

ALIENATION AMONG ADOLESCENTS IN RELATION TO FAMILY ENVIRONMENT**S. Thakur¹ and K.K.Grewal²**¹CT University, Ludhiana, Punjab, India²Department of Education, School of Humanities and Physical Education, CT University, Ludhiana, Punjab, India

sonaathakur@gmail.com

ABSTRACT

Alienation occurs when a person withdraws or becomes isolated from their environment from other people. People who show symptoms of alienation will often reject loved one or society. They may also show feelings of distance and estrangement, including from their own emotions. Alienation is a complex, yet common condition. It's both sociological and psychological, and can affect one's health and aggravate existing medical conditions. The purpose of this paper was to study relationship between alienation and family environment. The purpose of this paper was to study the relationship between alienation and family environment among adolescents. A sample of 400 adolescents (200 rural and 200 urban) was selected randomly from the Government schools of state of Punjab, India. Data was collected with the help of alienation scale developed by the investigator (2019) and family environment scale by Bhatia and Chadha (2015). Subsequently data was subjected to statistical analysis. The results of the study revealed a significant difference between alienation of rural and urban adolescents. A significant and negative relationship was found between alienation and different dimensions of family environment i.e. cohesion, expressiveness, acceptance and caring, independence and active recreation orientation among adolescents. Thus, the findings of the present will have ample implications for educationists, policy makers, school authorities, administrators, teachers, parents, and other professionals working in the field of education.

Keywords: alienation, adolescents, urban, rural, family environment

Introduction

Adolescence is a transitional stage and a bridge between childhood and adulthood. Adolescence begins when the individual attains sexual maturity and ends when independence from adult authority is legally assured. The developmental stage for adolescence is marked by major cognitive, social and biological transitions. Any period of change is likely to be accompanied by many potential difficulties and crisis such as instability, inner turbulence and behavioural deviance. An adolescent is confronted with new behavioural roles, demands and expectations from family and society. Under such conditions, changing attitudes towards self, parents, peers and elders become inevitable. The positive attitudinal change helps an adolescent to adapt himself accordingly and form his unique identity. But the problem arises when he refuses to surrender, under such circumstances he often feel alienated, isolated, lonely or out of this world. Thus the ultimate challenge for him now is to find his place in the society. It has often been observed that an alienated individual lacks the necessary competencies to function effectively in various spheres of life

including home, school, community, workplace and society at large. Alienation is the one of the major characteristics of modern times. Though as old as Marxian philosophy, the concept of alienation has become the hallmark of modern age and it dominates the present scenario in one form or the other. It is concerned with a broad spectrum of issues. Increased social differentiations the disappearance of community, the breakdown of regularity norms difficulty of realizing the self in mass are all problems that have drawn people close to this concept.

Alienation

An alienated person takes himself to be the sole master of his activities. These activities and their consequences become his master whom he religiously obeys and consequently he is alienated from the rest of society. Alienation is rooted in the psyche of man and it is not the result of society. In man's psyche there is always going on a conflict between "eros" (impulse of life or love) and "thanatos" (impulse of death or hate). As a result of "thanatos" man withdraws from society and becomes alienated. Alienation is not a growth of society but an innate tendency of soul. So, it

can never be totally done away with Freud (1925). According to Mann (2001) "alienation is 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 refers to "a condition in social relationships constituted by a low degree of integration or common values and a high degree of distance or isolation between individuals or between an individual and a group of people in a community or work environment." (Arora, 2014).

Alienation and social anxiety disorder are growing among students of almost all levels of educational institutions. These problems are serious and harmful that not only growth of the institution is obstructed but the personality of the individual also affected adversely.

Navitha & Sreedevi (2019) revealed that majority of (88%) were suffering with high level of social Alienation in which adolescent boys were high compared to girls. Adolescents who are victims of bullying in early years experienced high social alienation and demographic profiles like age and income levels or socio- economic status has a significant influence on social alienation. Khangura et.al (2020) found a significant relationship between academic alienation, emotional intelligence and resilience among adolescents.

Family Environment

Family is the most important environmental cluster of variables which influence the development of a child. Family environment is the first social setting in which an infant takes birth and start learning, responding and acting. Family environment consists of two words "Family" and "Environment". Family includes group of individuals joined with the ties of marriage, blood and adoption relations, procreating and upbringing the children, where the family members play social roles towards each other in creating and maintaining social culture. On the other hand environment refers to the whole of surrounding things. It includes all the biological, physical and social things on the earth or in inhabitable space outside the earth's atmosphere. Lakhotia and Dubey (2020) opined that family consists of people who look after us, play an essential role in

upbringing us and teach us the lesson in life. Family environment is considered as a system where the behaviour and relationship among all family members is interdependent. A stimulating physical environment, encouragement of achievement and affection are repeatedly linked to better performance of children. Every individual bears an impact of the environment in which she is brought up. Family is almost the exclusive environmental factor, which influences the first few primitive years of life.

