



Effect of Alienation on Adjustment of Undergraduate Level Students

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ABSTRACT: Present study explores the levels of alienation and adjustment among undergraduate level students. This study consists of 600 students equally divided into two groups (boys and girls). In the present investigation the investigators selected the Student Alienation Scale (SAS) by Dr. R.R. Sharma and AICS scale prepared by A.K.P. Sinha and R.P. Singh for collecting data. Correlation is used for data analysis. The results show that there is a negative correlation between alienation and adjustment of undergraduate level students. Alienation affects adjustment negatively. Alienation and home adjustment of undergraduate level students are negatively correlated. Alienation affects home adjustment in negative manner. Alienation and health adjustment of undergraduate level students are negatively correlated. Alienation affects health adjustment in negative way. Alienation and social adjustment of undergraduate level students have negative correlation. Alienation affects social adjustment negatively.

Keywords: Alienation, Adjustment, Undergraduate Students, Gender, Correlation.

I. INTRODUCTION

It has been properly observed that the 21st century is witnessing an increase in resentment, pessimism, distrust, anxiety, isolation and ego-centricity in students. The adolescent is confronting changes in family structure, expanded versatility of society, diminished family dependability, emphasis on individualism, loss of faith in traditional values and dehumanization of the adolescent; because of this the student population is passing through various confusions. They feel bewilderment against man made crises of poverty, unemployment, materialism and politics. The present century presents a curious paradox in the behaviour of the human groups and the human beings. An analysis of the phenomenon of individual's involvement in social and political issues, a deep attachment to the institution, customs and groups and an identification with ideology, reveals a general feeling of powerlessness, normlessness and social isolation among individuals and social groups. The recent observation of happenings in educational institution is a glaring example of the manifestation of these above mentioned behavioural tendencies. There is a crisis of identity among the students now a day, which is usually expressed in the form of restlessness, frustration and alienation in them. Alienation is implied a method of involvement wherein the individual encounters himself as the focal point of his reality, as the maker of his own demonstrations however his demonstrations and their outcomes have turned into his lords, whom he complies, or whom he may even love [1]. The alienated individual stays withdrawn from himself as he stays withdrawn from some other individual. He is experienced as things are knowledgeable about the sense and with presence of mind, and yet, without being identified with oneself and to the world outside productivity.

Alienation can be defined as a state of mind, a cluster of attitudes, beliefs and feelings in the minds of individual [2]. There can be four sources of alienation as: (i) Lack of commitment of values, (ii) Lack of responsibility in roles (iii) Lack of conformity to norms and (iv) Lack of

control of facilities [3]. Consistent with the methodological perspective, one may speak of alienation in terms of values, norms, roles and facilities in a psychosocial situation. 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. There are five implications or variations of alienation which are considered as available to exact looks into [4]. The five variations of estrangement are:

- (i) Powerlessness: a low anticipation that one's own conduct can control the event of individual and social rewards.
- (ii) Normlessness: a high hope that socially unapproved means are important to accomplish given objectives.
- (iii) Meaninglessness: a low anticipation that acceptable forecasts about future results of conduct can made.
- (iv) Isolation: relegating low reward an incentive to objectives or convictions (later practices) that are normally exceptionally esteemed in a given society.
- (v) Self-estrangement: to be occupied with exercises that are not compensating in themselves.

On the other hand, we can discuss as "powerlessness" is an inclination with respect to the person that he can't impact the social circumstances wherein he associates. "Meaninglessness" is a feeling that he has no guide for conduct or belief (Adorno, Cantril, Mannheim). "Normlessness" is the person's inclination that ill-conceived means are required to accomplish objectives, (Durkheim, Merton, Coffman). "Isolation is a sentiment of irritation from the social objectives of society (Nettler) lastly 'self-estrangement' is failure to wind up compensating exercises [1]. Social isolation in addition to Seeman's five dimensions of alienation has been

suggested to be one more form of alienation[5]. He defines social isolation as "the perception of losing effective contact with significant and supporting groups". It is characterized by feelings of loneliness and impersonality. To Middleton the meaning of alienation refers to a subjective attitude of social distance. 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 [6]. There is difference between loneliness as creative part of human experience and the loneliness of self-rejection, which is not really loneliness but anxiety and he thinks that the people who try to overcome or escape loneliness will end only by becoming self-alienated [7].

