularly during the preceding few decades or so although it is only very recently that alienation has been studied empirically. It has been a subject of active theorizing and subjective explanation for long. The curiosity to understand and explain alienation could be traced to the history of man. The history of man could, well be written as a history of alienation of man [1]. It is an estrangement or separation between parts and the whole of the personality and significant aspects of the world of experience [2]. It is a transfer of little or a legal conveyance of property to another, a state of being alienated, a withdrawal or estrangement, as of the heart or affections, and delirium, mental derangement, insanity [3]. Alienation can be defined as 'the action of antagonizing, or condition of irritation', 'the state of being alienated' and 'loss or disturbance of intellectual faculties insanity'. Alienation can have bad effects on youth and lead to a sense of disconnectedness from school [4]. Students who feel alienated are more bound to create dejection manifestations [5]. There can be five sorts of alienation as similar to the person's reaction to a particular social condition [6].

#### (i) Alienation from decision-making

This is deviation from power or control of the basic leadership process. This alienation is trailblazer to self-offense, for parcel from the essential initiative procedure over what one produces is speculatively the most basic factor inciting estrangement from self. It is this particular kind of alienation that is of fundamental stress to sociologists today, especially in various levelled life,

e.g., associations, for instance, welfare establishments and the big university [7]. Alienation from decision-making can be theoretically imagined as provoking two separate anyway interrelated regions of further alienation- individual alienation and social alienation. Under personal alienation, two classifications are joined alienation from self and alienation from the significance of essence.

#### (ii) Alienation from self

This is loss of pride in one's work, along these lines loss of fulfilment. It incorporates a failure to get unavoidable, self consumatory works out past this, it incorporates a much increasingly broad idea of worth, nonappearance of which may provoke self-destructive and neurotic roles in the push to find substitute fulfilments. It incorporates, also, the likelihood of not being "reliable with one-self".

#### (iii) Alienation from the meaning of existence

This is about meaninglessness of existence. "life is said to be unbearable except if some explanation behind existing is included, some reason supporting life's preliminary when, in this way, we have no other item than ourselves, we can't stay away from to believed that our endeavours will at long last end in nothingness, since we ourselves vanish. Under these conditions, one would free boldness to live that is to act and battle, since nothing will survive from our efforts [8]. Which means is by all accounts firmly subordinate upon "self" which thusly especially relies upon the ability to influence choice over oneself. Social alienation in instead of individual sorts similarly incorporates two further parts - alienation from society's methods closes framework, and alienation from the framework.

**(iv) Alienation from society's means-ends system**

This is got from utilization of the word 'anomie', which alludes to implies social circumstances to which people modify. Individuals are alienated from either society's ways or its closures framework [8-9].

**(v) Alienation from the system**

This is a cognizant dismissal of which society speaks to all in all. The individuals who see distance as relevant just to people imagine it as an absolutely mental idea alluding to an inclination, or a perspective. Others demand that distance isn't just an inclination yet additionally a target reality and a method for learning. The term 'alienation' can be used as a synonym of 'anomie' and characterizes it as a state of mind rather than a state of society. Alienation can be considered as one of the maladies of democratic man that becomes most virulent in times of crisis and turbulent change [10]. Anomy for Maciver is not simply lawlessness. It implies the perspective of one who has been forced from his ethical roots and has no longer any benchmarks, feeling of progression of society and of commitment. The anomic man is profoundly clean, responsive just to himself. His solitary confidence is in the reasoning of refusal. He lives his life in the confusion of past and future.

The man, from Freudian view point, distrusts his groups and society and, in so doing, becomes alienated and incomplete. In Freudian thought, man's "derives" are only "subverted" by his society and his subversion makes him "sick". So, if society is a disease maker, what sense is there in extending one's being into society? Yet, without this extension derived from social responsibility, man remains incomplete and without identification: he becomes alienated [11].

George Simpson observes that man is an alien to himself because he is an instinctual being. Underneath all his civilized happiness, capitalist man is alien to himself because that is the emotional price he pays for high material standards of life under modern industrialism and mass society. He considers alienation to be the lot of educated, intelligent and sophisticated modern man and believes that the dissatisfaction against the prevailing system is not an evil but part of a struggle for change and progress towards making man more human.