Family environment is related to characteristics of adolescent's personal development and social interactions. Although potentially different for males and females, decreased family cohesion and increased inter-parental conflict can inadvertently provide family environments that are associated with increased feelings of loneliness, which may be associated with problems in adolescent's social interactions i.e. social anxiety and social avoidance. Cudak (2015) asserted that family constitutes a social, emotional, biological, and axiological environment which is hard to be substituted by other environments. The significance of family in children's development, especially during the first development stages, is extremely high. The negative phenomenon in the family environment manifesting itself in indifference or even in only partly conscious emotional alienation, evokes the feeling of alienation in a child. Kumari & Kumar (2017) showed that students having high restrictive parental behaviour are more alienated and those students who are having very highly permissive become normless i.e. one dimension of alienation.

Objectives of the Study

1. To study the significance of difference between alienation of rural and urban adolescents.
2. To investigate the significance of relationship between alienation and family environment among urban adolescents.

Hypotheses of the study

1. There will be no significant difference between alienation of rural and urban adolescents.

2. There will be no significant relationship between alienation and family environment among adolescents.

Materials and Method

In the present study descriptive survey method was conducted on 400 adolescents (200 rural and 200 urban) studying in government schools in the state of Punjab. The sample was drawn randomly from seven selected districts of Punjab. Multistage randomization was followed at the district, school and adolescent

level. Data was collected by using the Alienation scale for adolescents (2019) developed by the investigator and Family environment scale (2015) by Dr. Harpreet Bhatia and Dr. N.K. Chadha. Significance of difference between means of alienation of rural and urban adolescents was ascertain by employing t-test. Pearson’s product moment correlation was calculated to find the relationship between alienation and family environment of adolescents.

Results and Discussion

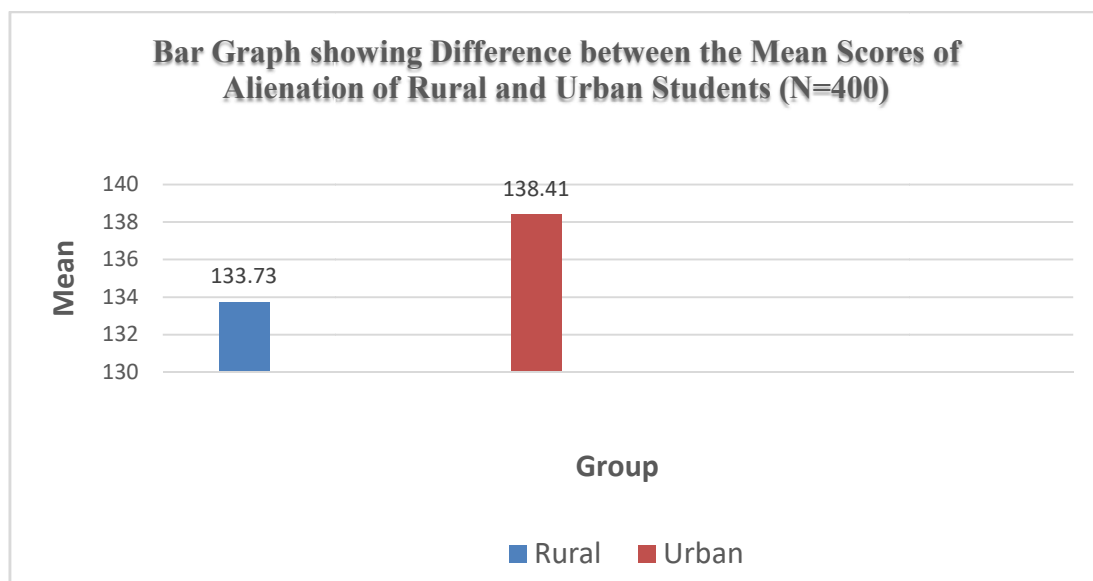
Table: 1 Significance of the difference between the Mean Scores of Alienation of Rural and Urban students (N=400).

Serial No.	Group	Variable	N (Sample Size)	Mean	Standard Deviation	Standard Error of Mean	t-value
1.	Rural	Alienation	200	133.73	20.61	1.45	2.44
2.	Urban		200	138.41	17.48	1.23	

Table 1 reveals that the values of mean scores of alienation of rural and urban adolescents are 133.73 and 138.41 respectively. The t-value is 2.44, thus difference with regard to alienation among rural and urban adolescents is statistically significant at 0.05 level of significance. This indicates that the urban adolescents are more alienated as compared to rural adolescents. It leads to the rejection of Hypothesis 1 “There will be no significant

difference between the alienation of rural and urban adolescents”. This finding is well supported by the study conducted by Qadir and Basu (2018) also found a significant difference between rural and urban higher secondary school students on overall score of alienation. Urban higher secondary school students had high degree of alienation as compared to rural higher secondary school students.

