**EGOISM AND PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS IN COLLEGES OF EDUCATION**

**RAJEENA A.**

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**in partial fulfillment of the requirements for the degree of**

**MASTER OF EDUCATION**

****

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**2013**

**DECLARATION**

I, RAJEENA A., do hereby declare that this dissertation, “**EGOISM AND PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS IN COLLEGES OF EDUCATION**” has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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**CERTIFICATE**

I, ABDUL HAMEED MUKTAR MAHAL, do hereby certify that this dissertation, “**EGOISM AND PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS IN COLLEGES OF EDUCATION**” is a record of bonafide study and research carried out by **RAJEENA A.**, under my supervision and guidance. The report has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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Date: .10.2013 **RAJEENA. A**

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**INTRODUCTION**

Education is a process through which human personality develops. There is no end to this process. It goes on forever without any break or barrier. We are learning something every year, every month, every day and every moment. The learning process goes on from womb to death.

According to Plato, “Education is a training which leads you to hate what you ought to hate and love what you ought to love”. “Education is the manifestation of perfection already reached in man”- Vivekananda. Interpreting Education Gandhiji said “By Education, I mean all round drawing out of the best in the child and man body, mind and spirit”.

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. The ultimate aim of education is the welfare of the individual and society. An effective system of education results in the improvement of learner’s potentialities, enlargement of their competencies and transformation of their interest, attitudes and values. There are various factors influencing the process of education in which the teacher has a key role to play.

A nation is built by citizens, citizens are moulded by teachers for the development of the country, it is very important to have effective teachers and they can be produced only if we have a good system of teacher education.

Education builds the man so it builds the nation. Education prepares the future generation to take their due place in the society; teacher plays pivotal role in this process. A teacher happens to be the key person to initiate and support change for educational improvements. Within the increasing complexity of problems, expectations from teachers are also increasing. To enable a teacher to create thirst of knowledge among pupils, he must continue to learn and grow professionally. In order to enable the teachers to act as a catalyst in developing future citizens, the Teacher Education Programmes had a prominent role. Teacher Education refers to policies and procedures designed to equip teachers with the knowledge, attitude, behavior and skills, they require in performing their tasks effectively in the school and class room. It is during the period of early adulthood the Teacher Education Programme begins.

Early adulthood extends from age eighteen to approximately age forty five. The developmental tasks in adulthood are getting started in an occupation, taking a civic responsibility, finding a congential social group and achieving a masculine or feminine social role. The development of these skills relies on the resolution of other stage. It may be hard to establish intimacy if one has not developed trust or a identity. If their skills are not learned the alternative is alienation, isolation, a fear of commitment and the inability of depend in others.

Socially alienated individual can be witnessed in almost all world of life. They are not interested to maintain good relationship with members of the group or society in which they belong. Though not fully alienated most of the people express a little doze of alienation. It is delimantal to their own peaceful life.

Egoism means that all behaviors are motivated by self interest. It states that every act of person is motivated by self interest (selfish). “If people sometimes act for others, it is only because they think that it is in their own best interest to do so .It means devotion to self interest without regard to the interest of others” –(Mackinnon, 2002). Egoism opposed to altruism-devotion to others and sacrifices of self.

**NEED AND SIGNIFICANCE OF THE STUDY**

The investigator has personal contact with some of student teachers who behave like socially alienated. She from her interaction with than realized that they are either selfish, a self interested, or they show disregard for others; characterization of Egoism. This made the investigator assume that Egoism is an important cause of social alienation. She further assumes that social alienation can be alienated by manipulating one’s own Egoism.

Studies are to be conducted to find out whether the assumption is correct; ie, if Egoism and social alienation are related. From the review of studies the investigator could find that no studies were conducted related to Egoism and Perceived Social alienation. Here the investigator felt an urgent need to conduct the study.

If it is found that there is significant relation between Egoism and Perceived Social Alienation. It can be concluded that Egoism is a deliberate factor of Perceived Social Alienation. Measures to manipulate Egoism can be find out so as to escape social alienation. This will be helpful for those who are suffering from social alienation to control than Egoism behaviour. This significant the study.

**STATEMENT OF THE PROBLEM**

The present study is stated as “EGOISM AND PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS IN COLLEGES OF EDUCATION”

**DEFINITION OF KEY TERMS**

The definitions of important terms used in the statement of the problem are presented in this section.

**Egoism**

A personality trait marked by selfishness, disregard for others and behaviour towards self interest.

**Perceived Social Alienation**

Alienation refers to belong to aparticipationgap. Social alienation refers to the isolation or separation from established social relationships. Perceived Social Alienation is operationally defined as the feeling of isolation or separation one experience from established social relationships.

**Student teachers in Colleges of Education**

It refers to the students studying for B.Ed course in colleges of teacher education or teacher education centres.

**VARIABLES SELECTED FOR THE STUDY**

The variables selected for the study are the following:

**Independent Variable**

In the present study, Egoism was treated as the major independent variable. Other independent variables are Gender, Faculty, SES and Level of graduation.

**Dependent Variable**

Perceived Social Alienation was treated as the dependent variable.

**OBJECTIVES**

1. To find out if there exists any significant relationship between Egoism and Perceived Social Alienation of student teachers for the total sample.

2. To find out whether there exists any significant relationship between Egoism and Perceived Social Alienation of student teachers in the relevant sub samples based on

a. Gender

b. Faculty

c. Level of graduation

d. SES

3. To find out whether there exists any significant difference in the mean scores of Egoism and Perceived Social Alienation between the relevant subsamples based on

a. Gender

b. Faculty

c. Level of graduation

d. SES

4. To find out whether Gender, Faculty and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teachers.

5. To find out whether Level of graduation, SES and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teachers.

**HYPOTHESES**

The present study is designed to test the following hypotheses.

1. There exists significant relationship between Egoism and Perceived Social Alienation of student teachers.
2. There exists significant relationship between Egoism and Perceived Social Alienation of student teachers in the subsamples based on
3. Gender
4. Faculty
5. Level of graduation
6. SES
7. There exists significant difference in Egoism and Perceived Social Alienation of student teachers between relevant subsamples based on
8. Gender
9. Faculty
10. Level of graduation
11. SES

4. Gender, Faculty and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teachers.

5. Level of graduation, SES and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teachers.

**METHODOLOGY**

**Sample**

The study was conducted on a sample of 465 student teachers selected from 14 College of Education in Kerala. The sample selection was done using stratified sampling technique giving due representation of Gender, Level of graduation and Faculty.

**Tools used**

The investigator used following tools for the study

Egoism Assessment Scale (Abdul Hameed Mukhar Mahal and Rajeena. A, 2013)

Perceived Social Alienation Assessment Scale (Abdul Hameed Mukhar Mahal and Rajeena. A, 2013)

**Statistical Technique Used for the Analysis of Data**

The data collected were analysed using the following technique

1. Preliminary analysis- Mean, Median, Mode, Standard deviation, skewness and kurtosis.
2. Pearson’s product moment co-efficient of correlation (r)
3. The test of significance of difference between means for different categories- t-test for large independent samples.

4. Three way ANOVA(2×3×3 design)

**SCOPE AND LIMITATIONS OF THE STUDY**

The present study was an attempt to find out if there exist any significant relation between Egoism and Perceived Social alienation of student teachers. Appropriate and standardized tools are used for collection of data. Therefore the investigator hopes that the study will yield reliable result which can be generalized.

To conduct the study the investigator prepared two tools- Egoism Assessment Scale and Perceived Social Alienation Assessment Scale. These tools can be used to assess Egoism and Perceived Social Alienation of student teachers.

Even though the present study was conducted with maximum possible care and specificity, certain limitations, which could hardly be avoided, have crept in to the study. They are

1. The investigator collected data from Palakkad, Kozhikode, Malappuram and Thrissur in Kerala. She could not include other districts due to lack of time.
2. The study was conducted on student teachers. She could not include students from colleges.
3. The investigator used stratified sampling for selection of samples. She could not rely on appropriate stratified random sampling.

**ORGANISATION OF THE REPORT**

Chapter I of the report contains a brief introduction of the problem, need and significance of the study, statement of the problem, and definition of key terms, variables, objectives, hypotheses and scope and limitations of the study.

Chapter II gives a theoretical framework of Egoism and Perceived Social Alienation and review of related studies.

In chapter III, the methodology of the study is discussed in detail with description of tools used for measurement, sample for the study, data collection procedure, scoring and consolidation of data, and the statistical techniques used for analysis.

In chapter IV, preliminary analysis, details of the major statistical analysis of data, interpretation of data, discussion and conclusion are described.

Chapter V, contains major findings, tenability of hypotheses, educational implications of the study and suggestions for further research.

**REVIEW OF RELATED LITERATURE**

Review of related literature is an important aspect of research study. Particularly all human knowledge can be located from books, journals, floppies, compact disc and internet. A careful review of the researches reported in journals, books, dissertation and other sources of information related to the problem to be investigated is one of the important steps in the planning of any research study. The researcher must become familiar with her problem through related studies. It will help her to have a complete picture of her problem and direct investigator through right path.

“The keys to the vast store house of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection procedure and comparative data for interpretation of results. In order to be creative and original, one must read extensively and critically as a stimulus to thinking”(Good,1963).

The intention of the study is to assess Egoism and Perceived Social Alienation of student teachers; to find out if there exists any relationship between Egoism and Perceived Social Alienation of student teachers and to find out if there exists any significant difference in the mean scores of Egoism and Perceived Social Alienation between relevant sub samples based on Gender, Faculty, Level of graduation and SES. In this section the investigator discussed the theoretical aspects of the variable Egoism and Perceived Social Alienation and made a review of the previous studies. The review of literature has been presented under the following heads

**THEORETICAL FRAMEWORK OF THE VARIABLES**

Egoism

Perceived Social Alienation

**REVIEW OF RELATED STUDIES**

Studies on Egoism

Studies on Perceived Social Alienation

**THEORETICAL FRAMEWORK OF THE VARIABLES**

Theoretical framework of the variables in the present investigation is outlined briefly in this section.

**Egoism**

Egoism is a personality trait marked by selfishness disregard for others and behaviour oriented toward self interest (Dictionary of psychology). “Egoism is the law of perspectives as it applies to feelings, according to which what is closest to us appears to be large and weighty, while size and weight decrease with our distance from things”(Friedrich ).