Alienation refers to a psychological state of an individual characterized by feelings of estrangement [8]. Levin found that "alienation is related to anomie and personal disorganization, but that is not identical with them." Chaturvedi is of the belief that alienation carried to extremes explodes into revolutionary consciousness and action. The greatest tragedy of the modern age is that even our frustration, alienation and anger are a sham, a colossal hoax, a sort of opium to calm the nerves of the privileged few. According to him, alienation acts as a spur to creativity only so long as the commitment to the society which alienates exists. New dimensions to the concept of alienation have been added by Prasad, Engaberg, Hallen and Wolff, all of whom felt that alienation is a silent protest of the individual against the prevalent values and norms of the groups or the society. Thus alienation is a cognitive state of apathy towards, involvement in life activities and distrusts throughout one's life. As a result of alienation feelings, one gradually begins to lose his identity permanently and presents to the world a picture of a lost child. To be accepted in a group, one has to cope with the rapidly changing conditions. The adjustment with the environment is essential. Today we live in a country torn apart by various destructive forces. Violence and corruption are affecting the present generation in an increased manner. Our society has become a degenerated one in many aspects. On close analysis, we can observe that the present confusion and chaos arise out of a lack of understanding and discord among individuals, who are brought up in different circumstances. Thus adjustment problems in students are increasing day by day and have challenged the thought of psychologists, sociologists and educationists. Adjustment as a process finds and adopts models of behaviour suitable to the context or change in context. The favourable neutral and unfavourable adaption of an organism to external and internal stimulation and the process by which individual or groups accept, compromise with or acquire with social forces or one another [9].

Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs [10]. The process of adjustment has two primary or main elements: one, the needs of the living organism, and two, the conditions or circumstances that influence

those needs. Positive or favourable influences help in the fulfilment of needs while unfavourable influences hinder their satisfaction. A balanced individual has basically inspirational frame of mind towards self as well as other people. He has sentiments of nobility and respectability, worth and self-realization. Adjustment is important because it establishes a harmonious, stable and satisfying relationship with the environment. A well-adjusted person has control on impulses, thoughts, habits, emotions and behaviour. He enjoys a mental life which is free from depressions intense fears, acute anxiety, sense of guilt, insecurity etc. he has realistic and positive self-perception, appraises his own abilities as well as limitations realistically. Undergraduates entering colleges are entering a wide scope of encounters, associated with adapting yet in addition to meeting individuals, searching new jobs and status, communicating with companions and furthermore with academics. Almost of all, entering university may mean leaving their place, mates and conspicuous condition and changing in accordance with new circumstances and presenting afresh. For a couple of individuals this change is coming ordinary, yet some are defying loss of employments and status [11]. Advancement from secondary school to college is differentiated and an origin procedure, encountering stages, for instance, examination, changing, and consolidation [12]. The articulation, first year change response portrays a lot of manifestations that first year undergraduates may involvement in connection with academic experience: uneasiness, gloom, forlornness, estrangement [13]. These responses are not normal, but rather the way that they may feel signals of the significance of the progressions associated with beginning the life as an undergrad. A considerable lot of the distinctions comprise of ending up progressively autonomous, having the capacity to arrange very own life, to organize, to arrange and to consent to the necessities forced by the teachers. Some of the times, the majority of that can be unique since undergraduates need to keep up their duties to a base so as to have some good times, to live without outer control, defer stress with vocation commitments or "adult undertakings". All in all, is no big surprise that they feel distance? A decent progress is viewed as an adjustment to the academic setting, and is set in connection with prosperity so as to keep away from the numerous assignment of adjustment idea. Mental prosperity for scholarly progress implies the capacity to adapt to the commitments as an undergraduate, to manage an intricate and new circumstance, to continue inherent inspiration, to wake up on time toward the beginning of the day and to take an interest, get involved and finish work at the deadlines [14]. So as to meet all the above mentioned, there are a few variables included, factors that are associated with outside assets or inward assets of an undergraduate. Because of every above reason undergraduate may feel hesitate in adjusting in every one of these circumstances in college life, so adjustment issues happen.

