

## **Effect of Birth Order and Gender on Alienation Among Government and private**

### **Senior Secondary Students**

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#### **Abstract**

A sample of 100 students of Gurgaon district of Haryana state was selected randomly. The sample was administered through students Alienation Scale developed and standardized by Sharma. Mean, Standard Deviation (S.D), SED, t-test were used for analysis and interpretation of the data. The findings of the study revealed that 1) Government and private students are equal on their alienation. 2) Male and female students are significantly equal on their alienation. 3) Later born students are more alienated than first born students.

**Keywords:** Birth order, Alienation, sex, Government and Private.

#### **CONCEPT AND MEANING OF ALIENATION:**

'Alienation' has been used by philosophers, psychologists and sociologists to refer to an extraordinary including loss of self, anxiety state. Anomic despair, depersonalization, loneliness, authorization, powerlessness, meaninglessness, isolation, pessimism and the loss of belief or values (Josephson, 1962). The Latin word alienation has a legal sense (the transfer or sale of a good or right), a psychological sense (dementia, insanity), a sociological sense (dissolution of the link between the individual and the god). In German, the word Entfremdung (literally, to become estranged from or a stranger to) covers a range of meanings, but to large degree these are parallel to those of the Latin alienation (Harre and Lamb, 1983).

Although the concept of alienation has a central place in the history of sociological though it is only recently that attempts have made to define it in empirically operation able and to relate it to relate it to specific social systems or sub-systems rather than to such global referents as 'the culture' or 'society as a whole' (Cohen, 2007). Alienation is an individual's feeling of uneasiness or discomfort which reflects his exclusion or self exclusion from social and cultural participation. It is an expression or non – belonging or non-sharing, an uneasy awareness or perception of unwelcome contrast with others.

In the process of trying out different options it is common some adolescents develop feeling of isolation and alienation from significant adult in their lives. Time alone can be

healthy. Step towards being comfortable with our self. Sometimes extended alone time can result in reluctance to re-engage with others shyness.

Because the mind of young people is full of egocentric ideas about their appearance and so forth, they can sometimes think that others would naturally share those ideas. This can become a cycle- the more they are alone, the more they feel, they won't fit, meaning they spend more time alone, increasing their sense of loneliness and isolation. This isolation can turn into a sense of alienation. This whole process is shown\ explained in the following figure:

### **DEFINITIONS:**

Alienation, an abstract concept brought about by environmental and/or economical condition has been used to explain deviant behaviour

(**Calabrese, 1987**). Due to its abstract nature, alienation has been a difficult term to define. Some of the definitions given by different, Alienation is a mental state of feeling separated or estranged from an individual group of society, commonly evidenced in the behaviour of adolescents during secondary school and college years as they adjust to approaching adult status.”

The experience of alienation within the learning environment can be defined as ; “the subject and process of study itself” ( Mann,2001).

**Bronfenbrenner (1986)** described alienation as a lack of sense of belonging, feeling cut off from family, friends or school. It is the inability of adolescent to connect meaningfully with other people. It is the feeling of aloneness , a feeling that no one is like them and that they not what them to be.

**According to Kanergo (1979)**, the alienation is used to describe people who feel they have few or no opportunity to have any power or control over their lives. They feel they lack the freedom to make changes or seek personal achievement.

Alienation is viewed as a negative aspect of an adolescents life, associated with behaviours such as (a) violence (b) gang membership (**Shoho & Petrisky, 1996**) (C) school failure (**Man,1989, 1992**) and dropping out of school. While alienation affects adolescents in their home and social life, it is the potential effects on their education also.

### **KINDS OF ALIENATION**

Kinds of alienation may be acknowledge with two process: (1) on the bases of decision making and (2) persons involved.

**Alienation from decision making**

this is separation from power or control of the decision making process. This alienation is antecedent to self estrangement, for separation from the decision making powers over what one produces is theoretically the most important factor leading to alienation from self. It is most important Kind of alienation that is of crucial concern to sociologists today especially in organizational life e.g. bureaucracies such as welfare establishment an the large university.

