

Student alienation among college students in relation to their (restrictive-permissive) parental behaviour

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Abstract

The present study was conducted with the intend to study student alienation in relation to their parental behaviour. The study was conducted to a sample of 563 college arts students of second year degree course from govt. degree colleges of Jammu Division. Student alienation scale prepared by Dr. R.R. Sharma (1988) and three dimensional parental inventory prepared by Dr. Hardeo Ojha (1993) was used to collect data. In the present study only one scale of three dimensional parental behaviour inventory is used. The collected data was analyzed with one way analysis of variance. The results of the study showed that students having high restrictive parental behaviour are more alienated and those students who are having very highly permissive are become norm less i.e. one dimension of alienation.

Keywords: student alienation and parental behaviour

Introduction

In the life cycle of a person, college life of a student is the important phase of life. This is the phase of adolescent which is a period of transition from childhood to adulthood. It is characterized by many biological, physical and hormonal changes. Adolescence is often described as a phase of life that begins in biology and ends in society. Adolescents comprise a major part of reproductive group; they are likely to play a significant role in determining the future size and growth pattern of India's population. The quality of the relationship that students have in class with their peers and teachers is important to their success in life. Education includes academic activities and programmes, other than classroom instruction of communicated information. The aim of education is also all round development of personality of the individual but major emphasis is on intellectual development. But now a day's students are quite alienated from the studying environment. Alienation is a condition with in the minds of human beings that starts behaving in different manner when they are unable to cop up with the social environment. Student alienation is a global problem. It is not confined to the boundaries of under developing countries and developed countries. Phenomenon of alienation is slow and systematic at the affective level. It may have some specific Psychological reinforces, which might be present in certain types of personalities.

Many psychologists have observed that alienation grows as soon as the feeling of significant others in comparison to one's own feeling in significances emerge. It may be possible that the student alienation is due to restrictive and negative parental behaviour.

Self is that organized system within the personality which is the collection of attitudes, opinions and beliefs and individuals holds about him. So it may be possible in college stage that the students may be alienated by the emotional stress and deprived physical setting which leads him towards the stage of alienation which will results in low achievement and poor vocational maturity in their performance.

Need and Significance of The Study

Problems of adolescents are becoming serious and increasing day by day. It brings challenges in every parts of life i.e. Personal, Professional, Social, Economical, etc. Alienation is a major problem of Indian as well as World. 'Alienation' is a major factor which associated with society, minority, group as well as individuality, personality, emotions, self-esteem, adjustment, class-room, educational achievement etc.

Brown (2003) [3]. Study on secondary student's perception of school life with regard to alienation. The effects of disability gender and Race. similarly Keniston (1967) [4] studied alienation of college students and found recent years have seen an increase in number of talented, articulate, imagination young people who have rejected many of the operation values of the main stream of society and have no wish to participate in it likewise, student alienation has also been analyzed various researchers viz, Bhatt (1987) [2], Brown (2003) [3], Kumar (2011) [5], Taines (2012) [11]. To remove alienation student engagement is very important. Alienation is phenomena effecting organizations and human relations (Tezcan, 1981) [13]. Research findings on alienation in different organizational settings seem to suggest that alienation is an outcome of frustration situation (Yadaw & Nagle, 2012) [14].

The important factor for alienation among students is parental behaviour because the foundations of children's social attitudes and skills which in turn are determined by parents of dependence-independence, ascendance-submission, co-operation, competition have their genesis in early parent child interactions. These go long way in shaping a child's personality and adjustment. For many years, the socializing influences of parents thought to mould the behaviour pattern of the children, until Bell (1968, 1977) drew attention to the fact that children themselves can make the ongoing interchanges between parents and themselves and themselves as well as the development of their characteristics.

The family acts as a socializing agent for the child. It is within a family that a child learns the fundamentals of social

interactions and acquires the behaviour pattern and basic personality structure.

Objectives of the Study

1. To study differences among college arts students of second year degree course having restrictive–permissive father’s parental behaviour on alienation with dimensions as follows;1.1Powerlessness,1.2Isolation,1.3Self-estrangement,1.4Meaninglessness,1.5 Normlessness
2. To study differences among college arts students of second year degree course having restrictive –permissive mother’s parental behaviour on alienation with dimensions as follows;2.1Powerlessness,2.2 Isolation,2.3 Self-estrangement,2.4 Meaninglessness,2.5 Normlessness.

Hypotheses of the Study

1. There will be no significant differences among college arts students of second year degree course having restrictive–permissive father’s parental behaviour on alienation with dimensions as follows; 1.1 Powerlessness, 1.2Isolation, 1.3Self-estrangement, 1.4Meaninglessness, 1.5 Normlessness.
2. There will be no significant differences among college arts students of second year degree course having restrictive –permissive mother’s parental behaviour on alienation with dimensions as follows;2.1Powerlessness,2.2 Isolation,2.3 Self-estrangement,2.4 Meaninglessness,2.5 Normlessness.

Sample of the Study

For the present study the sample of 563 college arts students of second year degree course from Jammu division has been taken up with the help of multistage simple random sampling technique.