Tendency to characterize alienation as a negative feeling is also manifest in the many researchers conducted by social scientists. Implicit in such recent uses of alienation as a single concept is the frequent reference to individual maladjustment, to a negative world view, and to feeling of despair and hopelessness [12-13]. Yet concurrent with this assumption is the perception of alienation as a basis for detached scepticism in science and creativity in the arts. Creative scientists and artists, as distinguished from technicians and craftsman, are alienated individuals [14].

Alienation in modern civilization is the result of consciousness that one is powerless to effect desirable changes. It is revealed in manifestation of human makes one to be apathetic to his family or to any social group. As opposed to this a person who is non alienated, has not the strength or the courage to be himself, to give free reinforcement to his desires, to solve his problems,

to denounce the contradictions which confine his very soul.

Alienation is the psychotic disturbance in the modern man who is no longer haunted by other man or by grandiose projection of man, but by machine [15]. There is difference between loneliness as creative part of human experience and the loneliness of self-rejection, which is not really loneliness but anxiety [16]. The people who try to overcome or escape loneliness will end only by becoming self-alienated.

In a developing democracy like ours, much socio-economic and educational progress depends upon the healthy adjustment of our youth. It is to be realized that the present mechanical and stressful life situations have adversely affected individual's adjustment in different spheres of life. The problem of adjustment is of immense importance for all of us and students must be helped in adjustment for their all-around development. If there is something wrong with any aspect of adjustment of the pupil, he cannot take advantage from college education inspite of his best efforts.

Alienation can be defined by the view of the actor rather than some social norm or imaginary ideal state [17]. It depends on a star grouping of frames of mind described by negativity, criticism, aloofness, doubt and enthusiastic separation. Alienation incorporates into procedure, an inclination, that others "don't get" me, a debilitated capacity to speak with others; and a developing feeling of social infringement [18]. These three components are between related.

Alienation among students is increasing day by day. Students entering universities are entering a wide scope of encounters, associated with adapting yet additionally to meeting individuals, investigating new jobs and status, cooperating with friends and furthermore with scholastics. The many of all, coming to university may mean leaving own place, companions and natural condition and adjusting to new situations and introducing themselves once more. For a few people this progress is coming normal, yet few are confronting gap of jobs and position [19]. Progress from secondary school to college is contrasted and an inception procedure, experiencing stages, for example, investigation, accommodating, and joining [20]. The articulation "first year change response" portrays a lot of indications that first year students may get involvement in connection with scholarly experience: nervousness, sorrow, depression, estrangement [21]. These responses are not normal, however the way that they may sense signals of the significance of the progressions engaged with beginning of the life as an undergrad. A considerable lot of the distinctions comprise of ending up increasingly autonomous, having the capacity to sort out own life, to organize, to arrange and to follow the necessities forced by the academic staff. Now and then, the majority of that can be unique since students need to keep up their duties to a base so as to have a great time, to live without outside control, delay stress with profession commitments. All in all, is no big surprise that they feel estranged. A decent progress is viewed as an adjustment to the scholastic setting, and is put in connection with prosperity so as to maintain a strategic distance from the different assignment of adjustment idea.

In this way, mental success for scholastic advancement infers the capability to adjust to the responsibilities as a scholar, to manage with a complicated and different condition, to get motivated, to get up on time close to the start of the day and to participate, get incorporate and complete work at the fixed date [22]. To succeed in all above mentioned factors which are internal as well as external, the students feel that their life has been changed. In light of each and every above reason a student may feel faltering to modify in all of these conditions in school life, so students feel alienated. The idea of self-thinking about all these changes in college as a lot of fantastic characteristics that an individual considers to have which can be added to autonomous working [23]. Individual shapes self-thought in relationship with those qualities that are viewed as fundamental to do assignments and to associate with others so as to demonstrate a social deed. Individuals need to make and keep up a helpful self-thought at this point this self-thought (or on the other hand mental self-portrayal) climbs out of precious sentiments as a correspondence among individual and condition [24]. Self-knowledge builds from early youth and is influenced by legitimate experiences that one encountered, including the piece of academic achievement [25]. Academic achievement is also an important part of a student. It refers to the academic attainment of the pupil at the end of an educational programme. Educational or scholastic achievements are indicated dimension of accomplishment or capability in scholarly work as assessed by the educators by standardized tests or by a blend of both [26]. Academic achievement is a data, which tells us about the academic performance of the pupil in all courses. Scholastic achievement in its concrete form is measured in terms of the percentage of marks or division obtained by the students at some common examination [27].