A person needs social adjustment, emotional adjustment as well as educational adjustment also. Better adjustment encourages him to defeat from various troubles. It makes great association with the society, with friend gathering. It will make the great connection with college and oneself too. Adjustment is a continuous interest in the world is unavoidable with each circumstance or condition teenagers need to acclimate to make great social relationship to improve academic accomplishment, to keep away from enthusiastic

imbalance. Adjustment is a steady strategy where an individual varies his conduct to convey a continuously pleasing association among himself and his condition. Change of an undergraduate is identified with landing at a decent state between his needs and fulfilment. Need of individual are multidimensional. Good adjustment is sensible and fulfilling. Undergraduates have great adjustment in all part of their life if there is balance between their academic-intellectual, emotional, social and different needs and their fulfilment. Individual-excellence is conceivable on one hand by instilling, developing and creating logical disposition and a soul of enquiry in the brains of the young and then again by advancing innovativeness and imaginative even in them to manage any challenging demands. Adjustment as an achievement infers how the reasonability with which an individual can work in changed conditions and is everything viewed as related to his adequacy and saw as an achievement that is rehearsed either severely or well [15]. Adjustment, despite the fact that an environment can be examined through its different perspectives or aspects like health adjustment, home-adjustment and school or professional adjustment. It measures, how much one might be portray as adjusted. Each snapshot of one's life one needs to do either. To have the capacity to do it one must know the correct and terrible of things and activities. In such manner his social commitments and obligations he needs to create sound reasoning of life. Educational adjustment is the limit of an individual to react to the educational condition it in clefs curricular and co-corrector activities. The real part of adolescent life is spent in the college one of the critical capacity of teaching is to assist the undergraduates with developing those abilities that may assist them with making effective adjustment throughout everyday life. A well-adjusted individual has not many things to whine about. Poor college adjustment prompts low scholastic achievement, social issues and even school dropout. Except if the issues of adjustment are analyzed it is difficult to embrace remedial measures. The beginning of youths is different from culture to culture, contingent upon the financial state of the society. The sound mental health is one of the major required conditions of development. So an appropriate guidance is required for satisfactory adjustment in college, home and society. Adolescence is set apart with various issues which influence the psychological well-being. The study of undergraduates is critical so as to protect, fix and forestall frequencies of maladjustment. As we have seen alienation as a psycho-social phenomenon is growing among students at almost all levels of educational institutions. At the same time adjustment problems in students are increasing day by day and have challenged the thought of psychologists, sociologists and educationists. 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 academic achievement of the students basically depends upon their health, social, emotional, educational and personal adjustment. The present mechanical and stressful life situations have adversely affected individual's adjustment in different spheres of life.

II. METHODOLOGY AND DESIGN

Problem: To study the levels of alienation and adjustment among under graduate level students.

Objectives

- (i) To study the effect of alienation on overall adjustment of undergraduate level students.
- (ii) To study the effect of alienation on home adjustment of undergraduate level students.
- (iii) To study the effect of alienation on health adjustment of undergraduate level students.
- (iv) To study the effect of alienation on social adjustment of undergraduate level students.

III. HYPOTHESES

1. There is no significant effect of alienation on adjustment of undergraduate level students.
2. There is no significant effect of alienation on home adjustment of undergraduate level students.
3. There is no significant effect of alienation on health adjustment of undergraduate level students.
4. There is no significant effect of alienation on social adjustment of undergraduate level students.

IV. VARIABLES OF THE STUDY

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

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 investigators 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. To measure adjustment, the scale prepared by Prof. A.K.P. Sinha (Patna) and Prof. R. P. Singh was used.

VII. ANALYSIS AND INTERPRETATION OF DATA

Table 1: The Correlation between Alienation and Adjustment of Undergraduate Level Students.