Tools

The objective of the present study is to study. Student alienation and vocational maturity among college students in relation to their parental behaviour, gender and academic achievement. Thus, the Student Alienation Scale constructed and standardised By R.R Sharma (1988) to measure student alienation in selected sample. This scale has been developed on the basis of 5 dimensions of alienation “Powerlessness, self estrangement, isolation, meaningless and normlessness” as categorized and defined by Seeman (1959) [10]. There are 54 items on the students alienation scale. Items on different dimensions have been randomly presented in the scale. The reliability of the scale was 0.84 by K.R. Method, 0.75 by test retest method and 0.61 by split half method. Validity was computed for fine different dimensions and was found as 0.69, 0.77, 0.62, and 0.7.

It is a reliable and valid test to measure the alienated behaviour of the students. It fit to assess the alienation of the selected sample for the present investigation. This scale consists of 54 items. The subject is required to tick mark (√) against the column of ‘Agree’ or ‘Disagree’. The scale is in Hindi language. This scale has been developed on the basis of five dimensions of alienation (powerlessness, Isolation, Self-estrangement, meaninglessness and normlessness) and it measures all these five dimensions of the subject.

To measure parental behaviour three dimensional parental inventory constructed and standardised by Dr. Hardeo Ojha is used. But in the present study only 1 scale is used that is

restrictive –permissive parental behaviour. There are 48 items on the three dimensional parental inventory. Items of various dimensions are randomly presented in the inventory.

In the development of the present parental behaviour inventory (PBI) these three factors are taken into account. The first dimensions is named restrictive–permissiveness which is analogous to autonomy –control factor. The second is named neglecting –protective which is similar to anxious involvement or overt –attention and the third is named rejecting –loving dimension which is identical with acceptance –rejection factor. In restrictive –permissive dimension half of the items are indicative of permissive (autonomy) treatment by the parents and another half are indicative of restrictive (control) behaviour. In neglecting –protective dimension, half of the items indicate anxious emotional involvement and the remaining half indicate carefree treatment or neglect of the child. In rejecting –loving dimension half of the items indicate parental love (acceptance) and remaining half indicate rejecting or hostile behaviour of the parents.

Two kinds of reliability were ascertained for the test viz, internal consistency and temporal stability.

- **Internal consistency:** For knowing the internal consistency of the PBI the two final forms of the inventory were administered to a sample of 150 intermediate (+2) students. The score of each subject on odd and even items of the scales were summated and product moment correlation coefficients between the two halves were computed and corrected by S-B formula (Garret 1969, p.339).the internal consistency reliabilities of the scales in mother and father forms of the test as referred to in table 1 that the test is internally consistent and fairly reliable.

Table 1: Internal Consistency (Split –Half Reliability) Of Pbi (N=150)

Scales	Mother form	Father form
Restrictive –permissive	0.81	0.85
Neglecting –protecting	0.77	0.83
Rejecting –loving	0.88	0.82

- **Temporal stability:** The temporal stability of the inventory was known by re-administering the test forms on the same sample after an interval of 3 weeks. However, out of 150 subjects who had undertaken the test earlier only 100 could be re-contacted. For all the three scales of mother and father forms correlation coefficients were computed between the test-retest scores of the subjects. The test-retests correlations referred to in table 2. It indicates that the temporal stability of the two forms of the test is very high and the test is quite reliable.

Table 2: Temporal Stability of Pbi (N= 100)

Scales	Mother form	Father form
Restrictive –permissive	0.76	0.80
Neglecting –protecting	0.70	0.76
Rejecting –loving	0.80	0.72

- **Validity of the inventory:** Two kinds of validity were ascertained for the parental attitude behaviour inventory – the content validity and the construct validity.
- **Content validity:** Earlier it has been mentioned that a group of 5 senior teachers of Psychology were given a

battery of 72 items to classify them in the three categories of parental attitudes, (restrictive –permissive, neglecting-protecting and rejecting and loving). On the basis of 100% agreement that an item belongs to a particular dimension, items were finally selected. This signifies that the three scales of PBI fulfill the criterion of content validity

- Construct validity:** Several past studies (Maccoby, 1961) [6] have noted that parental restriction, hostility and overindulgence give rise to feeling of security and anxiety. Therefore it was hypothesized that parental permissiveness and love would be negatively correlated with them. To verify these two forms of the Parental Behaviour Inventory were administered to 100 intermediate (+2) students along with Mohsin’s Security – Insecurity Inventory (Mohsin, 1981) and Hindi version of Taylor’ manifest Anxiety Scale (Taylor, 1953) [12]. The correlation coefficients of the PBI scales with S-I and Anxiety tests have been referred to in table 2 which

indicates the correlations are significant and in hypothesized direction. These can be treated as indices of construct validity of the test.

Statistical Techniques Used

The collected data was analysed with the help of one way analysis of variance.