Figure 1 showing the mean values of alienation among rural and urban adolescents



For testing the hypothesis 2 'There will be no significant relationship between alienation and family environment among adolescents, Pearson's correlation was worked out and the values are presented in the table 2

Table 2 Coefficient of correlation between alienation and family environment among adolescents (N=400)

Dimensions of Family Environment	N	r
Cohesion	400	-0.19**
Expressiveness	400	-0.13**
Conflict	400	0.25**
Acceptance and Caring	400	-0.38**
Independence	400	-0.43**
Active Recreational Orientation	400	-0.21**
Organization	400	0.01
Control	400	0.09

***Significant at 0.01 level of significance*

Table 2 shows that the coefficient of correlation between alienation and cohesion dimension of family environment among adolescents is- 0.19 which is negative and significant at .01 level of confidence which shows that there exists a significant negative relationship between alienation and cohesion dimension of family environment of adolescents.. This indicates that the adolescents having more cohesive family environment in terms of commitment, help and support will be less alienated whereas adolescents having less cohesive family environment will be more alienated. The coefficient of correlation between alienation and expressiveness dimension of family environment among adolescents is -0.13 which is negative and significant at .01 level of confidence which shows that there exists a significant negative relationship between alienation and expressiveness dimension of family environment of adolescents. This indicates that the extent to which adolescents are encouraged to act openly and express their feelings and thoughts directly will develop alienation

feelings among them, more freedom less alienation.

The coefficient of correlation between alienation and conflict dimension of family environment among prospective teachers as 0.25 which is positive and significant at .01 level of confidence which shows that there exists a significant positive relationship between alienation and conflict dimension of family environment of adolescents. This indicates that the adolescents having less conflict in family environment will be less alienated whereas the adolescents having more conflict in the family environment will be more alienated. The coefficient of correlation between attitude towards teaching profession and acceptance and caring dimension of family environment among prospective teachers as - 0.38 which is negative and significant at .01 level of confidence which shows that there exists a significant relationship between alienation and acceptance and caring dimension of family environment of adolescents.. This indicates that if adolescents are not accepted unconditionally and family environment is not warm and caring adolescents will develop a feeling of alienation. The coefficient of correlation between alienation and independence dimension of family environment among adolescents is-0.43 which is negative and significant at .01 level of confidence which shows that there exists a significant relationship between alienation and independence dimension of family environment of adolescents. This indicates that if adolescents are assertive and are independent to make their decisions they will be less alienated and show less deviance and vice-versa. The coefficient of correlation between alienation and active recreational orientation dimension of family environment among adolescents is- 0.21 which is negative and significant at .01 level of confidence which shows that there exists a significant relationship between alienation and active recreational orientation dimension of family environment of adolescents. This indicates that the adolescents having less active recreational orientation in terms of participation in social and recreational activities in the family environment will show high levels of

alienation than their counterparts who actively participate in social and recreational activities.

The coefficient of correlation between alienation and organisation dimension of family environment among adolescents is 0.01 which is not significant at .05 level of confidence which shows that there exists no significant relationship between alienation and organisation dimension of family environment of adolescents. This indicates that organisation in family environment does not have any impact on alienation among adolescents. The coefficient of correlation between alienation and control dimension of family environment of adolescents is 0.09 which is not significant at .05 level of confidence which shows that there exists no significant relationship between alienation and control dimension of family environment of adolescents.

Results of the present shows that there exists a significant relationship between alienation and various dimensions of family environment like cohesion, expressiveness, conflict, acceptance and caring, independence and active recreational orientation. These findings are supported by Sandhu and Tung (2004) who revealed that within the family environment, excessive conflict may increase alienation, whereas higher cohesion and control are significant contributors towards lesser alienation for both genders. Greater expressiveness, and intellectual cultural orientation in the family reduces vulnerability towards alienation in girls, and greater achievement orientation in the family contributes towards lesser alienation in boys. Kalki and Singh (2020) also found *a strong significant inverse correlation between*

powerlessness, isolation and self-estrangement dimensions of adolescent alienation and cohesion and expressiveness dimension of family environment. A strong significant positive correlation was found between powerlessness, isolation & and self-estrangement dimensions of adolescent alienation and conflict dimension of family environment. Therefore hypothesis 2 stating that 'There will be no significant relationship between alienation and family environment among adolescents stands rejected.'

Conclusions

Thus it can be concluded that in spite of various changes that have taken place in the pattern of Indian life in the recent decades, the family is still the most important in the child's social network because the members of the family constitute the child's first environment and are the most significant people during the early formative years. It is the family environment which lays the foundations for pattern of adjustment, attitude, development and finally personality and cognitive development. It is the family that provides feeling of security meets the physical and psychological needs, guides and helps in times of problems and caters to all wishes and whims of children. Not only this, family is also a source of affection, acceptance and companionship. Family environment affects the child's cognitive and social development which in turn influences his/her self-confidence, self-reliance, assertiveness, personality characteristics, coping skills, academic motivation and success.

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