Variables	N	Coefficient of Correlation	Remark
Alienation & Adjustment	600	-0.49	Significant at .01 Level

Table 2: The Correlation between Alienation and Home Adjustment of Undergraduate Level Students.

Variables	N	Coefficient of Correlation	Remark
Alienation & Home Adjustment	600	-0.36	Significant at .01 Level

Table 3: The Correlation between Alienation and Health Adjustment of Undergraduate Level Students.

Variables	N	Coefficient of Correlation	Remark
Alienation & Health Adjustment	600	-0.41	Significant at .01 Level

Table 4: Correlation between Alienation and Social Adjustment of Undergraduate Level Students.

Variables	N	Coefficient of Correlation	Remark
Alienation & Social Adjustment	600	-0.32	Significant at .01 Level

The correlation between alienation and adjustment of undergraduate level students is shown in Table 1. Study of table 1 shows that the r-value between the two variables is -0.49. The value of $r = -.49$ is found significant at .01 level. Hence, the null hypothesis that "There is no effect of alienation on adjustment of undergraduate level students" is rejected. Alienation and adjustment of undergraduate level students are negatively correlated.

The correlation between alienation and home adjustment of undergraduate level students is shown in table 2. From the Table 2 it is revealed that the r-value between alienation and home adjustment is -0.36. The value of r is found significant at .01 levels. Hence the hypothesis that "There is no effect of alienation on home adjustment of undergraduate level students", is rejected. So, both the variables are found to be negatively correlated.

The correlation between alienation and health adjustment of undergraduate level students is shown in Table 3. A study of table 3 indicates that the r-value between alienation and health adjustment is -0.41. The value of r is found significant at .01 level. Thus, the hypothesis that "There is no effect of alienation on health adjustment of undergraduate level students", is rejected. Thus, alienation and health adjustment of undergraduate level students are negatively correlated. The correlation between alienation and social adjustment of undergraduate level students is shown in table 4. A glance at table 4 revealed that the coefficient of correlation between alienation and social adjustment is found -0.32. The value of $r = -0.32$ is significant at .01 level. Hence the hypothesis that "There is no effect of alienation on social adjustment of undergraduate level students", is rejected. Alienation and social adjustment are negatively correlated.

VIII. FINDINGS OF THE STUDY

1. Effect of alienation on adjustment of undergraduate level students.

The coefficient of correlation between the scores of alienation and adjustment of undergraduate level students is -0.49, which shows negative correlation. On the basis of analysis of the value of 'r' was found to be significant at .01 level of confidence. Thus, it is revealed that alienation affects adjustment of undergraduate level students. There is a negative relationship between alienation and adjustment.

H_0 : There is no effect of alienation on adjustment of undergraduate level students is rejected.

2. Effect of alienation on home adjustment of undergraduate level students.

After analysis of study it is revealed that a negative correlation found between alienation and home adjustment of undergraduate level students. The computed value of $r = -0.36$ found significant at .01 level of confidence. So it is clear that alienation has an impact on home adjustment.

H_0 : There is no effect of alienation on home adjustment of undergraduate level students is rejected.

3. Effect of alienation on health adjustment of undergraduate level students.

It is revealed that the coefficient of correlation is -0.41 between alienation and health adjustment of undergraduate level students. The value of r found to be significant at .01 level of confidence. It shows that alienation and health adjustment of undergraduate level students are negatively correlated. Alienation affects health adjustment of undergraduate level students in a negative way.

H_0 : There is no effect of alienation on health adjustment of undergraduate level students is rejected.

4. Effect of alienation on social adjustment of undergraduate level students.

It is found that the value of coefficient of correlation between alienation and social adjustment is -0.32. This value was found significant at .01 level of confidence. Thus a significant relationship was found between alienation and social adjustment of undergraduate level students. So, it can be said that these two variables have a negative relationship in case of undergraduate level students. Alienation affects social adjustment of undergraduate level students in negative manner.

H_0 : There is no effect of alienation on social adjustment of undergraduate level students is rejected.