Analysis and Interpretation of Data

Objective-1: The first objective was to study the differences among college arts students of second year degree course having restrictive–permissive father’s parental behaviour on alienation with dimensions as follows; 1.1Powerlessness, 1.2Isolation, 1.3Self-estrangement, 1.4Meaninglessness, 1.5 Normlessness. The data related to this objective were analysed with the help of one way analysis of variance. The summary of analysis is shown as follows in table 3

Table 3: Summary Table of One Way ANOVA for all Dimensions of Alienation in Relation to their Father’s Parental Behaviour

Dimensions of Alienation	Sources of variances	Sum of squares	Df	Mean squares	F- Ratio	Level of significance
1. Powerlessness	Between	51.74	5	10.34	3.449**	Significant at 0.01 level
	Within	172.6	54	3.196		
	Total		59			
2. Isolation	Between	143.09	5	28.61	12.60**	Significant at 0.01 level
	Within	123.1	54	2.27		
	Total		59			
3. Self-Estrangement	Between	264.18	5	52.8	11.47**	Significant at 0.01 level
	Within	248.79	54	4.60		
	Total		59			
4. Meaninglessness	Between	86.4	5	17.28	8.64**	Significant at 0.01 level
	Within	115.8	54	2.14		
	Total		59			
5. Normlessness	Between	115.94	5	23.188	2.89*	Significant at 0.05 level
	Within	463.8	54	8.58		
	Total		59			

Table 1 reveals that the F-ratio for the significant differences of father’s parental behaviour in powerlessness among college students comes to be 3.449, for degree of freedom 5 and 54, which is significant at 0.01 level. Hence, the hypothesis no. 1.1 that, “There will be no significant differences among college arts students of second year degree course having restrictive-permissive father’s parental behaviour on Dimension-I of

alienation i.e. Powerlessness” was not accepted. It may be interpreted that there were significant differences of parental behaviour of father on the powerlessness among college students.

This is clearly shown by the mean score of student alienation in relation to their subgroups of father’s parental behaviour. The same is presented through figure 1.

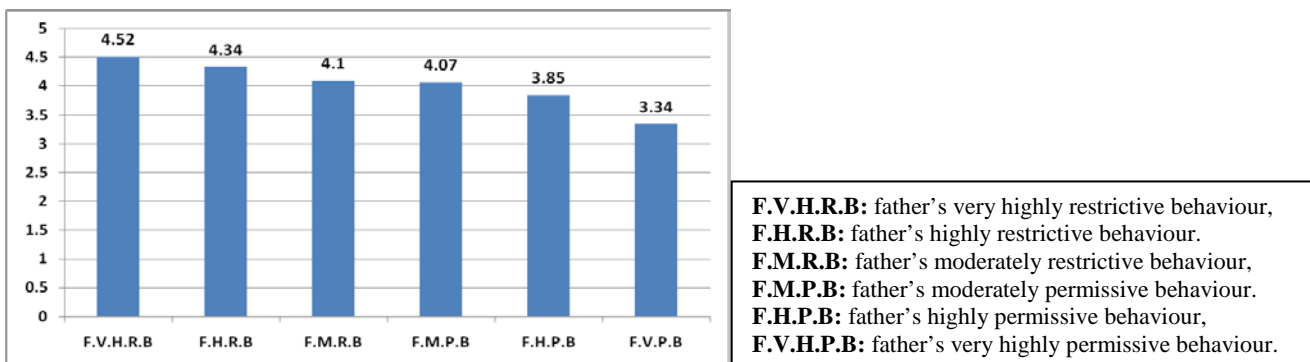


Fig 1: clearly defined that as the behaviour of father is shifting from very highly restrictive to father’s permissive behaviour the mean score of powerlessness among college students is also decreasing.

Interpretation of Dimension-II of Alienation i.e. Isolation
 The table 3 reveals that the F-ratio for the significant

differences of father’s parental behaviour in isolation among college students comes to be 12.60, for degree of freedom 5

and 54 which is significant at 0.01 level. Hence, the hypothesis 1.2 that, “There will be no significant differences among college arts students of second year degree course having restrictive-permissive father’s parental behaviour on alienation with dimension-II (i.e. Isolation)” was not accepted. It further

means that there were significant differences of parental behaviour of father on the isolation among college students. This is clearly shown by the mean score of the subgroups of the father’s parental behaviour in Figure 2.