Sheriff and Cantril have given a detailed description of ego-involvement process. According to them, an individual is ego-involved when one or more of his/her ego attitudes determine his/her experience and behaviour. The concrete act of behaviour depends upon the external stimulus factors as well as the internal factor to determine a person’s behaviour then his/her behaviour becomes ego involved. Consequently the behaviour of a person who is ego-involved is different from the behaviour of a person who is merely moved by the biogenic motives by social incentives. His/her behaviour becomes more highly and more selective and more effective because it is ego-involved. Because these attitudes become enter in to behaviour becomes more integrated. Like every organism, the human being has to satisfy the biogenic needs like hunger, sex and sleep but in an individual who belongs to a cultural group, these needs will have to be satisfied according to the social norms of that group. A man of the higher socio-economic status will not go and eat in a cheap restaurant. When the purchases the clothes he/she selects only certain kinds of material. Thus, ego-attitudes enter in to the way in which he/she satisfies his/her needs. We just do not eat anything when we are hungry. We eat only certain things in certain places and in the company of certain people.

According to Sherif and Cantril this is not mere matter of social conformity, yielding to social pressures. They assert that this is due to the ego-attitudes which become motives in themselves which have to be satisfied. This individual’s notion of his honour, his code,his class, his caste all these may enter in to the way in which he satisfies the needs. Sherif says “when we satisfy our hunger or our sexual desires in ways or directions which are out ego attitudes we are quite in conflict. We feel ashamed and guilty”. Generally the motivation arising from ego-attitudes is stronger than mere id consideration. It is only in the case of ego break down that a normal human adult will yield to id consideration.

Sherief and Cantril pointed out, when an individual is not ego-involved, he /she become more stimulus-bound; like the little child or like the animal he reacts to the sensations. He sees certain things and he/she reacts to them either by movement or by manipulation or by vocal reactions. It is only when the individual builds up his self that his behaviour becomes more and more internally directed rather than being dependent on the external stimuli.

Sherief and Cantril concluded that under ordinary routine conditions of life our reactions will be neutral and not ego-involved. It is only under conditions of stress that we become ego-involved. Experimental investigation has showed that there is a big difference between the ways in which a person reacts under routine conditions and under stress conditions.

Referring Advanced English Learner’s Dictionary, Dictionary of Psychology and with the help of supervisor the investigated identified five components of Egoism. They are Disregard, Self interest, selfishness, Disrespect and self conceit. These components were validated by consulting with experienced Teacher educators. A brief description of these components is given below

**Disregard**

It refers to treating something or somebody an unimportant or not caring about them.

**Self interest**

Self interest refers to considering only one’s own interest and not caring about things that would help other people.

**Selfishness**

It refers to caring only about oneself rather than about others people. It is concerned primarily with one’s own interest, benefits, welfare, etc regardless of others.

**Disrespect**

Disrespect refers to lack of respect for somebody or something. It further refers to treat others without respect.

**Self conceit**

It refers to an excessively favorable opinion of oneself, ones abilities etc.

**Perceived Social Alienation**

Student Dictionary of Psychology defined “Alienation as feelings of estranged, separated, and powerless, whether in relation to nature, to other people, to wealth and the means of production in a society”. Dictionary of Sociology defined “Alienation as the state of estrangement individuals feels in cultural settings that they view as foreign, unpredictable or unacceptable. The values and social norms shared by others seem meaningless to the alienated individual. Thus he/she feels isolated and frustrated. Alienation also involves powerlessness”.

Alienation means the absence of warm or friendly relationship with people and feeling of apartness (dictionary of psychology). Academic dictionary of psychology alienation as a loss of involvement in or commitment to the world one lives in.

Alienation means the individual’s sense of inability to influence the course of socio-political events, feeling of helplessness in solving today’s problems. Alienation leads to loneliness. It means lack of supportive primary relationships, social isolation, and absence of interpersonal attraction. “The word alienation means aloofness, estrangement, apathy indifference, turning or keeping away, cutting off and the links from something or somebody. Whether society, religion, administration even the self” (Johari,1989).

(Conger,1979) explain the concept of alienation as a profound rejection of the value of an adult society that some young people perceive as increasingly impersonal often cruel and lucking in concern for individual.(Gould, 1969) discussed the personality traits of alienated youths and found that he has characterized by generalized distract of others, a relation of socially approved rules of interpersonal conduct, social introversion poor impulse control and ambivalence.

A condition is social relationships reflected 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 (Durkheim, 1951). Seeman’s (1959) seminal work postulates five alternative meanings of alienation as powerlessness, meaninglessness, normlessness, isolation and self estrangement. Social isolation refers to the feeling of being segregated from one’s community. Snekal (2010) argues, “Low- income communities or religious minorities may feel separated from mainstream society.

Fishman (1997) says, “ A person suffers from alienation in the form of powerlessness when she is conscious of the gap between what she is conscious of the gap between what she would like to do and what she feels capable of doing”. Alienation in the sense of lack of power has been technically defined by Seeman as “the expectancy or probability held by the individual that his own behaviour cannot determine occurrence of the outcomes, or reinforcement.

Alienation is essentially a sociological concept developed by several classical and contemporary theories and is a condition in social relationship reflected 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.

Alienation means, for Marx, that man does not experience himself as the acting agent in his grast of the world, but that the world (nature, others and himself) remain alien to him. They stand above and against him as objects, even though they may be objects of his own alienation. Alienation is essentially experiencing the world and oneself passively, receptively as the subject separated from the object (Fromm, 2005).

The alienation came in to prominence in the early writings of Marx (1844, 1932) the concept of alienation finds reference across a broad range of subjects such as theology, philosophy, sociology and psychology. Fromm (1955) discussed alienation as the mode of experience in which a person experiences him / herself as an alien or in other words becomes estranged from the self. “The core meaning of the concept of alienation has also been identified with a dissociative state or a sense of separation in relation to some other element in his or her environment”(Kanungo, 1979).

For Marx the process of alienation is expressed in work and in the division of labour. While man thus becomes alienated from himself the product of labour becomes an alien object which dominates him. The relationship is at the same time the relationship to the sensuous external world, to natural objects was alien and hostile world.

Alienation in social science is the state of feeling estranged or separated from one’s milieu, work, and products of work or self. Despite its popularity in the analysis of contemporary life, the idea of alienation remains an ambiguous concept with elusive meanings, the following variants being most common (1) powerlessness, the feeling that one’s destiny is not under one’s own control but is determined by external agents, fate, instructional agents. (2) Meaninglessness, referring either to the lack of comprehensibility or consistent meaning in any domain of action ( such as world affairs or interpersonal relations ) or to a generalized sense of purposelessness in life (3) Normlessness, the lack of commitment to shared social conventions of behaviour (hence wide spread deviance, distrust, unrestrained individual competition and the like) (4) cultural estrangement, the sense of removal from establisher values in society ( as for example, in intellectual or student rebellions against conventional institutions) (5) social isolation, the sense of loneliness or exclusion in social relations (as for example, among minority group members) and (6) self-estrangement, perhaps the most difficult to define and in a sense the master theme, the understanding that in one way or another the individual is out of touch with himself.

Alienation leads to the perversion of all values. By making economy and its values – gain, work, thrift and sobriety –the supreme aim of life, man fails to develop the truly moral values, the riches of good conscience of virtue etc. In a state of alienation each sphere of life, the economic and moral is independent from the other, each is concentrated on a specific area of alienated activity and is itself alienated from the other.

The man who has thus become subjects to his alienated needs is a mentally and physically dehumanized- the self conscious and self acting commodity. The more alienated he/she is, the more the sense having and using constitutes this relationship to the world. The less you are, the less you express your life, the more you have the greater is your alienated life and the greater are the saving of your alienated being.

Social alienation means the individual subjects estrangement from community, society or from the world. Based on the Theory/ Article on Alienation, referring Advanced Learner’s English Dictionary, Dictionary of Psychology and Sociology the investigator obtained five components of Social Alienation. Then she established the validity of the components by consulting with experienced teacher educators following are the components.

**Meaninglessness**

It refers to expressing one’s feeling that it is meaningless to establish and maintaining social relationship.

**Helplessness**

It refers to acknowledging one’s helplessness in establishing and maintaining social relationships.

**Loneliness**

It refers to the expressions of one’s feeling of loneliness.

**Powerlessness**

Admitting one is powerless to be active in a group.

**Separation**

It refers to the acknowledgement one’s feeling of separation from inevitable social group.

**REVIEW OF RELATED STUDIES**

**Studies on Egoism**

Darren and clyn (1994) conducted a study of cognitive and affective concomitants of task and ego goal orientations at three different ages during adolescents. It was found that a task orientation is likely to facilitate adaptive cognitive and affective patterns in competitive sport during adolescents.

Orlofsky and Jacob (1995) explored ego identity status and the intimacy versus isolation crisis of young adulthood using sample 53 males undergraduates. The results revealed that intimacy- isolation is related to successful relation of the identity crisis.

Barsik (1995) undertaken to find out the relationship between Gender related personality trait and ego development using a sample 209 male and female college students. The results showed that women instrumentality was related to ego development.

Suchman and Luthar (2008) studied maternal ego development in relation to psychopathology and parenting problems using a sample of substance abusing mothers. The results showed positive significant relationship between ego development and psychopathology of mothers.

Elaine (2009) examined relationship between attachment related defence and ego defence mechanism. The results indicated that there is significant relationship between attachment related defence and ego defence mechanism.

Sharga and Fisherman (2009) intended to find out relationship between spiritual identity and ego identity among religiously observant adolescents using a sample of 78. The ego identity scale and questionnaire of religious belief were administered on them. The study reveals that significant and positive correlation between spiritual identity and ego identity.

Raja and Avudaiammal (2013) conducted a study of Egotism and adjustment in late adolescents. Using stratified random sampling technique data were drawn from 450 late adolescents. Findings of the study were that there exist significant negative correlation between adjustment and Egotism of late adolescents.

Reddy (2013) investigated a study was to analyse the inter correlation between creative characteristic and ego states. A sample consists of 300 students in higher secondary school. The study revealed that there is a very low degree of positive inter correlation between creative characteristic and ego states.

**Studies on Perceived Social Alienation**

Govinda and Suryanarayana (1999) studied gender effect on social interaction using a sample of 200 students. The study revealed that girl’s were more intense in intra family interactions, boys were more intense in extra family interactions.

Martin and Stack (2000) investigated a theory of the effect of religiosity on the alienation dimension of normlessness. It was found that there exist significant relationship between religiosity and normlessness.

Jerry (2000) studied cyber stratification and social distance over the Bogardus scale to measure prejudice among www users. It was showed that social distance does exist, and there are factors that may predict the magnitude of social distance towards outer group.

Donald and Gina (2004) conducted a study to investigate the social alienation status with respect to gender and immigrant background. The sample consisted of 446 high school students. Jessor and Jessor general alienation questionnaire was used to explore feelings of social alienation. Results demonstrated that significant association between immigrant back ground and social alienation.

Klomegah and Roger (2004) made an attempt to find out the applicability of the social correlates of alienation. The participants were 94 adolescents. It was found that social contract is associated with alienation significantly while the effect of gender and age are held constant. It was also found that geographic home region has no relationship with alienation.