**(Aiken & Hage, cited in , Sharma,1998).**

Oppenheimer (1968) has suggested five kind of alternation following the usage of alienation given by **Seeman (1959)** as being the individuals response to a specific social condition.

**(1) Alienation from person involved.**

Alienation can further be divided into personal and social alienation. Under personal alienation, two categories are included alienation from self and alienation from the meaning of existence.

**(a) Personal Alienation**

Alienation from self: this is loss of pride in one's work, hence loss of satisfaction. Involves a failure to find self rewarding and self-consumatory activities. It involves, too, the idea of not being true to one-self .

Alienation from the meaning of existence: this is the feeling that existence is meaningless. As Durkheim (1966) puts it's, "like is said to be intolerable unless some reason for existing , some purpose justifying

Life's trial.....when, there fore, we have no other object than ourselves. We cannot avoid the thought that our efforts will finally end in nothingness, since we ourselves disappear.

**(b) Social Alienation**

Social Alienation in contrast to personal kind also involves two further categories system alienation from society's mean ends system and alienation from the system.

(1) Alienation from society's means end system: this is derived from **Durkheim's (1966)** and **Merton's (1998)** use of the term 'anomie' which refers to a social condition to which individuals adapt. Individuals are alienated from either society's means or its ends system.

**(2) Alienation from the system: this is a conscious rejection of which society stands for as a whole.**

## **Birth Order**

The ordinalno. Of given live birth in relation to all previous live births and the same woman. Firstborn and children born later have many circumstance, within the family unit, that affects, the development of strengths and weaknesses and ultimately influence their personality trails.

Birth order theory hold that children develop their behaviour parents largelyas a result of their position within their family (Morales,1994).

Intellectually, firstborns have been found to have larger receptive vocabularies than later born children , but that later born may have better conversational skills than firstborns (Coates & Messer, 1996) Studies have shown that firstborns hold memberships in more organizations and demonstrated s significantly higher GPA than later born (Nelson & Harris,1995) the early adult oriented styles learned when they had only the parents and no other siblings would account for the anxiety, achievement & creativity of some firstborn (Eisenman,1992).

Finding about the connections between different testament and children 's sitting relationship also were consistent in showing equal treatment by both parents has the most correlates (Mchale,1995).

Alienation is deeply rooted in a personal human experience driven by subconscious motivations, biological drives and social developments. In each case alienation is a source of lack of trust in one's social or physical environment. To some extent all human beings are alienated. However, at times they develop a type of feeling that they have been left all alone on a planet in the cosmos and challenged to make meaning from a potentially meaningless situation. The conscious struggle to overcome this sense of alienation is the mark of a healthy person. Conversely, the inability to face this challenge within the subconscious level leads to a deepening sense of alienation. Alienation is also an expression of the fragmentation of one's personality, where the self wears different masks each day, never claiming a unique identity. Alienation is described as student estrangement in the learning process (Brown, Higgins and Paulsen 2003). Mann (2001) defined alienation as "the state or experience of being isolated from a group or an activity to which one belongs or in which one should be involved". Newmann (1981) identified four fundamental aspects of student alienation : powerlessness, normlessness, meaninglessness and isolation. Powerlessness refers to student perception of absence of personal control in learning. Normlessness or anomie reflects lack of appropriate rule-governed behaviour (academic dishonesty). Meaninglessness describes alienation student's interpretation of