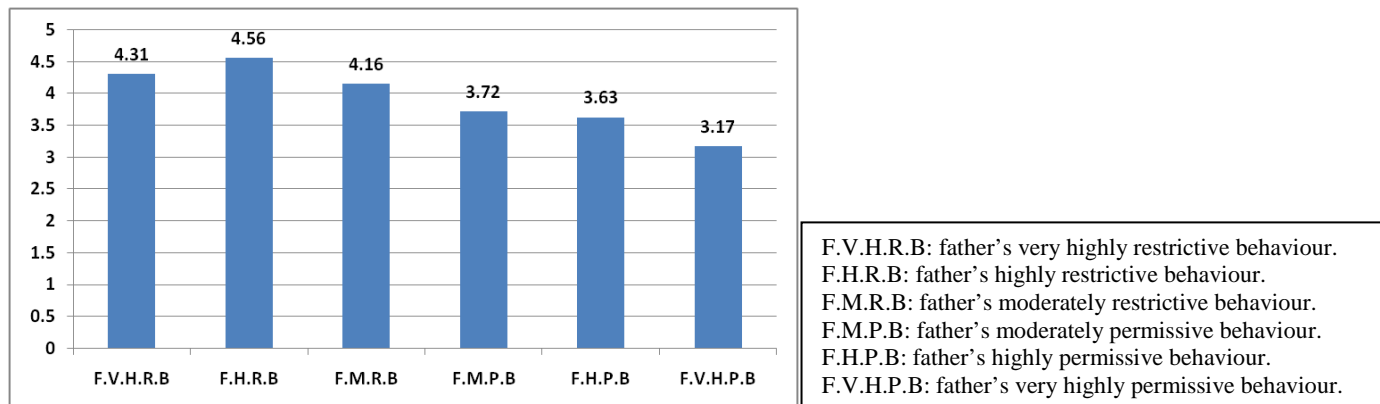


Fig 2: Mean score of Dimension-II of alienation i.e. Isolation in relation to the Subgroups of Father’s Parental Behaviour

Through above Figure 2 it is clearly defined that as the behaviour of father is shifting from very highly restrictive to father’s permissive behaviour the mean score of isolation among college students is also decreasing.

Interpretation of Dimension-III of alienation i.e. SELF-Estrangement

The table 3 shows that F-ratio for the significant differences of father’s parental behaviour in self-estrangement among college students comes to be 11.478, for degree of freedom 5 and 54,

which is significant at 0.01 level. Hence, the hypothesis 1.3 that, “There will be no significant differences among college arts students of second year degree course having restrictive permissive father’s parental behaviour on alienation with dimension-III i.e. Self-Estrangement” was not accepted. It further means that there were significant differences of parental behaviour of father on the Self-Estrangement among college students.

This is clearly shown by the mean score of the subgroups of the father’s parental behaviour on this dimension in Figure 3.

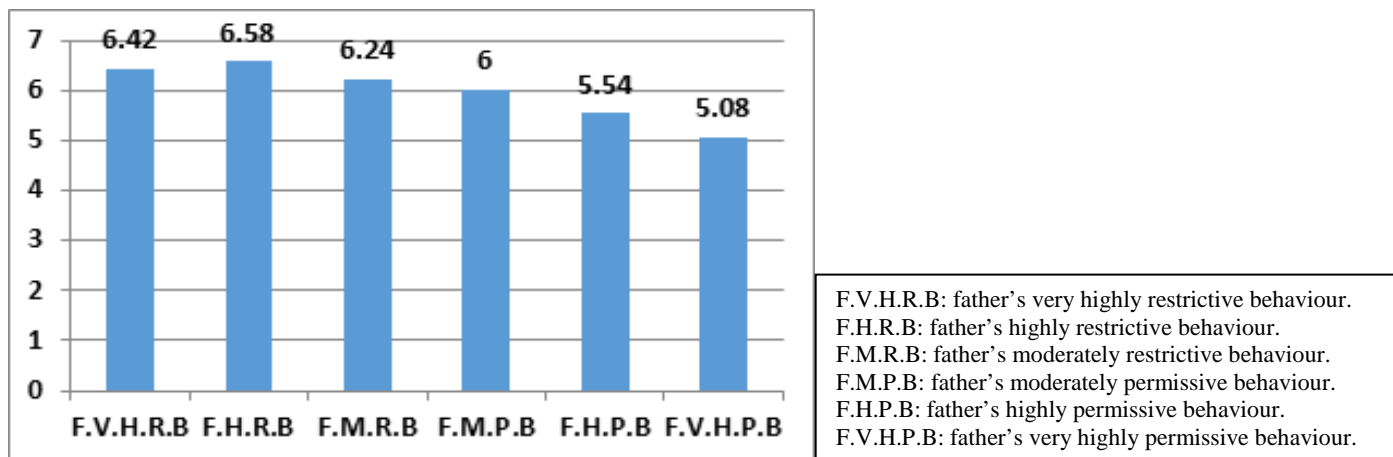


Fig 3: Mean score of Dimension-III of Alienation i.e. Self-Estrangement in Relation to the Subgroups of Father’s Parental Behaviour

Through above figure 3 it is clearly defined that as the behaviour of father is shifting from very highly restrictive to father’s permissive behaviour the mean score of self estrangement among college students is also decreasing.

Interpretation of Dimension-IV of alienation i.e. Meaninglessness

The Table 3 Also Reveals that F-ratio for the significant differences of father’s parental behaviour in meaninglessness among college students comes to be 8.64, for degree of freedom 5 and 54, which is significant at 0.01 level. So, the

hypothesis 1.4 that, “There will be no significant differences among college arts students of second year degree course having restrictive permissive father’s parental behaviour on alienation with dimension-IV i.e. Meaninglessness” was not accepted. It may be interpreted that there were significant differences of parental behaviour of father on the meaninglessness among college students.

This is clearly shown by the mean score of the subgroups of the father’s parental behaviour on this dimension in the following figure 4.