Alan (2005) examined whether quality of social relationship and social isolation predicts the development of depression. The sample involved 4642 American adults age 25-75. The study revealed that quality of social relationship is a major risk factor for major depression.

Alfred and Rovai (2005) investigated feelings of alienation and community feelings among higher education students in a virtual class room. The sample consists of 117 adulthood. The results suggest that there exist significant relationship between feelings of alienation and community feelings among higher education students in a virtual classroom.

Lewies and Joan (2005) explored the degree to which social alienation on self efficacy and career decision-making confidences are related to the academic stress. The sample consists of 229 college students was administered alienation scale, self efficacy scale. The findings suggested that student’s sense of being connected to the academic, community was correlated with their sense of self efficacy and confidence in their career decision making ability.

Traub (2005) examined the relationship between internet usage and an individual’s level of social alienation and types of locus of control were administerd 264 adolescents. Dwight Dean 1961 Alienation Scale, Rotter’S Locus of Control Scale and Demographic questionnaire. Results indicate that there was a significant positive relationship between the percentage of daily electronic communication and external locus of control. Additionally there was a significant negative relationship between level of education and social alienation.

Melanie and Jeffrey (2008) conducted a two-year case study entitled “Educational Reform and Social Alienation” in a single public high school. Data were gathered and analysed using a conceptual frame work that conceived of alienation as a set of five sub-constructs: powerless, meaninglessness, normlessness, isolation and estrangement. Findings suggested that teachers experienced each of these forms of alienation, but that individual teacher interpreted them in a unique manner.

Tarquin and Kristen (2008) examined the relationships between student alienation and the various aspects of self concept. The samples was 351 undergraduate students were administered the self concept scale and student’s alienation scale. Results indicated a moderate negative correlation between self concept and student alienation.

Miller and Birman (2009) identified the relationship among neighborhood immigrant concentration, acculturation and alienation in a sample of 151 womens. Result reveals that effect of acculturation on alienation varies depending on adoption.

Noack and Gniewosz (2009) examined how parental attitudes parenting styles and class room characteristics predict adolescent political alienation. The participant’s were 463 families that included mothers, fathers and their adolescents children. Results of the study revealed that parenting style positively predicted adolescent political alienation and class room comprised of teachers with clear educational goals were negatively related to adolescent political alienation.

Hall and Havens (2011) made an attempt to find out the effect of social isolation and loneliness on the health of older women using the sample 1996. It was found that the isolation and loneliness caused declines in health status.

Bowker and Julie (2011) investigated the associations between three social withdrawal sub types (shyness, unsociability, avoidance), peer isolation, peer difficulties (victimization, rejection, exclusion, law acceptance) and loneliness using a sample of 194 adolescents in India. The findigs revealed social withdrawal may be best conceptualized as a multifaceted construct during childhood and adolescents in western and non western societies.

Stepte and Shankar (2012) identified the extent to which the association between social isolation and morality is mediated by loneliness. Sample consisted 6,500 older men and women. A standard questionnaire measure of loneliness was administered also. It found that morality was higher among more socially isolated and lonelier participants.

Kim and Diana (2013) examined how unsupportive parenting and parent child sense of alienation sequentially mediate the relationship between parent child acculturation discrepancy and child adjustment during early and middle adolescents using a longitudinal sample of Chinese immigrant families. It was reported that during early adolescents children are more susceptible to the negative effects of parent child acculturation discrepancy. They also underscore the importance of fathering in Chinese immigrant families.

**Conclusion**

From the review it is clear that very few studies were conducted on social alienation. Hence the investigator included the studies on the variables Egoism, Alienation, Isolation and Social Alienation. The investigator hopes that the present study will throw light to the future attempts in this area and will lead to more fruitful discussion in this field.

**METHODOLOGY**

Methodology is the procedure or technique adopted in a research study. The success of any research work depends largely upon the suitability of the methods and the tools and techniques the researcher follows to gather adequate data. Hence methodology is of vital importance in any research work.

The methodology of the study "Egoism and Perceived Social Alienation of student teachers in Colleges of Education" is presented under the following sections.

Variables

Objectives

Hypotheses

Tools used for data collection

Samples selected for the study

Data collection procedure, scoring and consolidation of data

Statistical techniques used for analysis.

The details of each of the above are given below.

**VARIABLES**

The variables selected for the study are following:

**Independent variables**

In the present study, Egoism was treated as the major independent variable. Other independent variables are Gender, Faculty, Level of graduation and SES.

**Dependent variable**

Perceived Social Alienation was treated as the dependent variable.

**OBJECTIVES**

The following were the objectives of the present study

1. To find out if there exists any significant relationship between Egoism and Perceived Social Alienation of student teachers for the total sample.

2. To find out whether there exists any significant relationship between Egoism and Perceived Social Alienation of student teachers in the sub samples based on

a. Gender

b. Faculty

c. Level of graduation

d. SES

3. To find out whether there exists any significant difference in the mean scores of Egoism and Perceived Social Alienation between the relevant subsamples based on

a. Gender

b. Faculty

c. Level of graduation

d. SES

4. To find out whether Gender, Faculty and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teachers.

5 To find out whether Level of graduation, SES and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teachers.

**HYPOTHESES**

The present study was designed to test the following hypotheses.

1. There exists significant relationship between Egoism and Perceived Social Alienation of student teachers
2. There exists significant relationship between Egoism and Perceived Social Alienation of student teacher in the sub samples based on
3. Gender
4. Faculty
5. Level of graduation
6. SES
7. There exists significant difference in Egoism and Perceived Social Alienation of student teacher between relevant sub samples based on
8. Gender
9. Faculty
10. Level of graduation
11. SES
12. Gender, Faculty and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teachers.
13. Level of graduation, SES and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teachers.

**TOOLS USED FOR DATA COLLECTION**

To carry out a research, the researcher must gather data to test the hypotheses or answer the research question. The success of a research depends on the availability of relevant data. Selection of a validand reliable tool for data collection is an important aspect of any research.

“Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools which will provide data he requires for testing the hypothesis. In some situations he finds that existing research tools do not suit his purpose and so he may modify them or construct him own”. (Koul)

In order to collect necessary data to asses the Egoism and Perceived Social Alienation of student teachers the investigator used the following tools.

1. Egoism Assessment Scale
2. Perceived Social Alienation Assessment Scale

**Description of the Tools**

1. **Egoism Assessment Scale**

Egoism is a personality trait marked by selfishness disregard for others and behavior oriented toward self interest (Dictionary of psychology). Egoism is the claim that all individual’s act to promote their own interests and that this aim is the ultimate goal of all individual behaviour. This claim does not suggest that individual’s always succeed in this endeavor; it only claims that individuals always intend to promote their self interest

**Preparation of draft scale**

For preparing the draft scale of Egoism Assessment Scale the investigator identified five components referring Advanced English Learners Dictionary and Psychology Dictionary with the help of the supervisor and established the validity by consulting with experienced teacher educators the college. The draft scale developed by the investigator consists of 46 items. Among them 24 was positive item and 22 were negative item. The subjects have to respond to each forty six (46) item by choosing any one of the alternative responses always, often, sometimes, rarely and never. A score of 5, 4, 3, 2, 1 was assigned respectively to the responses always, often, sometimes, rarely and never. The order of scoring was reversed for the negative items. Following are the components of egoism identified and validate for the investigator.

**Disregard**

It refers to treating something or somebody an unimportant or not caring about them.

**Self interest**

Self interest refers to considering only one’s own interest and not caring about things that would help other people.

**Selfishness**

It refers to caring only about oneself rather than about others people. It is concerned primarily with one’s own interest, benefits, welfare, etc regardless of others.

**Disrespect**

Disrespect refers to lack of respect for somebody or something. It further refers to treat others without respect.

**Self conceit**

It refers to an excessively favorable opinion of oneself, ones abilities etc.

**Administration of the tool**

The programme for administering the test was arranged after visiting the selected colleges. The investigator met the principals of the colleges and in charge of optional class teacher had discussion with them and a schedule was fixed for collection of data. The investigator herself administered the tool to student teachers classes of selected colleges.

The investigator addressed the students in their respective classes, explained them the nature and confidentiality of the responses, and encouraged them to express their opinions freely and frankly. After giving necessary instruction the investigator administered the Egoism Assessment Scale and Perceived Social Alienation Assessment Scale on student teachers. They were given enough time to finish respectively to all items in the tools. Uniform procedure was observed in administering the tools in different colleges. After administration the investigator collected the response sheets from the student teachers.

**Scoring procedure**

Egoism Assessment Scale consists as 46 items. There are 5 alternative responses for each items and are designed on likert model of 5 point scale. They are always, often, sometimes, rarely and never. The subjects have to mark their responses to each item in the appropriate columns corresponding to any of the five alternatives. For positive items, respective scores to the 5 responses were 5, 4, 3, 2, 1 and for negative items scoring was done in the reverse order.

**Item Analysis**

The purpose of item analysis is to select item that have item characteristics. The procedure of analysis is discussed below.

The 370 response sheets obtained after preliminary testing were scored and the total scores of each sheet were calculated. Then these sheets were arranged in descending order of the total score and the highest 27 percent (100sheets) and lowest 27 percent (100 sheets) of the total sheets were separated.

The Mean and Standard Deviation of the scores obtained for each item for the upper group and the lower group were calculated separately. The critical ratios were calculated using the formula.



 = Mean of the upper group (for an item)

 = Mean of the lower group

σ1 = Standard Deviation of the upper group

σ2 = Standard Deviation of the Lower group

N1 = Sample size of the upper group

N2 = Sample size of the lower group.

The critical ratio for each item with mean and standard deviation for upper group and lower group are presented Table 1.