IX. CONCLUSION

On the basis of findings, it can be concluded that

1. There is a negative correlation between alienation and adjustment of undergraduate level students. Alienation affects adjustment negatively.
2. Alienation and home adjustment of undergraduate level students are negatively correlated. Alienation affects home adjustment in negative manner.
3. Alienation and health adjustment of undergraduate level students are negatively correlated. Alienation affects health adjustment in negative way.
4. Alienation and social adjustment of undergraduate level students have negative correlation. Alienation affects social adjustment negatively.

X. EDUCATIONAL IMPLICATIONS OF THE STUDY

This study depicts adjustment of undergraduates in five areas health, social, personal, emotional, educational. The distinguishing proof of low adjustment areas helps in understanding the idea of adjustment issues and taking measures in expanding the adjustment in that specific area. So the foundations can give chances to scholastic help, social and individual help to build their adjustment. The undergraduates of low alienation may keep up solid enthusiastic bonds. They can include in grounds life. Undergraduates adjustment in accordance with the college condition has been connected to student association in the college and has gave off an impression of being a main consideration in understudies overall adjustment. The progress to college is hard for some students and students need backing and consolation to join different associations

and take an interest in exercises to feel like they are a part of college. Exercises serve as a method for dealing with stress, yet additionally have helped students in making new companions and discovering their place in college environment.

The results of the present study appear to be hopeful and positive. As this study shows alienation as a psycho-social phenomenon is growing among students. The students expect a fascinating life in college but when they don't get it they feel alienated. Such students should be supported and cared in campus. Alienation influences socialization process meaning that alienation produces shirking of social contact and unacceptable change in accordance with social association. Individuals, who feel separated show less activity, are not engaged with tending to questions and defer scholastic errands. There is an immediate correspondence among adjustment and the sentiment of joy with accomplishment in scholastic contribution. The majority of the above are vulnerable to enhancements and along these lines reduce the vulnerability in day by day roles or the feeling of separation. Structuring little intercession projects like socialization week or intervention exercises lessens alienation and encourages keep on remaining in college. The exercises appropriate for intercessions projects acquaint students with the propensities for college life and enable them to acclimate with the environment and with commitments and rights that they must know about. Better adjustment increases and with it the feeling of being estranged from everyone else and lacking comprehension of life matters diminishes. Also, socialization exercises among more established and more young students add to a higher feeling of worth and a superior mental self-portrait. By and by, a well adjustment is better and the odds to graduate build up [16-18].

This study may be helpful to the teachers also. The behaviour manifestations of alienation in educational situations are too apparent to describe. Students are under constant situational pressure and constraints which slowly but steadily make them alienated. The curricular experiences offered to the pupils are of little help to them in becoming a productive member of the

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society. Consequent to this the students begin to generate feeling of frustration. The net result is that the students become alienated. The solutions received by the alienated lot of the institution in different regions of life space does little to instill among the students a feeling of worth, a sense of confidence in their abilities and a feeling of security against possible hazards they may have to face in future. So the teacher can provide more opportunities to the students so that they can express themselves in the classroom situations. The teacher can organize such curricular and co-curricular activities that the students get more chances to adjust in their classroom-environment. If the teacher observes any alienated student in his classroom; he can give more attention to that student. The teacher should be impartial to all the students so that they can discuss their problems to the teacher. The teacher should motivate the students who are unwilling to learn. Besides this the teachers must be trained to recognize and meet students' needs that have evolved through societal changes. The teacher should fulfill all the needs of child development in school environment. So the teacher must assistance in lessening estrangement and increment change and scholarly accomplishment of the students. The implications of this study might be useful to the principals and educators of colleges. Principal and educators may support a greater amount of shared comprehension, cooperativeness and cause less of psychophysical obstructions, risk and control. They can give chances to students to involve in basic leadership procedure, collaboration and articulation of thoughts for development of college condition. If such atmosphere is created students are certain to drive better accomplishment and change, which is probably going to prompt their more noteworthy identification with their institution and its different exercises.

Thus the findings of this study may be useful for education policy planners in order to assess and modify their schemes, pertaining to the development of adjustment of the students. Present study can give better approaches for speculation to better arranging and powerful execution of educational programmes so that the students may better adjust in their environment.

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