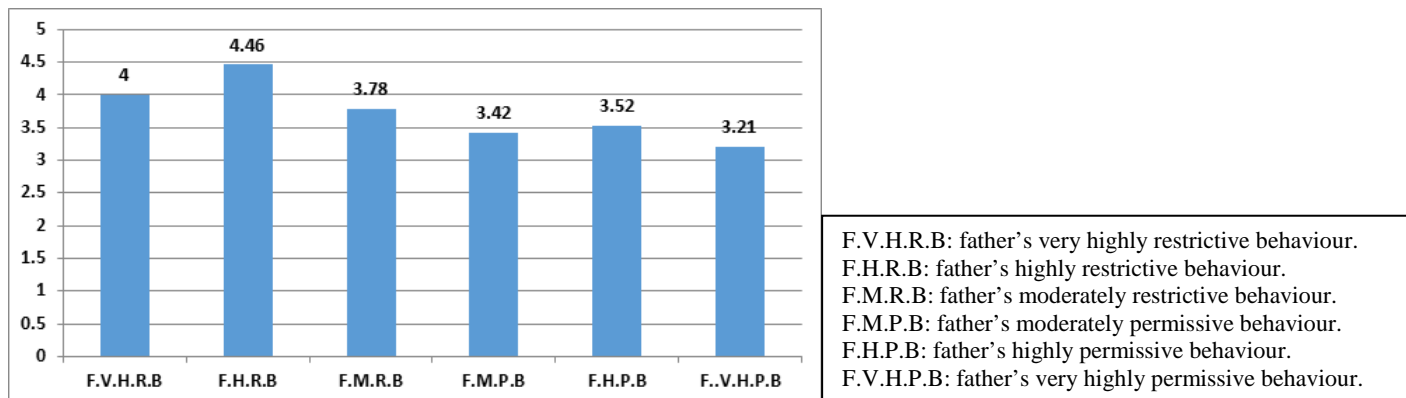


Fig 4: Mean Score of Dimension-IV of alienation i.e. meaninglessness in relation to their Father’s Parental Behaviour

Through above Figure 4, it is clearly defined that as the behaviour of father is shifting from very highly restrictive to father’s permissive behaviour the mean score of meaninglessness among college students is also decreasing.

Interpretation of Dimension-V of alienation i.e. Normlessness

The table 3 further reveals that F-ratio for the significant differences of father’s parental behaviour in Normlessness among college students comes to be 8.64, for degree of

freedom 5 and 54, which is significant at 0.01 level. Hence, the hypothesis 1.5 that, “There will be no significant differences among college arts students of second year degree course having restrictive permissive father’s parental behaviour on alienation with dimension-V i.e. Normlessness” was not accepted. It further means that there were significant differences of parental behaviour of father on the Normlessness among college students.

This is clearly shown by the mean score of the subgroups of the father’s parental behaviour on this dimension in figure 5.

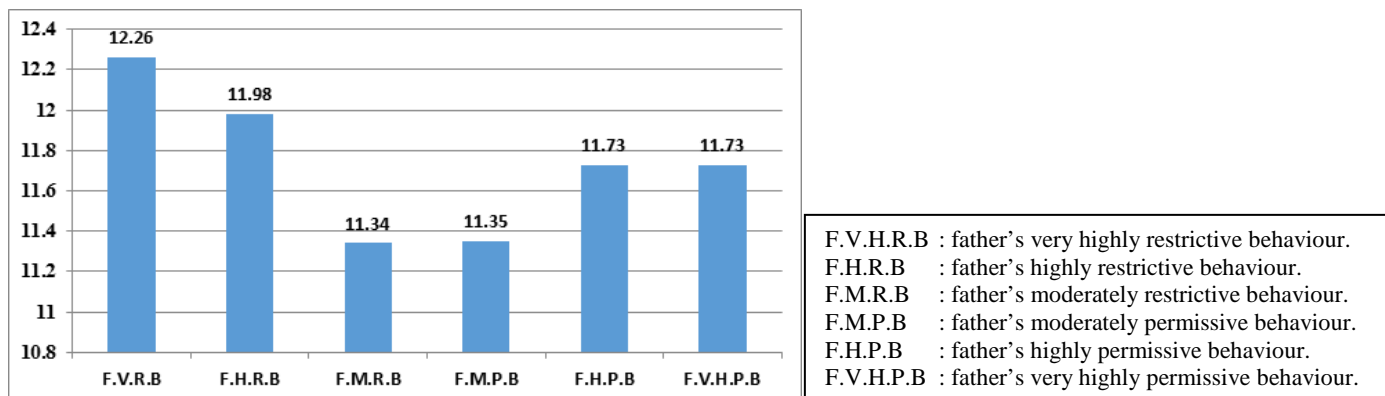


Fig 5: Mean Score of Dimension-V of Alienation i.e. normlessness in relation to the subgroups of father’s parental behaviour

The figure 5 clearly indicates that as the behaviour of father is shifting from very highly restrictive to father’s moderately restrictive and permissive behaviour the mean score of Normlessness is also decreasing. But when the father’s behaviour is highly permissive the Normlessness is also increased it may be happen due to the very permissive behaviour of the father by which the students are become normless.