**TABLE 1: Critical Ratio‘t’ value with Means and Standard Deviation of the Scores for the two Groups in Egoism Assessment Scale**

| Sl. No. |  |  | σ1 | σ2 | 't' value |
| --- | --- | --- | --- | --- | --- |
| 1 | 2.6 | 2.21 | 0.779 | 0.852 | 3.39 |
| 2 | 2.6 | 1.14 | 1.38 | 0.375 | 10.3 |
| 3 | 2.73 | 1.55 | 1.53 | 0.922 | 6.72 |
| 4 | 2.32 | 1.49 | 1.38 | 0.702 | 5.33 |
| 5 | 2.57 | 2.01 | 0.998 | 0.933 | 4.1 |
| 6 | 1.94 | 1.22 | 1.17 | 0.609 | 5.47 |
| 7 | 3.99 | 3.54 | 1.25 | 1.38 | 2.44 |
| 8 | 1.76 | 1.11 | 1.15 | 0.488 | 5.22 |
| 9 | 2.72 | 1.79 | 1.06 | 0.898 | 6.66 |
| 10 | 3.23 | 1.59 | 1.34 | 0.907 | 10 |
| 11 | 2.62 | 1.63 | 1.29 | 1.11 | 5.81 |
| 12 | 2.66 | 1.31 | 1.48 | 0.784 | 8.06 |
| 13 | 3.54 | 2.11 | 1.11 | 1.19 | 8.81 |
| 14 | 1.91 | 1.06 | 1.29 | 0.354 | 6.26 |
| 15 | 3.65 | 2.65 | .96 | 1.13 | 6.74 |
| 16 | 2.78 | 1.13 | 1.56 | 0.542 | 10.2 |
| 17 | 3.12 | 1.75 | 1.22 | 1.04 | 8.63 |
| 18 | 2.71 | 1.46 | 1.37 | 0.795 | 7.88 |
| 19 | 2.69 | 1.56 | 1.31 | 0.984 | 6.88 |
| 20 | 2.57 | 1.97 | 1.18 | 0.964 | 3.93 |
| 21 | 2.5 | 1.46 | 1.37 | 0.831 | 6.53 |
| 22 | 2.52 | 1.74 | 1.2 | 0.966 | 5.04 |
| 23 | 3.32 | 2.31 | 1.27 | 1.17 | 5.86 |
| 24 | 2.18 | 1.36 | .989 | 0.576 | 7.19 |
| 25 | 2.91 | 2.53 | .944 | 0.855 | 2.95 |
| 26 | 2.97 | 1.47 | 1.13 | 0.743 | 11.1 |
| 27 | 2.82 | 1.45 | 1.29 | 0.842 | 8.88 |
| 28 | 3.21 | 1.74 | 1.18 | 0.879 | 9.95 |
| 29 | 2.9 | 2.04 | 1.2 | 1.06 | 5.37 |
| 30 | 1.79 | 1.16 | 1.09 | 0.393 | 5.47 |
| 31 | 3.1 | 2.61 | 1.4 | 1.65 | 2.24 |
| 32 | 1.81 | 1.36 | .896 | 0.795 | 3.79 |
| 33 | 2.74 | 1.52 | 1.29 | 0.955 | 7.59 |
| 34 | 1.9 | 1.19 | 1.19 | 0.566 | 5.32 |
| 35 | 3.25 | 2.63 | 1.25 | 1.33 | 3.38 |
| 36 | 3.01 | 2.72 | 1.25 | 1.33 | 1.57\* |
| 37 | 2.6 | 1.76 | 1.14 | 1.01 | 5.53 |
| 38 | 2.36 | 1.45 | 1.2 | 0.686 | 6.61 |
| 39 | 2.43 | 1.38 | 1.27 | 0.859 | 6.86 |
| 40 | 2.5 | 1.37 | 1.12 | 0.659 | 8.7 |
| 41 | 2.86 | 1.52 | 1.38 | 1.32 | 3.01 |
| 42 | 3.12 | 2.55 | 1.38 | 1.32 | 3.01 |
| 43 | 2.49 | 1.39 | 1.22 | 0.692 | 7.88 |
| 44 | 3.29 | 1.97 | 1.26 | 1.19 | 7.84 |
| 45 | 2.86 | 2.69 | 0.943 | 0.957 | 1.24\* |
| 46 | 3.16 | 2.39 | 1.28 | 1.1 | 4.58 |

\*indicates rejected items

**Preparation of the Final Scale**

Item was critical ratio greater than 1.96, the value of‘t’ at 0.05 level of significance were selected for the final scale. Thus the investigator selected 44 items for the final scale of Egoism, out of which 24 are positive and 22 are negative.

**Reliability**

Reliability of the test is its ability to yield consistent results from onset measures to another. “Reliability is the degree of consistency that the instrument or procedure demonstrates: whatever it is measuring, it does so consistently” (Best and Khan 2001)

The investigator used test re-tests method to find the reliability of the test. Repetition of a test is the simplest method of determining agreement between two sets of scores. The test is given and repeated on the same group and the correlation is computed between the first and second set of scores (Garret, 2005). The two sets of scores thus obtained are tabulated and their statistical correlation determined. The higher the correlation the more the reliability.

For determining the test re-tests reliability the investigator selected 30 students on whom the scale was administered earlier. She administered the scale on than again after 3 weeks. Reliability co-efficient was found by using the formula

****

Where

ΣX = Sum of the X scores

ΣY = Sum of the Y scores

ΣX2 = Sum of the squared X scores

ΣY2 = Sum of the squared Y scores

ΣXY = Sum of the products of paired X and Y scores

N = Number of paired scores

The co-efficient of correlation obtained is 0.76. The value indicates that the test is reliable.

**Norms**

To determine the level ofEgoism the following norms are established, using the formula 

Mean scores above 103 – High Egoism

Mean scores from 85-103 - Average Egoism

Mean scores below85 - Low Egoism

1. **Perceived Social Alienation Assessment Scale**

Alienation refers to belong to a participation gap. Social alienation refers to the isolation or separation from established social relationships. Perceived Social Alienation is operationally defined as the feeling of isolation or separation one experience from established social relationships.

“Alienation as feelings of estranged, separated, powerless, whether in relation to nature, to other people, to wealth and the means of production in a society” (student dictionary of psychology). “Alienation as the state of estrangement individuals feels in cultural settings that they view as foreign, unpredictable or unacceptable. The values and social norms shared by others seem meaningless to the alienated individual. Thus he/she feels isolated and frustrated. Alienation also involves powerlessness” (dictionary of sociology).Alienation means the absence of warm or friendly relationship with people and feeling of apartness (dictionary of psychology). Academic dictionary of psychology alienation as a loss of involvement in or commitment to the world one lives in.

**Preparation of draft scale**

For preparation of draft scale of Perceived Social Alienation Assessment Scale the investigator identified five components of Social Alienation referring Advanced English Learners Dictionary and Psychology Dictionary with the help of the supervisor and established the validity by consulting with experienced teacher educators in the college. Following are the components of Perceived Social Alienation, identified and validated by the investigator.

**Meaninglessness**

It refers to expressing one’s feeling that it is meaningless to establish and maintaining social relationship.

**Helplessness**

It refers to acknowledging one’s helplessness in establishing and maintaining social relationships.

**Loneliness**

It refers to the expressions of one’s feeling of loneliness.

**Powerlessness**

Admitting one is powerless to be active in a group.

**Separation**

It refers to the acknowledgement one’s feeling of separation from inevitable social group.

**Administration of the tool**

The programme for administering the test was arranged after visiting the selected colleges. The investigator met the principals of the colleges, in charge of optional class teachers had discussion with them, and a schedule was fixed for collection of data. The investigator herself administered the tool to student teachers classes of selected colleges.

The investigator addressed the students in their respective classes, explained them the nature and confidentiality of the responses, and encouraged them to express their opinions freely and frankly. After giving necessary instruction the investigator administered the Egoism Assessment Scale and Perceived Social Alienation Assessment Scale on student teachers. They were given enough time to finish respectively to all items in the tools. Uniform procedure was observed in administering the tools in different colleges. After administration the investigator collected the response sheets from the student’s teachers.

**Scoring procedure**

The draft of Perceived Social Alienation Assessment Scale consists of 43 items. There are 5 alternative responses for each items and are designed on Likert model of 5 point scale. They are always, often, sometimes, rarely and never. The subjects have to mark their responses to each item in the appropriate columns corresponding to any of the five alternatives. For positive items, respective scores to the 5 responses were 5,4,3,2 and 1 and for negative items scoring was done in the reverse order.

**Item analysis**

The purpose of item analysis is to select item that have item characteristics. The procedure of analysis is discussed below.

The 370 response sheets obtained after preliminary testing were scored and the total scores of each sheet were calculated. Then these sheets were arranged in descending order of the total score and the highest 27 percent (100sheets) and lowest 27 percent (100 sheets) of the total sheets were separated.

The Mean and Standard Deviation of the scores obtained for each item for the upper group and the lower group were calculated separately. The critical ratios were calculated using the formula.



Where,

 = Mean of the upper group (for an item)

 = Mean of the lower group

σ1 = Standard Deviation of the upper group

σ2 = Standard Deviation of the Lower group

N1 = Sample size of the upper group

N2 = Sample size of the lower group

The critical ratio ('t' value) obtained for each item together with Means and Standard Deviations of the scores for the two groups are given in Table 2.

**TABLE 2 : Critical Ratio’t’ value with Means and Standard Deviation of the Scores for the two Groups in Perceived Social Alienation Assessment Scale**

| Sl. No. |  |  | σ1 | σ2 | 't' value |
| --- | --- | --- | --- | --- | --- |
| 1 | 2.52 | 1.99 | 0.822 | 0.631 | 5.12 |
| 2 | 3.25 | 2.39 | 0.978 | 1.01 | 6.09 |
| 3 | 3.92 | 2.61 | 0.961 | 1.16 | 8.73 |
| 4 | 3.56 | 2.78 | 1.15 | 1.21 | 4.69 |
| 5 | 2.44 | 1.75 | 1.05 | 0.659 | 5.59 |
| 6 | 2.36 | 1.28 | 1.29 | 0.572 | 7.59 |
| 7 | 3.73 | 3.2 | 1.22 | 1.32 | 2.93 |
| 8 | 2.25 | 1.41 | 1.15 | 0.768 | 6.12 |
| 9 | 2.82 | 1.99 | 1.05 | 0.863 | 6.11 |
| 10 | 2.63 | 1.67 | 1.04 | 0.858 | 7.14 |
| 11 | 3.06 | 2 | 1.19 | 1.06 | 6.66 |
| 12 | 2.94 | 2.25 | 1.25 | 1.08 | 4.15 |
| 13 | 2.04 | 1.26 | 1.15 | 0.708 | 5.74 |
| 14 | 2.99 | 1.79 | 1.16 | 0.907 | 8.17 |
| 15 | 2.22 | 1.32 | 1.2 | 0.568 | 6.74 |
| 16 | 2.66 | 1.58 | 1.28 | 1.1 | 6.67 |
| 17 | 2.21 | 1.37 | 1.24 | 0.543 | 6.25 |
| 18 | 2.38 | 1.41 | 1.05 | 0.699 | 7.73 |
| 19 | 2.75 | 1.84 | 1.09 | 1.02 | 6.09 |
| 20 | 2.56 | 1.61 | 0.988 | 0.726 | 7.79 |
| 21 | 2.56 | 1.87 | 1.24 | 0.976 | 4.38 |
| 22 | 2.73 | 1.68 | 1.24 | 0.819 | 7.09 |
| 23 | 2.13 | 1.36 | 0.971 | 0.646 | 6.57 |
| 24 | 3.25 | 2.44 | 1.18 | 1.16 | 4.87 |
| 25 | 2.24 | 1.25 | 1.45 | 0.705 | 6.17 |
| 26 | 2.9 | 1.27 | 1.46 | 0.512 | 10.5 |
| 27 | 2.39 | 1.38 | 1.24 | 0.877 | 6.63 |
| 28 | 2.37 | 1.53 | 0.928 | 0.761 | 7.04 |
| 29 | 2.67 | 1.95 | 1.13 | 0.774 | 5.27 |
| 30 | 2.26 | 1.62 | 1.01 | 0.738 | 5.14 |
| 31 | 2.3 | 1.35 | 1.40 | 0.540 | 6.29 |
| 32 | 2.86 | 1.79 | 1.27 | 0.982 | 6.67 |
| 33 | 2.02 | 1.30 | 1.19 | 0.662 | 5.24 |
| 34 | 2.47 | 1.68 | 1.28 | 0.856 | 5.15 |
| 35 | 2.52 | 1.62 | 1.21 | 0.956 | 5.86 |
| 36 | 2.61 | 1.46 | 1.25 | 0.746 | 7.95 |
| 37 | 2.68 | 1.58 | 1.35 | 0.846 | 6.94 |
| 38 | 2.25 | 1.39 | 1.31 | 0.697 | 5.76 |
| 39 | 2.8 | 1.81 | 1.16 | 0.955 | 6.59 |
| 40 | 2.05 | 1.30 | 1.18 | 0.543 | 5.74 |
| 41 | 2.7 | 1.69 | 1.19 | 0.933 | 6.69 |
| 42 | 2.54 | 1.99 | 0.846 | 0.763 | 4.83 |
| 43 | 2.36 | 1.47 | 1.10 | 0.747 | 6.71 |