curriculum as irrelevant to their current and future needs. Loneliness and separation from peers and teachers characterizes social isolation. Alienation is one of the greatest problems confronting us today (Mohan et.al.,1999). He found that, adolescents high on alienation differed significantly from those who are low on alienation on all the dimensions of personality viz Psychoticism, Extraversion, Neuroticism and lie scale as well as on aesthetic values, home, social emotional and total adjustment and also self-esteem. Seeman (1959) found five basic ways in which the concept of alienation has been used i.e. powerlessness, meaninglessness, normlessness, isolation and self estrangement. The alienation of young people is one of society's most urgent problems. Their numbers increase as the structure and priorities of society are challenged. They are faced with altered sexual patterns, drug abuse, and family violence and decreased success in school. In the social setup alienation is more apparent amongst some sections of the society i.e. schedule-castes, scheduled tribes, economically deprived and socially disintegrated sections of the society and gender inequalities. The gender discrimination adds fuel to the fire for the spread of alienation amongst the adolescents of the fair sex in our social set-up. It is more so with the rural girls who have little socio-psychological outlets to express. Thus the present investigation explores the socio-psychological characteristics of alienation amongst rural adolescent girls.

#### **STATEMENT OF THE PROBLEM**

*“Effect of Birth Order and Gender on Alienation Among Government and private Senior Secondary Students”*

#### **OPERATIONAL DEFINITION OF THE TERMS TO BE USED IN THE STUDY**

**Alienation:** Alienation is a mental state of felling separated in behaviour of senior secondary school students during secondary school and college years as they adjust to approaching adult states.

**Secondary Stage:** Secondary stage refers that level of education system which includes from class 9th and 12th . (In the present study the research has taken any senior level as secondary stage ).

**Birth Order:** The ordinal number of a given live birth in relation to all previous live births of the same woman.

**Gender:** Gender is regarded as the state of being male of female.

**Government School:** Government schools established and governed by the Departments of Education of state. These are governed respect to administration and financial matter by state.

**Private School:** The schools that is owned and run by the private individual or authority.

### **OBJECTIVES OF THE STUDY**

**O1.** To compare Government and Private school students on Alienation at senior secondary stage.

**O2.** To examine difference between and male and female students on Alienation at senior secondary stage.

**O3.** To study the difference between first born and later born students on Alienation senior secondary stage.

**O4.** To recognize difference between first and born Government school students on Alienation at senior secondary stage.

**O5.** To find difference between first born and later born Private school students on Alienation at senior secondary stage.

### **HYPOTHESE OF THE STUDY**

**H1.** There exists no significant difference between Government and Private school students on Alienation at senior secondary stage.

**H2.** There exists no significant difference between male and female students on Alienation at senior secondary stage.

**H3.** There exists no significant difference between first and later born students on Alienation at senior secondary stage.

**H4.** There exists no significant difference between first and later born Government school students on Alienation at senior secondary stage.

**H5.** There exists no significant difference between first and later born Private school students on Alienation at senior secondary stage.

### **DELIMITATIONS OF STUDY**

The study will be delimited on the following points:-

- The sample of the Present study was taking from Gurgaon district in Haryana.
- The data is confined from Government as well as Private Schools affiliated to Haryana & CBSE Board.
- Initial size of the sample was 100 students of 10<sup>th</sup> class.

## METHODOLOGY

In the present study, Descriptive survey method was employed

### SAMPLE

In over to achieve the objective stated earlier and to test the corresponding hypotheses, a sample of 100 students of district Gurgaon, Haryana state was planned.

### VARIABLES

#### Dependant Variable

Alienation

#### Independent Variables

- Birth Order
- Gender
- Government and Private school

### TOOLS USED

Alienation Scale developed and standardized by Sharma (1999) was used.

### STATISTICAL TECHNIQUES USED

The statistical techniques were employed to concise picture of the data, so that it can be easily comprehend . It was employed to test the hypotheses in the study. Mean, S.D., S.Em , t-value were calculated in the present study.

### ANALYSIS AND INTERPRETATION OF THE DATA

H1. There exist no significant difference between Government and Private school students on alienation at senior secondary stage.