Objective-2: The first objective was to study the differences among college arts students of second year degree course having restrictive–permissive mother’s parental behaviour on alienation with dimensions as follows; 1.1Powerlessness, 1.2Isolation, 1.3Selfestrangement, 1.4Meaninglessness,1.5 Normlessness. The data related to this objective were analysed with the help of one way analysis of variance. The summary of analysis is shown as follows in table 2

Table 4: Summary of one way ANOVA for all Dimensions of Alienation in relation to their Mother’s Parental Behaviour

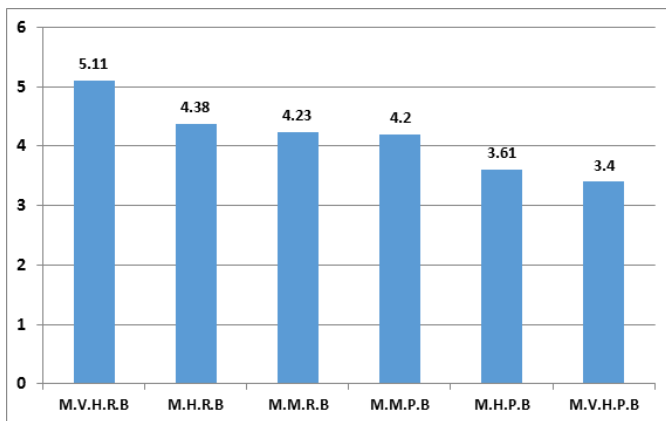
Dimensions of Alienation	Sources of variance	Sum of squares	Df	Mean squares	F-Ratio	Level of significance
Powerlessness	Between	142.1	5	28.4	6.17**	Significant at 0.01 level
	Within	248.6	54	4.6		
	Total		59			
Isolation	Between	67	5	13.4	5.85**	Significant at 0.01 level
	Within	123.09	54	2.29		
	Total		59			
Self-estrangement	Between	292.45	5	58.49	6.23**	Significant at 0.01 level
	Within	506.84	54	9.38		
	Total		59			

Meaninglessness	Between	86.4	5	17.28	8.64**	Significant at 0.01 level
	Within	115.8	54	2.14		
	Total			59		
Normlessness	Between	150.14	5	30.028	2.56*	Significant at 0.05 level
	Within	635.6	54	11.77		
	Total			59		

Interpretation of dimension-I of alienation i.e. Powerlessness

The table 4 reveals that F-ratio for the significant differences of mother’s parental behaviour in powerlessness among college students comes to be 6.1739, for degree of freedom 5 and 54, which is significant at 0.01 level. Hence, the hypothesis 2.1 that, “There will be no significant differences among college arts students of second year degree course

having restrictive permissive mother’s parental behaviour on Dimension-I of Alienation i.e. Powerlessness” was not accepted. It may be interpreted that there were significant differences of parental behaviour of mother on the powerlessness among college students. This is also clearly shown by the mean score of the subgroups of the mother’s parental behaviour on this dimension in figure 6.



M.V.H.R.B: mother’s very highly restrictive behaviour.
 M.H.R.B: mother’s highly restrictive behaviour.
 M.M.R.B: mother’s moderately restrictive behaviour.
 M.M.P.B: mother’s moderately permissive behaviour.
 M.H.P.B: mother’s highly permissive behaviour.
 M.V.H.P.B: mother’s very highly permissive behaviour.

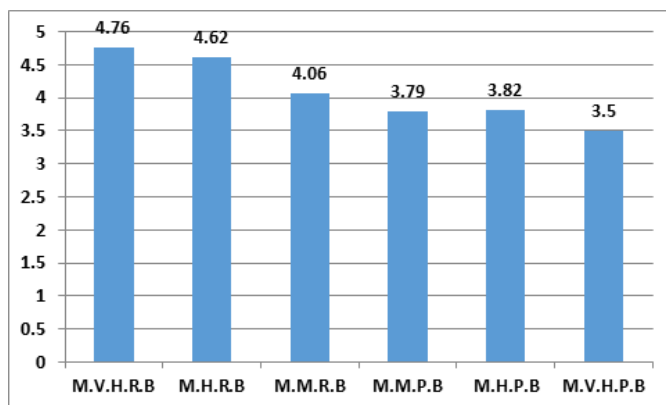
Fig 6: Mean Score of Dimension-I of Alienation i.e. powerlessness in relation to the Subgroups of Mother’s Parental Behaviour

Through above figure 6 it is clearly defined that as the behaviour of mother is shifting from very highly restrictive to mother’s moderately restrictive and permissive behaviour the mean score of powerlessness is also decreasing.