**Preparation of the final scale**

The critical ratio for all the 43 items inPerceived Social Alienation Assessment Scale table value of‘t’ at 0.01 level of significance. Thus investigator selected the entire 43 item for the final scale of Perceived Social Alienation Assessment Scale out of which 20 are positive and 23 are negative item.

**Reliability**

Reliability of the tool was estimated by the test re-retest method on a sample of 30 students teachers keeping a gap of 3 weeks between two administrations. The co-efficient of correlation obtained is 0.78. The value indicates that the test is reliable.

**Validity**

The validity refers to degree to which a test measures what it intended to measure when compared with accepted criteria. The validity for the scales Egoism Assessment Scale and Perceived Social Alienation Assessment Scale were ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he has thought he was measuring (Garrett, 1973). The items in the two scales were phrased in the least ambiguous way and the meaning of all terms was clearly defined. The scales were administered to a tryout sample of 30 student teachers. It was found that the subjects comprehended the items in both the scales clearly and responded to the items without misunderstanding them. The scales thus possess face validity.

**SAMPLES USED FOR THE STUDY**

Sampling is one of the most important aspects of getting representation of entire population under investigation. It is the process by which a relatively small number of individuals are selected and analysed inorder to find out something about the entire population from which is was selected. Sample is a small proportion of the population selected for observation and analysis. A good sample is one which will reproduce the charecteristics of the population with the greatest accuracy.

In the present study the population considerd is the student teachers of Kerala. The population of the present study is a heterogeneous group, so the sampling technique used is stratified sampling technique. The different strta considerd for the selection of the sample are

1. Gender
2. Faculty
3. Level of graduation
4. SES

The sample size was 465 student teachers and was selected almost equally and randomly from 4 districts in Kerala (Palakkad, Malappuram, Kozhikode and thrissur). The details of the sample considered for the study is given in the table3.

**TABLE 3 : Break up of the final sample**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Faculty | Gender | | Undergraduate | | Postgraduate | | | Total |
| Male | Female | Humanities | Science | Humanities | Science | Commerce |  |
| Humanities | 47 | 153 | 100 |  | 100 |  |  | 200 |
| Science | 33 | 167 |  | 100 |  | 100 |  | 200 |
| Commerce | 10 | 55 |  |  |  |  | 65 | 65 |
| Total | 90 | 375 |  |  |  |  |  | 465 |

**DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**Data Collection Procedure**

The programme for administering the test was arranged after visiting the selected colleges. The investigator met the principals of the colleges and in charge of optional class teachers had discussion with them and a schedule was fixed for collection of data. The investigator herself administered the tool to student teachers classes of selected colleges.

The investigator addressed the students in their respective classes, explained them the nature and confidentiality of the responses, and encouraged them to express their opinions freely and frankly. After giving necessary instruction the investigator administered the Egoism Assessment Scale and Perceived Social Alienation Assessment Scale on student teachers. They were given enough time to finish respectively to all items in the tools. Uniform procedure was observed in administering the tools in different colleges. After administration the investigator collected the response sheets from the student teachers.

**Scoring and consolidation of data**

The incomplete data sheets for both Egoism Assessment Scale and Perceived Social Alienation Assessment Scale were removed and the scoring was done as follows. A score of 5,4,3,2 and 1 respectively was given for responses always, often, sometimes, rarely and never for positive items. The negative items were scored in the reverse order. The total score of both Egoism and Perceived Social Alienation were calculated for each student teachers and the obtained data was consolidated.

**STATISTICAL TECHNIQUES EMPLOYED FOR ANALYSIS OF DATA**

The data obtained from 465 student teachers were subjected to statistical treatment. The statistical techniques employed for analyzing data to arrive at meaningful conclusions are the following

1. Preliminary analysis

2. Correlation analysis

3. Test of significance of difference between mean for different categories.

4. ANOVA

**Preliminary Analysis**

The important statistical properties of the scores of the variable under study were calculated and analyzed as preliminary step, ie, mean, median, mode, skewness and kurtosis were calculated for the total sample.

**Correlation Analysis**

The most often used and the most precise coefficient of correlation is the Person Product Moment correlation coefficient (r) .The degree of relationship is measured and represented by the coefficient of correlation. In the study correlation coefficient (r) is used to find out the extent of relationship between Egoism and Perceived Social Alienation of student teachers it was calculated using the formula;



Where,

ΣX = Sum of the x scores

ΣY = Sum of the Y scores

ΣX2 = Sum of the squared x scores

ΣY2 = Sum of the squared y scores

ΣXY = Sum of the product of paired XY scores

N = Number of paired scores.

**Difference between Means for Different Categories**

The test of significance of difference between two means is known as ‘t’ test. In this study‘t’ test was used to find out if there exists any significant difference in Egoism and Perceived Social Alienation between relevant sub samples ,using the formula

t =

Where,

 = Mean of the upper group (for an item)

 = Mean of the lower group

 = Standard deviation of the first group

 = Standard deviation of the second group

N1 = Sample size of the first group

N2 = Sample size of the second group

If the obtained‘t’ value was greater than 1.96, it was treated as significant at 0.05 level and if it was greater than 2.58 it was treated as significant at 0.01level.

**Analysis of Variance or ANOVA**

Analysis of variance (ANOVA) has been defined as “the separation of variance ascribable to other groups” fisher (1950). According to Ferguson, (1976), the analysis of variance is a method of dividing the variation obtained in the experimental data in to different parts, each part assignable to a known source, cause or factor. In its simplest form the ANOVA is used to test the significance of the difference between the means of a number of different populations. This is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. ANOVA can include one or more independent variable. If three independent variable are included simultaneously in an ANOVA; the analysis is called three way ANOVA. In ANOVA, the F ratio is computed by



The within groups variance represents the sampling error in the distributions. The between groups variance represents the influence of the variable of interest or the experimental variable.

In this study ANOVA is used to find out whether Gender, faculty and Egoism have any main and interaction effect on Perceived Social Alienation of student teachers (2x3x3 Factorial design).

ANOVA is used further to find out whether Level of graduation, SES and Egoism have any main and interaction effect on Perceived Social Alienation of student teachers (2x3x3 Factorial design).

**ANALYSIS**

The data after collection was analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan. The main purpose of the study was to investigate the relationship between Egoism and Perceived Social Alienation of student teachers. The analysis of data has been done to throw light on the major objectives formulated as follows.

**OBJECTIVES**

1. To find out if there exists any significant relationship between Egoism and Perceived Social Alienation of student teachers for the total sample.

2. To find out whether there exists any significant relationship between Egoism and Perceived Social Alienation of student teachers in the relevant sub samples based on

a. Gender

b. Faculty

c. Level of graduation

d. SES

3. To find out whether there exists any significant difference in the mean scores of Egoism and Perceived Social Alienation between the relevant subsamples based on

a. Gender

b. Faculty

c. Level of graduation

d. SES

4. To find out whether Gender, Faculty and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teachers.

5. To find out whether Level of graduation, SES and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teachers.

**HYPOTHESES**

The present study is designed to test the following hypotheses.

1. There exists significant relationship between Egoism and Perceived Social Alienation of student teachers.
2. There exists significant relationship between Egoism and Perceived Social Alienation of student teacher in the sub sample based on
3. Gender
4. Faculty
5. Level of graduation
6. SES
7. There exists significant difference in Egoism and Perceived Social Alienation of student teachers between relevant sub samples based on
8. Gender
9. Faculty
10. Level of graduation
11. SES
12. Gender, Faculty and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teacher.
13. Level of graduation, SES and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teacher.

**PRELIMINARY ANALYSIS**

Before starting up with the major statistical analysis, the investigator studied the nature of the distribution of the variables in the study by estimating the major statistical constants like mean, median, mode, standard deviation, skewness and kurtosis for the total sample of 465 student teachers.

Details of the preliminary analysis for Egoism and Perceived Social Alienation are presented in following table4

**TABLE 4: Preliminary Analysis of Test Scores**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Median | Mode | SD | Skewness | Kurtosis |
| Egoism | 465 | 93.35 | 94 | 91 | 17.75 | 0.242 | 0.107 |
| Perceived Social Alienation | 465 | 92.42 | 91 | 81 | 19.72 | 0.782 | 0.900 |

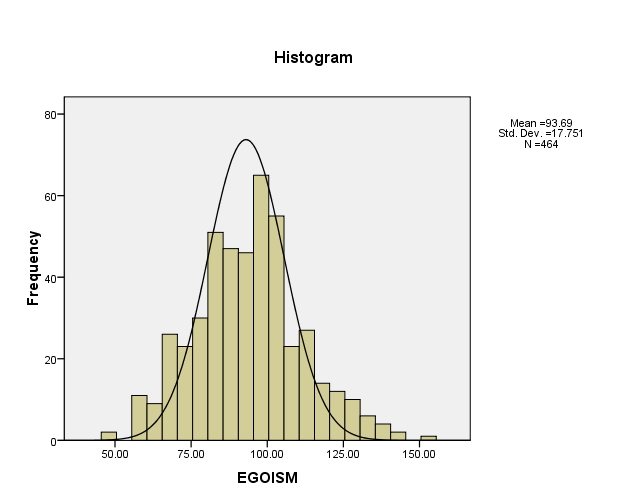
**DISCUSSION**

From table 4, it can be seen that, the values of arithmetic mean, median, mode for the variable Egoism are 93.35, 94 and 91 respectively. Mean and median are almost equal and mode is slightly less than that of mean and median. These values show the possibility of normal distribution. The obtained value of skewness is 0.242, which indicates that the distribution is positively skewed.