## II. METHODOLOGY AND DESIGN

**Problem:** To study the levels of alienation and academic achievement among under graduate level students.

### Objectives

1. To study the difference between the academic achievements of high alienated boys and low alienated boys of undergraduate level.
2. To study the difference between the academic achievements of high alienated girls and low alienated girls of undergraduate level.
3. To study the difference between the academic achievements of high alienated boys and high alienated girls of undergraduate level.
4. To study the difference between the academic achievements of low alienated boys and low alienated girls of undergraduate level.

## III. HYPOTHESES

1. There is no significant difference between the academic achievement of high alienated boys and low alienated boys of undergraduate level.
2. There is no significant difference between the academic achievement of high alienated girls and low alienated girls of undergraduate level.

3. There is no significant difference between the academic achievement of high alienated boys and high alienated girls of undergraduate level.

4. There is no significant difference between the academic achievement of low alienated boys and low alienated girls of undergraduate level.

## IV. VARIABLES OF THE STUDY

In the present study the independent variable is Alienation. The dependent variable in this study is academic achievement.

## V. SAMPLE

A sample pool of 600 students, through simple random sampling technique, was taken for the conduct of present study. Out of which 300 males and 300 females were selected.

## VI. DESCRIPTION OF THE TOOLS

In the present study the investigator used the Student Alienation Scale (SAS) by Dr. R.R. Sharma. It measures the alienated behaviour of college students. This scale consists of 54 selected items. Its reliability was determined by split half method and it was calculated by K.R. method. For academic achievement the researcher considered the percentage of total marks obtained in graduation I year by undergraduate students.

## VII. ANALYSIS AND INTERPRETATION OF DATA

Comparison between the academic achievement of high alienated boys and low alienated boys of undergraduate level is shown in Table 1. Study of table 1 reveals that the mean of academic achievement scores for high alienated and low alienated boys are 61.40 and 69.50 and standard deviation for both the groups are 3.92 and 3.70 respectively. The C.R. value 14.46 is significant at .01 level. Hence the hypothesis "There is no significant difference between the academic achievement of high alienated boys and low alienated boys of undergraduate level", is rejected. Therefore, both the groups differ significantly on academic achievements.

Comparison between the academic achievement of high alienated girls and low alienated girls of undergraduate level is shown in Table 2. Table 2 indicates that the mean of high alienated and low alienated girls are 65.67 and 76.0 and standard deviation 7.97 and 4.63 respectively with respect to academic achievement. Value of C.R. 10.43 is found to be significant at both the levels. Hence, the hypothesis is that "There is no significant difference between the academic achievement of high alienated girls and low alienated girls of undergraduate level", is rejected. Therefore, a significant difference has been found between high alienated girls and low alienated girls of undergraduate level on academic achievement.

Comparison between the academic achievement of high alienated boys and high alienated girls of undergraduate level is shown in Table 3. The results in Table 3 indicate that mean of high alienated boys and high alienated girls of academic achievement are 61.40 and 65.67 respectively.

**Table 1: Comparison between the academic achievement of high alienated boys and low alienated boys of undergraduate level.**

Groups	N	Mean	S.D.	df	C.R. Value	Level of Significance
High Alienated Boys	100	61.40	3.92	178	14.46	Significant at .01 level
Low Alienated Girls	80	69.50	3.70			

**Table 2: Comparison between the academic achievement of high alienated girls and low alienated girls of undergraduate level.**

Groups	N	Mean	S.D.	df	C.R. Value	Level of Significance
High Alienated Boys	90	65.67	7.97	168	10.43	Significant at .01 level
Low Alienated Girls	80	76.00	4.63			

**Table 3: Comparison between the academic achievement of high alienated boys and high alienated girls of undergraduate level.**

Groups	N	Mean	S.D.	df	C.R. Value	Level of Significance
High Alienated Boys	100	61.40	2.91	188	4.8	Significant at .01 level
High Alienated Girls	90	65.67	7.97			

**Table 4: Comparison between the academic achievement of low alienated boys and low alienated girls of undergraduate level.**

Groups	N	Mean	S.D.	df	C.R. Value	Level of Significance
Low Alienated Boys	80	69.50	3.70	158	9.8	Significant at .01 level
Low Alienated Girls	80	76.00	4.63			

Standard deviation of high alienated boys is 2.91 and for high alienated girls 7.91. C.R. value is 4.8, which is significant at .05 and .01 levels. Thus, the hypothesis that "There is no significant difference between the academic achievement of high alienated boys and high alienated girls of undergraduate level", is rejected. Consequently, a significant difference has been found between high alienated boys and high alienated girls on academic achievement.