Interpretation of dimension-II of alienation i.e. Isolation

The table 4 also reveals that F-ratio for the significant differences of mother’s parental behaviour in isolation among college students comes to be 5.85, for degree of freedom 5 and 54, which is significant at 0.01 level. Hence, the hypothesis 2.2 that, “There will be no significant differences among college arts students of second year degree course having restrictive

permissive mother’s parental behaviour on alienation with dimension-II i.e. Isolation” was not accepted. It further means that there were significant differences of parental behaviour of mother on the isolation among college students. This is clearly shown by the mean score of the subgroups of the mother’s parental behaviour in Figure 7.



M.V.H.R.B: mother’s very highly restrictive behaviour.
 M.H.R.B: mother’s highly restrictive behaviour.
 M.M.R.B: mother’s moderately restrictive behaviour.
 M.M.P.B: mother’s moderately permissive behaviour.
 M.H.P.B: mother’s highly permissive behaviour.
 M.V.H.P.B: mother’s very highly permissive behaviour.

Fig 7: Mean Score of Dimension-II of alienation i.e. isolation in relation to the Subgroups of Mother’s Parental Behaviour

The figure 7 is clearly highlights that as the behaviour of mother are shifting from very highly restrictive to mother’s

moderately restrictive and permissive behaviour the mean score of isolation is also decreasing.

Interpretation of Dimension-III of alienation i.e. SELF-Estrangement

The table 4 reveals that F-ratio for the significant differences of mother’s parental behaviour in self-estrangement among college students comes to be 6.23, for degree of freedom 5 and 54, which is significant at 0.01 level. Hence, the hypothesis 2.3 that, “There will be no significant differences among college arts students of second year degree course having restrictive

permissive mother’s parental behaviour on alienation with dimension-III i.e. Self-Estrangement” was not accepted. It further means that there were significant differences of parental behaviour of mother on the self estrangement among college students.

This is clearly shown by the mean score of the subgroups of the mother’s parental behaviour in Figure 8.

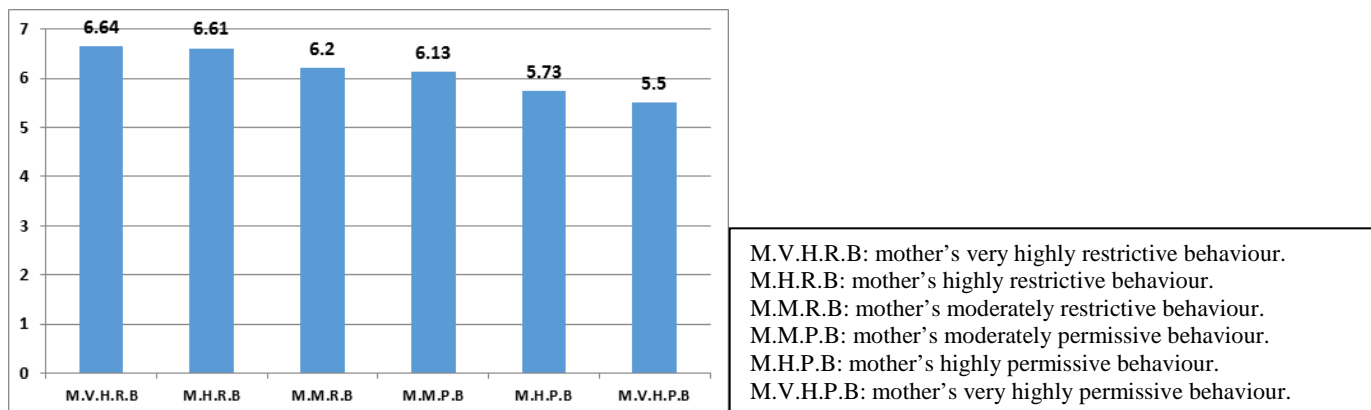


Fig 8: Mean Score of Dimension-III of Alienation i.e. Self-Estrangement in relation to the subgroups of Mother’s Parental Behaviour

The figure 8 clearly showed that as the behaviour of mother is shifting from very highly restrictive to mother’s moderately restrictive and permissive behaviour the mean score of self estrangement is also decreasing.

Interpretation of dimension-IV of Alienation) i.e. Meaninglessness

The table 4 reveals F-ratio for the significant differences of mother’s parental behaviour in meaninglessness among college students comes to be 13.6, for degree of freedom 5 and 54,

which is significant at 0.01 level. Hence, the hypothesis 2.4 that, “There will be no significant differences among college arts students of second year degree course having restrictive permissive mother’s parental behaviour on alienation with dimension: meaninglessness” was not accepted. It further means that there were significant differences of parental behaviour of mother on the meaninglessness among college students. This is clearly shown by the mean score of the subgroups of the mother’s parental behaviour in figure 9.