The value of kurtosis is 0.107, that is, the curve is slightly platykurtic (>0.263). Even though the values show slight skewness and platykurtic in nature, the magnitude is considerably low and hence the distribution can be treated as normal.

Table 4 reveals that, the value of mean, median, and mode for the variable Perceived Social Alienation are 92.42, 91 and 81 respectively. The value of mode is slightly less than that of mean and median but not highly deviating from each other. The value of skewness 0.782 which indicates that the distribution is positively skewed. But as the magnitude is small, the distribution can be considered as not deviating significantly from symmetry. The obtained value of kurtosis is 0.900, which suggests that the distribution is slighty normal. Thus, it can be concluded that, the distribution is not considerably deviating from normality.

The Histogram with Normal Probability Curve of the total score of the variables Egoism and Perceived Social Alienation of student teachers for the total sample presented in figure 1 and 2 respectively.

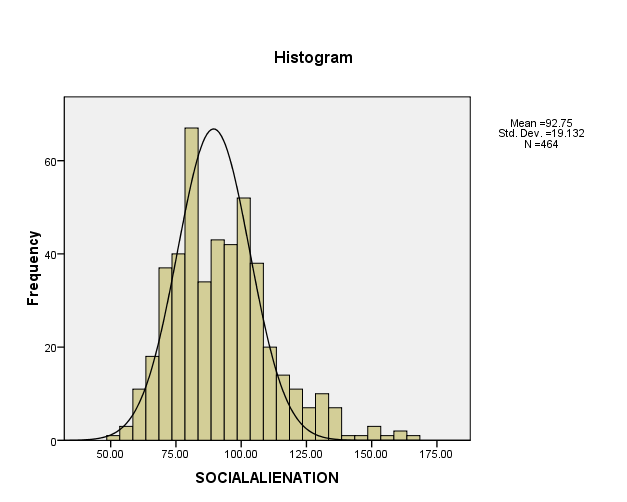


SCALE

X axis : 1 Division = 25 Scores

Y axis : 1 Division = 20 frequency

**FIGURE .1. Histogram of Normal Probability Curve with Egoism**



SCALE

X axis : 1 Division = 25 Scores

Y axis : 1 Division = 20 Frequencies

**FIGURE. 2. Histogram of Normal Probability Curve with Perceived Social Alienation**

**CORRELATION BETWEEN EGOISM AND RERCEIVED SOCIAL ALIENATION FOR THE TOTAL SAMPLE AND RELEVANT SUBSAMPLES**

The collected data has been analysed to find out the relationship between Egoism and Perceived Social Alienation of student teachers. It is estimated using Pearson's Product moment co-efficient of correlation (r). The investigator computed Pearson's Product moment co-efficient of correlation as the variables involved in the study are continuous and of the interval type measurement. The value of 'r' obtained is described in terms of

* Statistical significance of the co-efficient
* Size of 'r'
* Direction of 'r'

**Interpretations of the Computed Correlation co-efficient**

When we have computed a correlation co-efficient between two variables, the next thing is to consider what it tells us. First it tells us whether there is any correlation between two variables and if any such relationship exists, it indicates the degree of closeness or significance of the relationship. The interpretation of the Correlation coefficient is presented in Table5 (Best and Kahn, Research in Education).

**TABLE 5: Interpretation of Correlation Coefficient**

|  |  |
| --- | --- |
| **Correlation** | **Relationship** |
| .00 to .20 | Negligible |
| .20 to 40 | Low |
| .40 to .60 | Moderate |
| .60 to .80 | Substantial |
| .80 to 1.00 | High to very high |

**The co-efficient of correlation between Egoism and Perceived Social Alienation for total sample and relevant subsamples are presented in the Table 6**

**TABLE 6: Co-efficient of Correlation between Egoism and Perceived Social Alienation for Total Sample (N=465) and relevant Subsamples based on Gender, Faculty , Level of graduation and SES**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Sample | Correlation 'r' |
| 1 | Total sample | 0.702 |
| 2 | Male | 0.747 |
| 3 | Female | 0.631 |
| 4 | Science | 0.684 |
| 5 | Commerce | 0.706 |
| 6 | Humanities | 0.715 |
| 7 | Postgraduate | 0.731 |
| 8 | Graduate | 0.649 |
| 9 | Low SES | 0.724 |
| 10 | High SES | 0.516 |
| 11 | Medium SES | 0.772 |

**DISCUSSION OF RESULTS**

From table 6, it can be seen that, the co-efficient of correlation between the variables Egoism and Perceived Social Alienation of student teachers for the total sample is 0.702, which indicate that the relationship between Egoism and Perceived Social Alienation is significant at substantial level.

The co-efficient of correlation between Egoism and Perceived Social Alienation for male student teachers is 0.747. This indicates the relationship between Egoism and Perceived Social Alienation for male student teachers is significant at substantial level.

The correlation co-efficient obtained for female student teachers is 0.631 which indicates that the relationship between Egoism and Perceived Social Alienation for female student teachers is significant at substantial level.

The correlation co-efficient obtained for science student teachers is 0.684. This shows that the relationship between Egoism and Perceived Social Alienation of science student teachers is significant at substantial level.

The correlation co-efficient obtained for commerce student teachers is 0.706. This reveals that there is substantially significant relationship between Egoism and Perceived Social Alienation of commerce student teachers.

The co-efficient of correlation obtained for Humanities student teachers is 0.715, which indicates that the relationship between Egoism and Perceived Social Alienation of Humanities student teachers is significant at substantial level.

The co-efficient of correlation obtained for the post graduate student teachers is 0.731, which shows that the relationship between Egoism and Perceived Social Alienation of post graduate student teachers is significant at substantial level.

The co-efficient of correlation obtained for the graduate student teachers is 0.649, which reveals that the relationship between Egoism and Perceived Social Alienation of graduate student teachers is significant at substantial level.

The co-efficient of correlation obtained for student teachers with low SES is 0.724, this indicates that the relationship between Egoism and Perceived Social Alienation for student teachers with low SES is significant at substantial level.

The co-efficient of correlation obtained for student teachers with high SES is 0.516, this indicates that the relationship between Egoism and Perceived Social Alienation for student teachers with high SES is significant at moderate level.

The co-efficient of correlation obtained for student teachers with medium SES is 0.772, this indicates that the relationship between Egoism and Perceived Social Alienation for student teachers with medium SES is significant at substantial level.

**COMPARISON OF THE MEAN SCORES OF EGOISM AND PERCEIVED SOCIAL ALIENATION BETWEEN RELEVANT SUBSAMPLES BASED ON GENDER, FACULTY, LEVEL OF GRADUATION AND SES OF STUDENT TEACHERS**

The mean scores of Egoism and Perceived Social Alienation were compared between relevant subsamples based on Gender, Faculty, Level of graduation and SES using the statistical technique, Test of Significance of mean difference of variables.

To determine the level of SES the following norms are established

Mean scores above 51 – High SES

Mean scores from 32-51 - Average SES

Mean scores below 32 – Low SES

**COMPARISON OF THE MEAN SCORES OF EGOISM BETWEEN RELEVANT SUBSAMPLES BASED ON GENDER, FACULTY, SES AND LEVEL OF GRADUATION**

**Comparison of Mean Scores of Egoism between male and female student teachers are presented in the table 7**

**TABLE 7**: **Data and Results of the Test of Significance of Differences in   
Egoism between male and female student teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Male | 90 | 94.82 | 16.59 | 0.674 | NS |
| 2 | Female | 375 | 93.42 | 18.03 |

Table 7 shows that the mean scores of Egoism obtained for male and female Student teachers are 94.82 and 93.42 respectively. The Standard Deviation obtained are 16.59 and 18.03 respectively. Here the‘t’ value calculated is 0.674. The table value of‘t’ at 0.05 significant level is 1.96. Since the obtained‘t’ value is less than the table value, it can be inferred that the mean difference in Egoism between male and female student teachers is statistically not significant.

**DISCUSSION**

From the analysis of the mean scores of Egoism for male and femalestudent teachers it is found that there is no significant difference in Egoism between male and female student teachers. Both male and female student teachers are almost equal in Egoism.

**Comparison of Mean Scores of Egoism between Science and Commerce student teachers are presented in the table 8**

**TABLE 8: Data and Results of the Test of Significance of Differences in Egoism between science and commerce student teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Science | 200 | 94.65 | 17.81 | 1.712 | NS |
| 2 | Commerce | 65 | 98.83 | 16.73 |

Table 8 indicates that Mean Scores of Egoism obtained for Science and Commerce student teachers are 94.65 and 98.83 respectively. The Standard Deviation obtained for Science and Commerce students are 17.81 and 16.73 respectively. The‘t’ value calculated is 1.712. The table value of‘t’ at 0.05 significant level is 1.96. Since the obtained‘t’ value is less than the table value, it can be inferred that the mean difference in Egoism between science and commerce student teachers is not significant.

**DISCUSSION**

From the analysis of the mean scores of Egoism for science and commerce student teachers, it is found that there is no significant difference in Egoism between science and commerce student teachers. It can be concluded that the Egoism of both science and commerce student teachers is almost the same.

**Comparison of Mean Scores of Egoism between Science and Humanities student teachers are presented in the table 9.**

**TABLE 9: Data and Results of the Test of Significance of Difference in Egoism between Science and Humanities Student teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Science | 200 | 94.65 | 17.81 | 2.024 | 0.05 |
| 2 | Humanities | 200 | 91.07 | 17.64 |

Table 9 indicates that the mean scores of Egoism obtained for Science and Humanities student teachers are 94.65 and 91.07 respectively. Here the Standard Deviations are 17.81 and 17.64 respectively. The calculated‘t’ value is 2.024. The table value of‘t’ at 0.05 significant level is 1.96. Since the calculated‘t’ value is greater than the table value, the mean difference in Egoism between Science and Humanities student teachers is found statistically significant at 0.05 level.

**DISCUSSION**

From the analysis of the mean scores of Egoism of Science and Humanities student teachers, it is found that there is significant difference in Egoism between Science and Humanities student teachers. Hence it can be concluded that the Egoism of science student teachers is significantly higher than that of Humanities student teachers students.