#### Mean, S.D., S.E.M AND T- VALUE OF Government and Private Schools Students on Alienation

Groups	NO	Mean	S.D	S.E.M	t-value	Level of significance
Government	48	27.02	6.1	1.10	0.83	No
Private	48	26.1	4.65			

**$P < 0.05 = 1.99$  and  $P < 0.01 = 2.63$  at df (94)**

Above table shows that obtained t-value (0.83) is less than the table value at both levels of significance ie 0.05 and 0.01 at df 118. Hence the null hypotheses “there exist no significant difference between Government and Private school students on alienation at senior secondary

stage” has been **Accepted**. Hence it may conclude that Govt. and Private school students are similar on their alienation.

**O2.** To examine difference between male and female students on alienation at senior secondary stage.

**H2.** There exist no significant difference between male and female students on alienation at senior secondary stage.

Mean, S.D., S.E.M AND t- VALUE OF Government and Private Schools Students on Alienation

Groups	NO	Mean	S.D	S.E.M	t-value	Level of significance
Male	48	26.9	6.3	1.08	1.48	No
Female	48	25.3	4.1			

**P<0.05 = 1.99 and P <0.01 = 2.63 at df (94)**

Above table shows that obtained t-value (1.48) is less than the table value at both levels of significance ie 0.05 and 0.01 at df 118. Hence the null hypotheses “There exist no significant difference between male and female students on alienation at senior secondary stage” is **Accepted**. Hence it may conclude that Male and Female school students are similar on their alienation. These finding give strength to the findings of many scholar such as Pulvino (1970), Holliman (1972), Watens (1979), Matta (1982) Monaty (1984) and Sheikn (1994), which explored similar.

**O3.** To study the difference between between first born and later born students on alienation at senior secondary stage.

**H3.** There exists no significant difference between first and later born students on alienation at senior secondary stage.

Mean, S.D., S.E.M AND t- VALUE OF First Born and Later Born

Groups	NO	Mean	S.D	S.E.M	t-value	Level of significance
First born	48	24.59	6.4	1.18	2.29	0.05
Later born	48	27.3	5.1			

**P> 0.05 = 1.99 and P <0.01 = 2.63 at df (94)**



Above table shows that obtained t-value (2.29) is more than the table value at 0.05 level of significance at df 118. Hence the null hypotheses “There exists no significant difference between first and later born students on alienation at senior secondary stage” is rejected. Hence it may conclude that later born students are more alienated than first born students.

O4. To recognize difference between first born and later born school students on alienation.

**H4.** There exists no significant difference between first born and later born Government School students on alienation.

Mean, S.D., S.E.M and t- value of Government First Born and Later in Born

Groups	NO.	Mean	S.D	S.E.M	t-value	Level of significance
Government First born	24	24.8	5.2	1.35	5.40	0.05 and 0.01 level
Government Later born	24	32.1	4.1			

$P > 0.05 = 1.99$  and  $P > 0.01 = 2.69$  at df (46)

Above table shows that obtained t-value (5.40) is more than the table value at both levels of significance i.e. 0.05 and 0.01 at df 56. Hence the null hypotheses “There exists no significant difference between first born and later born Government School students on alienation at senior secondary stage” is rejected. Hence it may conclude that government schools later born students are more alienated than government school first born students.

O5. To find out difference between first born and later born private school students on alienation.

**H5.** There exists no significant difference between first born and private school students on alienation.

Mean, S.D., S.E.M and t- value of Private First Born and Later Born Students on Alienation

Groups	NO	Mean	S.D	S.E.M	t-value	Level of significance
Private First born	24	24.41	5.08	1.08	3.11	0.05 and 0.01 level
Private Later born	24	29.88	3.92	0.82		

$P < 0.05 = 2.02$  and  $P > 0.01 = 2.69$  df (46)

The above table show date the obtain value is greater than the table value at both level of significant i.e. 0.05 and 0.01. So the null hypothesis is being rejected. Further we can say that there exist significant difference between private first born and later born student on their level of alienation. As the mean score of private later born student .So, we may conclude that Private later born students are more alienated in comparison to private first born students.

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