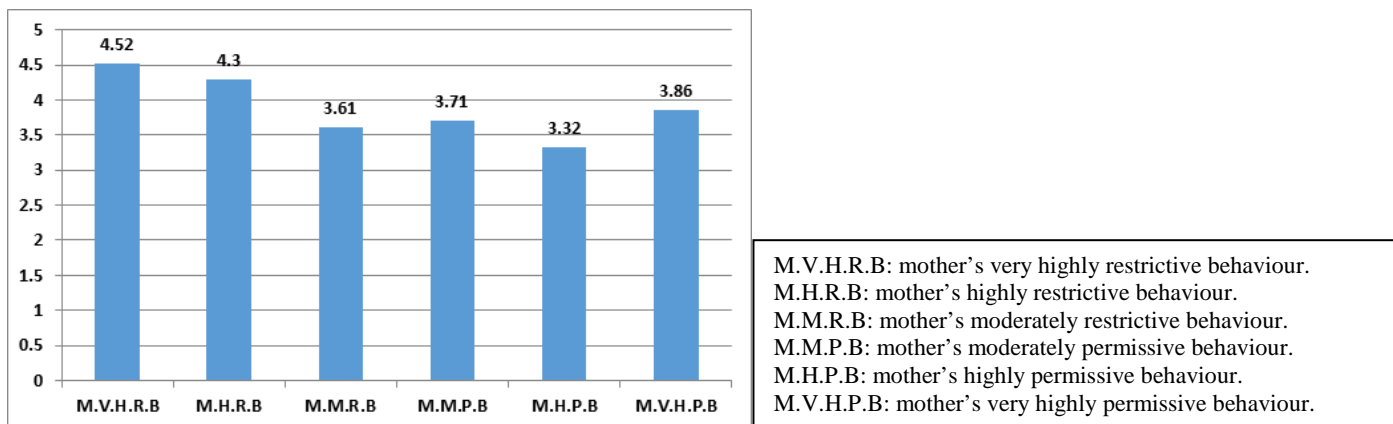


Fig 9: Mean Score of Dimension-IV of Alienation i.e. Meaninglessness in relation to the subgroups of Mother’s Parental Behaviour

Through above figure 9 it is clearly defined that as the behaviour of mother is shifting from very highly restrictive to mother’s moderately restrictive and permissive behaviour the mean score of meaninglessness is also decreasing.

Interpretation of Dimension-V of Alienation) i.e. Normlessness

The table 4 reveals that F-ratio for the significant differences of mother’s parental behaviour in Normlessness among college students comes to be 2.56, for degree of freedom 5 and 54,

which is significant at 0.05 level. So, the hypothesis 2.4 that, “There will be no significant differences among college arts students of second year degree course having restrictive permissive mother’s parental behaviour on alienation with dimension-V i.e. Normlessness” was not accepted. It further means that there were significant differences of parental behaviour of mother on the Normlessness among college students. This is clearly shown by the mean score of the subgroups of the mother’s parental behaviour in figure 10.

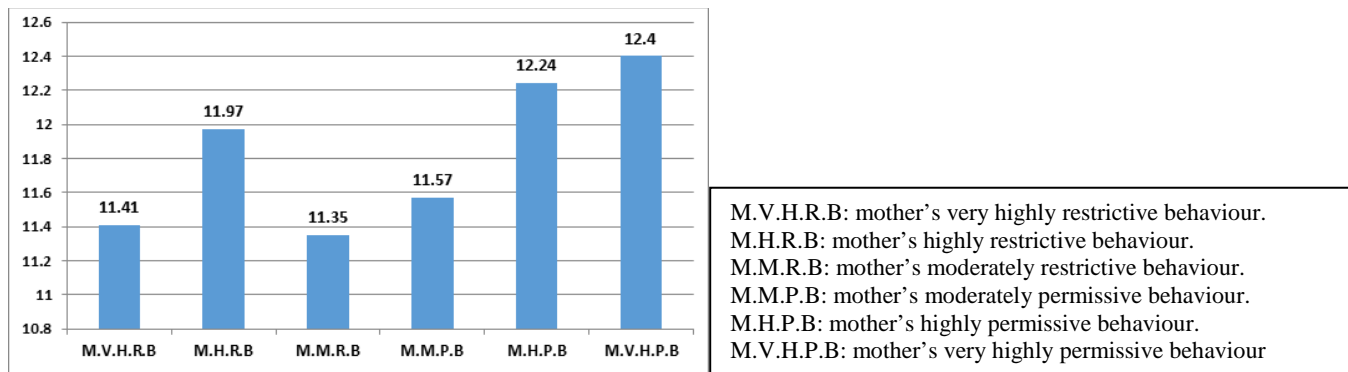


Fig 10: Mean score of Dimension-V of Alienation i.e. Normlessness in relation to the subgroups of Mother's Parental Behaviour

Through above figure 10 it is clearly defined that as the behaviour of mother is shifting from very highly restrictive to mother's moderately restrictive and permissive behaviour the mean score of Normlessness is also decreasing. But as the mother's behaviour is shifting towards very highly permissive then the Normlessness among students are increased due to very low control over them.

Conclusion

(1)There were significant differences among college arts students of second year degree course having restrictive–permissive father's parental behaviour on all the five dimensions of alienation i.e. Powerlessness, Isolation, Self-estrangement, Meaninglessness and Normlessness.(2)There were significant differences among college arts students of second year degree course having restrictive –permissive mother's parental behaviour on all the five dimensions of alienation i.e. Powerlessness, Isolation, Self-Estrangement, Meaninglessness and Normlessness.

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