**Comparison of Mean Scores of Egoism between Commerce and Humanities student teachers are presented in the table 10.**

**TABLE 10: Data and Results of the Test of Significance of Differences in Egoism between Commerce and Humanities Student teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Commerce | 65 | 98.83 | 16.73 | 3.185 | 0.01 |
| 2 | Humanities | 200 | 91.07 | 17.64 |

Table 10 shows that the mean scores of Egoism obtained for Commerce and Humanities students are 98.83 and 91.07 respectively. The Standard Deviation is 16.73 and 17.64 respectively. The calculated‘t’ value is 3.185. The table value of‘t’ at 0.01 significant level is 2.58. Since obtained‘t’ value is greater than the table value it can be said that the mean difference in Egoism between Commerce and Humanities students is statistically significant at 0.01 level.

**DISCUSSION**

From the analysis of the mean scores of Egoism of Commerce and Humanities student teachers, it is found that there is a significant difference in Egoism between Commerce and Humanities student teachers. Hence it can be concluded that the Egoism of Commerce student teachers is significantly higher than that of humanities student teachers.

**Comparison of Mean Scores of Egoism between graduate and postgraduate Student teachers are presented in the table 11.**

**TABLE 11: Data and Results of the Test of Significance of Differences in Egoism between graduate and post graduate Student teachers.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Graduate | 200 | 90.43 | 17.65 | 3.715 | 0.01 |
| 2 | Post graduate | 265 | 96.48 | 17.39 |

Table 11 shows that the mean scores of Egoism obtained for graduate and post graduate teachers are 90.43 and 96.48 respectively. The Standard Deviation was 17.65 and 17.39 respectively. The calculated‘t’ value is 3.715. The table value of‘t’ at 0.01 significant levels is 2.58. Since the calculated‘t’ value is greater than the table value, the mean difference in Egoism between graduate and post graduate student teachers is found statistically significant at 0.01 level.

**DISCUSSION**

The mean scores of Egoism of graduate and post graduate Student teachers were analyzed. It is found that the mean difference in Egoism between graduate and post graduate student teachers were statistically significant. Hence it can be concluded that the Egoism of post graduate Student teachers is significantly higher than that of graduate Student teachers.

**Comparison of Mean Scores of Egoism between student teachers belong to low and medium SES are presented in the table 12.**

**TABLE 12: Data and Results of the Test of Significance of Differences in Egoism between student teachers belong to low and medium SES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Low SES | 172 | 91.43 | 18.07 | 1.484 | NS |
| 2 | Medium SES | 200 | 94.16 | 17.35 |

Table 12 shows that the mean scores of Egoism obtained for low and medium SES of Student teachers are 91.43 and 94.16 respectively. Here the Standard Deviation is 18.07 and 17.35 respectively. The calculated‘t’ value is 1.484. The table value of‘t’ at 0.05 significant level is 1.96. Since the calculated‘t’ value is less than the table value, the mean difference in Egoism between low medium SES of Student teachers is not significant.

**DISCUSSION**

The mean scores of Egoism between low and medium SES of Student teachers were analysed. It is found that the mean difference in Egoism between low and medium SES of student teachers is statistically not significant. Hence it can be concluded, that student teachers belong to low and medium SES are almost equal in their Egoism.

**Comparison of Mean Scores of Egoism between student teachers belongs to high and medium SES are presented in the table 13.**

**TABLE 13: Data and Results of the Test of Significance of Differences in Egoism between high and medium SES of student teachers.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Medium | 200 | 94.16 | 17.35 | 1.243 | NS |
| 2 | High | 92 | 96.89 | 17.62 |

Table 13 shows that the mean scores of Egoism obtained for medium and high SES of Student teachers are 94.16 and 96.89 respectively. Here the Standard Deviation are 17.35 and 17.62 respectively. The calculated‘t’ value is 1.243. The table value of‘t’ at 0.05 significant level is 1.96. Since the calculated‘t’ value is less than the table value, the mean difference in Egoism between medium and high SES of student teachers is not significant at 0.05 level.

**DISCUSSION**

The mean scores of Egoism between medium and high SES of student teachers were analysed. It is found that the mean difference in Egoism between medium and high SES of student teachers is statistically not significant. Hence it can be concluded, that student teachers belong to medium and high SES are almost equal in their Egoism.

**Comparison of Mean Scores of Egoism between student teachers belong to high and low SES are presented in the table 14.**

**TABLE 14**: **Data and Results of the Test of Significance of Differences in Egoism between high and low SES of student teachers.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Low | 172 | 91.43 | 18.07 | 2.378 | 0.05 |
| 2 | High | 92 | 96.89 | 17.62 |

Table 14 shows that the mean scores of Egoism obtained for low and high SES of Student teachers are 91.43 and 96.89 respectively. Here the Standard Deviation are 18.07 and 17.62 respectively. The calculated‘t’ value is 2.378. The table value of‘t’ at 0.05 significant level is 1.96. Since the calculated‘t’ value is greater than the table value, the mean difference in Egoism between low and high SES of student teachers is significant at 0.05 level.

**DISCUSSION**

The mean scores of Egoism between low and high SES of student teachers were analysed. It is found that the mean difference in Egoism between low and high SES of student teachers is statistically significant. Hence it can be concluded, that Egoism of student teachers belong to high SES is greater than those belong to low SES.

**COMPARISON OF THE MEANS SCORES OF PERCEIVED SOCIAL ALIENATION BETWEEN RELEVANT SUBSAMPLES BASED ON GENDER, FACULTY, SES AND LEVEL OF GRADUATION OF STUDENT TEACHERS.**

**Comparison of Mean Scores of Perceived Social Alienation between male and female student teachers are presented in the table 15.**

**TABLE 15: Data and Results of the Test of Significance of Differences in Perceived Social Alienation between male and female student teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Male | 90 | 96.18 | 17.8 | 1.99 | 0.05 |
| 2 | Female | 375 | 91.93 | 19.37 |

Table 15 shows that the mean scores of Perceived Social Alienation obtained for male and female Student teachers are 96.18 and 91.93 respectively. The Standard Deviation obtained are 17.8 and 19.37 respectively. Here the‘t’ value calculated is 1.99. The table value of‘t’ at 0.05 significant level is 1.96. Since the obtained‘t’ value is greater than the table value, it can be inferred that the mean difference in Perceived Social Alienation between male and female student teachers is statistically significant at 0.05 level.

**DISCUSSION**

The mean scores of Perceived Social Alienation of male and female were analysed. It is found that the mean difference is perceived Social Alienation between male and female student teachers is statistically significant. Hence it can be concluded that Perceived Social Alienation of male student teachers is higher than that of female student teachers.

**Comparison of Mean Scores of Perceived Social Alienation between Science and Commerce student teachers are presented in the table 16.**

**TABLE 16: Data and Results of the Test of Significance of Differences in Perceived Social Alienation between science and commerce student teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Science | 200 | 92.11 | 18.32 | 2.708 | 0.01 |
| 2 | Commerce | 65 | 98.69 | 16.43 |

Table 16 indicates that Mean Scores of Perceived Social Alienation obtained for Science and Commerce student teachers are 92.11 and 98.69 respectively. The Standard Deviation obtained for Science and Commerce students are 18.32 and 16.43 respectively. The ‘t’ value calculated is 2.708. The table value of ‘t’ at 0.01 significant level is 2.58. Since the obtained ‘t’ value is greater than the table value, it can be inferred that the mean difference in Perceived Social Alienation between science and commerce student teachers is statistically significant 0.01 level.

**DISCUSSION**

From the analysis of the mean scores of Perceived Social Alienation of science and commerce student teachers, it is found that there is significant difference in Perceived Social Alienation between science and commerce student teachers. It can be concluded that the Perceived Social Alienation of commerce student teachers is higher than that of science student teachers.

**Comparison of Mean Scores of Perceived Social Alienation between Science and Humanities student teachers are presented in the table 17.**

**TABLE 17: Data and Results of the Test of Significance of Difference in Perceived Social Alienation between Science and Humanities Student teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Science | 200 | 92.49 | 20.43 | .323 | NS |
| 2 | Humanities | 200 | 92.11 | 18.32 |

Table 17 indicates that the mean scores of Perceived Social Alienation obtained for Science and Humanities student teachers are 92.49 and 92.11respectively. Here the Standard Deviations are 20.43 and 18.32 respectively. The calculated ‘t’ value is 0.323. The table value of ‘t’ at 0.05 significant level is 1.96. Since the calculated ‘t’ value is less than the table value, the mean difference in Perceived Social Alienation between Science and Humanities students is found statistically not significant at 0.05 level.

**DISCUSSION**

From the analysis of the mean scores of Perceived Social Alienation of Science and Humanities student teachers, it is found that there is no significant difference in Perceived Social Alienation between Science and Humanities student teachers. Hence it can be concluded that the Perceived Social Alienation of science and Humanities student teachers are almost equal.

**Comparison of Mean Scores of Perceived Social Alienation between Commerce and Humanities student teachers are presented in the table 18.**

**TABLE 18**: **Data and Results of the Test of Significance of Differences in Perceived Social Alienation between Commerce and Humanities Student teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Commerce | 65 | 98.69 | 16.44 | 2.864 | 0.01 |
| 2 | Humanities | 200 | 91.49 | 20.43 |

Table 18 shows that the mean scores of Perceived Social Alienation obtained for Commerce and Humanities student teachers are 98.69 and 91.49 respectively. The Standard Deviation is 16.44 and 20.43 respectively. The calculated ‘t’ value is 2.864. The table value of‘t’ at 0.01 significant level is 2.58. Since obtained ‘t’ value is greater than the table value it can be said that the mean difference in Perceived Social Alienation between Commerce and Humanities students is statistically significant at 0.01 level.

**DISCUSSION**

From the analysis of the mean scores of Perceived Social Alienation of Commerce and Humanities student teachers, it is found that there is a significant difference in Perceived Social Alienation between Commerce and Humanities student teachers. Hence it can be concluded that the Perceived Social Alienation of Commerce student teachers is significantly higher than that of humanities student teachers.

**Comparison of Mean Scores of Perceived Social Alienation between graduate and postgraduate Student teachers are presented in the table 19.**

**TABLE 19: Data and Results of the Test of Significance of Differences in Perceived Social Alienation between graduate and post graduate Student teachers.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Graduate | 200 | 89.33 | 18.83 | 3.616 | 0.01 |
| 2 | Post graduate | 265 | 95.69 | 18.94 |

Table 19 shows that the mean scores of Perceived Social Alienation obtained for graduate and post graduate student teachers are 89.33 and 95.69 respectively. The Standard Deviation was 18.83 and 18.94 respectively. The calculated‘t’ value is 3.616. The table value of‘t’ at 0.01 significant levels is 2.58. Since the calculated‘t’ value is greater than the table value, the mean difference in Perceived Social Alienation between graduate and post graduate student teachers is found statistically significant at 0.01 level.