Comparison between the academic achievement of low alienated boys and low alienated girls of undergraduate level is shown in Table 4. From the Table 4 it is revealed that mean of low alienated boys and low alienated girls are 69.50 and 76.00 respectively on academic achievement. Standard deviations are 3.70 and 4.63 for low alienated boys and low alienated girls respectively. Value of C.R. 9.8 is significant at both .01 and .05 levels. So the hypothesis "There is no significant difference between the academic achievement of low alienated girls of undergraduate level", is rejected. Hence no significant difference has been found between low alienated boys and low alienated girls on academic achievement.

#### VIII. FINDINGS OF THE STUDY

(i) Comparison between academic achievement of high alienated boys and low alienated boys of undergraduate level.

The mean of high alienated boys is 61.40 whereas 69.50 that of low alienated boys, it means low alienated boys of undergraduate level have more academic

achievement in comparison to high alienated boys. It is also found that the value of CR 14.46 is significant at both levels. So it is evident that low alienated boys of undergraduate level are significantly higher than high alienated boys on academic achievement.

$H_0$  : There is no significant difference between the academic achievement of high alienated boys and low alienated boys of undergraduate level is rejected.

(ii) Comparison between academic achievement of high alienated girls and low alienated girls of undergraduate level.

High alienated girls and low alienated girls of undergraduate level were compared. CR value is found 10.43, which is significant at .01 level. It shows that there exists a significant difference between academic achievement of high alienated girls and low alienated girls of undergraduate level. Further looking at it also reveals that mean value of low alienated girls is greater than high alienated girls of undergraduate level.

Thus, the academic achievement of low alienated girls is greater than high alienated girls of undergraduate level.

$H_0$  : There is no significant difference between the academic achievement of high alienated girls and low alienated girls of undergraduate level is rejected.

(iii) Comparison between academic achievement of high alienated boys and high alienated girls of undergraduate level.

The comparison of high alienated boys and high alienated girls of undergraduate level on academic achievement was done. It shows that the mean of high alienated boys is 61.40 whereas 65.67 that of high

alienated girls. It is also found that the CR value is 4.8, which is significant at both levels. So, it is evident that the academic achievement of high alienated girls is significantly higher than high alienated boys of undergraduate level.

$H_0$  : There is no significant difference between the academic achievement of high alienated boys and high alienated girls of undergraduate level is rejected.

(iv) Comparison between the academic achievement of low alienated boys and low alienated girls of undergraduate level.

A study of analysis of data revealed that obtained CR value for academic achievement of low alienated boys and low alienated girls of undergraduate level is 9.8, which is significant at both levels. It can be inferred that low alienated boys and low alienated girls have significant difference with regard to academic achievement factor. The computed mean value for low alienated girls on academic achievement is found greater than low alienated boys. So it can be interpreted that academic achievement of low alienated girls is greater than of low alienated boys of undergraduate level.

$H_0$  : There is no significant difference between the academic achievement of low alienated boys and low alienated girls of undergraduate level is rejected.

## IX. CONCLUSION

On the basis of findings, it can be concluded that High alienated boys and low alienated boys of undergraduate level differ significantly on academic achievement. Low alienated boys have greater academic achievement than high alienated boys.

1. High alienated girls and low alienated girls of undergraduate level differ significantly on their academic achievement. Low alienated girls have higher academic achievement in comparison to high alienated girls.

2. High alienated boys and high alienated girls of undergraduate level differ on academic achievement scores. High alienated girls are better in their academic achievement in comparison to high alienated boys.

3. Low alienated boys and low alienated girls of undergraduate level differ significantly on academic achievement. Low alienated girls have higher academic achievement than low alienated boys.

## X. EDUCATIONAL IMPLICATIONS OF THE STUDY

Present study gives a positive and practical way to deal with assistance teachers and students to remain healthy, controlled alienation, increase academic achievement and successfully deal with change. To accomplish the higher goals and expectations of education in the 21<sup>st</sup> century, the student oriented programs are needed. Curricular, and co-curricular activities which devoid alienation; should be made integral part of the curriculum. The programs should be implemented in such a way so that students' energy is fully utilized and they don't feel alienated. Relevant teaching strategies can be integrated that invoke meaningful learning on the part of the students, which can help students to gain insight to develop their achievement.

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