**DISCUSSION**

The mean scores of Perceived Social Alienation of graduate and post graduate Student teachers were analyzed. It is found that the mean difference in Perceived Social Alienation between graduate and post graduate student teachers were statistically significant. Hence it can be concluded that the Perceived Social Alienation of post graduate Student teachers is significantly higher than that of graduate Student teachers.

**Comparison of Mean Scores Perceived Social Alienation between student teachers belong to low and medium SES are presented in the table 20.**

**TABLE 20**: **Data and Results of the Test of Significance of Differences in Perceived Social Alienation between low and medium SES of student teachers.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Low SES | 172 | 92.13 | 18.06 | 0.212 | NS |
| 2 | Medium SES | 200 | 92.55 | 20.06 |

Table 20 shows that the mean scores of Perceived Social Alienation obtained for low and medium SES of Student teachers are 92.13 and 92.55 respectively. Here the Standard Deviation are 18.06 and 20.06 respectively. The calculated ‘t’ value is 0.212. The table value of’t’ at 0.05 significant level is 1.96. Since the calculated ‘t’ value is less than the table value, the mean difference in Perceived Social Alienation between low and medium SES of Student teachers are not significant.

**DISCUSSION**

The mean scores of Perceived Social Alienation between low and medium SES of Student teachers were analysed. It is found that the mean difference in Perceived Social Alienation between low and medium SES of student teachers is statistically not significant. Hence it can be concluded, that student teachers belong to low and medium SES are almost equal in their Perceived Social Alienation.

**Comparison of Mean Scores of Perceived Social Alienation between student teachers belongs to high and medium SES are presented in the table 21.**

**TABLE 21: Data and Results of the Test of Significance of Differences in Perceived Social Alienation between student teacher belong to high and medium SES .**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Medium | 200 | 92.60 | 20.02 | 0.668 | NS |
| 2 | High | 92 | 94.23 | 19.22 |

Table 21 shows that the mean scores of Perceived Social Alienation obtained for medium and high SES of Student teachers are 92.60 and 94.23respectively. Here the Standard Deviation is 20.02 and 19.22 respectively. The calculated‘t’ value is 0.668. The table value of‘t’ at 0.05 significant level is 1.96. Since the calculated‘t’ value is less than the table value, the mean difference in Perceived Social Alienation between medium and high SES of student teachers is not significant at 0.05 level.

**DISCUSSION**

The mean scores of Perceived Social Alienation between medium and high SES of student teachers were analysed. It is found that the mean difference in Perceived Social Alienation between medium and high SES of student teachers is statistically not significant. Hence it can be concluded, that student teachers belong to medium and high SES are almost equal in their Perceived Social Alienation.

**Comparison of Mean Scores of Perceived Social Alienation between student teachers belongs to low SES is presented in the table 22.**

**TABLE 22**: **Data and Results of the Test of Significance of Differences in Perceived Social Alienation between high and low SES of student teachers.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Low | 172 | 92.13 | 18.06 | 0.882 | NS |
| 2 | High | 92 | 94.2 | 19.22 |

Table 22 shows that the mean scores of Perceived Social Alienation obtained for low and high SES of Student teachers are 92.13 and 94.23respectively. Here the Standard Deviation are 18.06 and 19.22 respectively. The calculated‘t’ value is 0.882. The table value of‘t’ at 0.05 significant level is 1.96. Since the calculated‘t’ value is less than the table value, the mean difference in Perceived Social Alienation between low and high SES of student teachers is not significant**.**

**DISCUSSION**

The mean scores of Perceived Social Alienation between low and high SES of student teachers were analysed. It is found that the mean difference in Perceived Social Alienation between low and high SES of student teachers is statistically not significant. Hence it can be concluded, that Perceived Social Alienation of student teachers belong to high and low SES is almost equal.

**THREE WAY (2x2x3) ANOVA FACTORIAL DESIGN**

The analysis and discussion of results with regard to 3-way ANOVA technique are described in the following section.

**Main and interaction effect of Gender, faculty and Egoism on Perceived Social Alienation (2** × **3** × **3 Factorial Design)**

To find out whether the variables Gender, faculty and Egoism have any main and interaction effects on Perceived Social Alienation of student teachers in the teacher training institutes 3 way ANOVA with 2x2x3 factorial design was done for 465 cases. The details regarding ANOVA are shown in table 23.

**TABLE 23: Main and Interaction Effects of Gender, faculty and Egoism on Perceived Social Alienation student teachers.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Source of Variation** | **Sum of squares** | **DF** | **Mean Squares** | **F – Value** |
| Gender | 239.206 | 1 | 239.206 | 1.097 |
| faculty | 833.142 | 2 | 416.571 | 1.911 |
| Egoism | 29959.75 | 2 | 14979.88 | 68.728\* |
| Gender x faculty | 100.809 | 2 | 50.404 | 0.231 |
| Gender x Egoism | 287.248 | 2 | 143.624 | 0.659 |
| faculty X Egoism | 664.675 | 4 | 166.169 | 0.762 |
| Gender X faculty X Egoism | 865.740 | 3 | 288.580 | 1.324 |
| Residual | 97427.72 | 447 | 217.959 |  |
| Total | 4161245 | 464 |  |  |

\*Mark indicates significance at 0.01 level.

**MAIN EFFECT OF GENDER ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS**

Table 23 shows that the F-value obtained for the main effect of Gender on Perceived Social Alienation of student teachersis 1.097. The table value F at 0.05 level of significance with degrees of freedom (1,447) is 3.86. Since the calculated F-value is less than the table value at 0.05 level of significance, it can be concluded that the main effect of the variable Gender on Perceived Social Alienation of student teachers is not significant at 0.05 level.

**MAIN EFFECT OF FACULTY ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS**

The calculated F value for the main effect of Faculty on Perceived Social Alienation is 1.911. The table value of F at 0.05 level of significance with degrees of freedom (2,447) is 3.02. Since the calculated F value is less than the table value at 0.05 level of significance, it can be concluded that the main effect of Faculty on Perceived Social Alienation of student teachers are not significant at 0.05 level.

**MAIN EFFECT OF EGOISM ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS**

The calculated F value for the main effect of Egoism is 68.728. The table value of F at 0.01 level of significance with degrees of freedom (2,447) is 4.66. Since the calculated F value is greater than the table value at 0.01 level of significance, it can be concluded that the main effect of the variable of Egoism on Perceived Social Alienation Student teachers is significant at 0.01 level.

**DISCUSSION**

The above result shows that the variable Perceived Social Alienation vary significantly for different categories of Egoism and does not vary significantly for the different categories of Gender and Faculty. That is, there is significant difference in Perceived Social Alienation among student teachers belong to different levels of Egoism. But there is no significant difference in Perceived Social Alienation between male and female student teachersand Science, Commerce and Humanities student teachers.

**INTERACTION EFFECT OF GENDER AND FACULTY ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS.**

When the two way interaction of Gender and Faculty on Perceived Social Alienation is considered the F value obtained is 0.231. This value is less than 3.02, the table value of F for (2,447) degrees of freedom at 0.05 level of significance. This indicates that the variables Gender and Faculty have no significant interaction effect on Perceived Social Alienation of student teachers.

**INTERACTION EFFECT OF FACULTY AND EGOISM ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS.**

When the two way interaction of Faculty and Egoism on Perceived Social Alienation of student teachers is considered the F value obtained is 0.762. This value is less than 2.40, the table value of F for (4,447) degrees of freedom at 0.05 level of significance. This indicates that the variable Faculty and Egoism have no significant interaction effect on Perceived Social Alienation of student teachers.

**INTERACTION EFFECT OF EGOISM AND GENDER ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS.**

When the two way interaction of Egoism and Gender on Perceived Social Alienation of student teachers is considered the F value obtained 0.659 which is less than 3.02 the table value of F for (2,447) the degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of Gender and Egoism on Perceived Social Alienation of student teachers is not significant at 0.05 level.

**DISCUSSION**

From the analysis, it can be concluded that the Perceived Social Alienation of student teachers does not vary significantly between sub samples ‘Gender and Faculty’ , ‘Faculty and Egoism’ and ‘Gender and Egoism’.

**INTERACTION EFFECT OF GENDER, FACULTY AND EGOISM ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS.**

When the three way interaction of Gender, Faculty and Egoism on Perceived Social Alienation of student teachers is considered, the F value obtained is 1.324 which is less than 2.63, the table value of F for (3,447) degrees of freedom at 0.05 level of significance. Since the calculated F value is less than the table value, the interaction effect of Gender, Faculty and Egoism on Perceived Social Alienationis not significant at 0.05 level.

**Discussion**

From the analysis, it can be concluded that the Perceived Social Alienation of student teachers does not vary significantly between relevant sub samples based on Gender, Faculty and Egoism.

**MAIN AND INTERACTION EFFECT OF LEVEL OF GRADUATION, SES AND EGOISM HAVE ANY SIGNIFICANT MAIN AND INTERACTION EFFECT ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS.**

To find out whether Level of graduation, SES and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teachers, 3 way ANOVA (2×3×3 factorial design) was done for 465 cases. The sum of squares, mean squares and F value are presented in the table 4.29.

**TABLE 24: Main and Interaction Effect of Level of graduation, SES and Egoism on perceived social alienation of student teachers.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of variation | Sum of squares | DF | Mean squares | F  Value |
| Level of graduation | 1808.860 | 1 | 1808.860 | 8.289\* |
| SES | 126.667 | 2 | 63.333 | 0.290 |
| Egoism | 47680.305 | 2 | 23840.15 | 109.240\* |
| Level of graduation ×Egoism | 829.451 | 2 | 414.726 | 1.900 |
| Level of graduation ×SES | 225.583 | 2 | 112.791 | 0.517 |
| SES ×Egoism | 966.944 | 4 | 241.736 | 1.108 |
| Level of graduation ×SES×Egoism | 271.944 | 4 | 67.98 | 0.312 |
| Residual | 97333.237 | 446 | 218.236 |  |
| Total | 41612450 | 464 |  |  |

\* Significance at 0.01 level.

**MAIN EFFECT OF LEVEL OF GRADUATION ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS**

From the table 24 it is found F value obtained for the main effect of Level of graduation on Perceived Social Alienation is 8.289 .This value is greater than 6.70, the tabled value of F for (1,446) degrees of freedom at 0.01 level of significance. This indicates that the main effect of the variable Level of graduation on Perceived Social Alienation is significant at 0.01 level of significance.

**MAIN EFFECT OF SES ON PERCEIVED SOCIAL ALIENATION OF STDENT TEACHERS**

The calculated F value for the main effect of SES on Perceived Social Alienation of student teachers is 0.290.The table value F at 0.05 level of significance with degrees of freedom (2,446) is 3.02. Since the calculated F value is less than the table value at 0.05 level of significance, it can be concluded that the main effect of SES on Perceived Social Alienation of student teachers is not significant at 0.05 level.

**MAIN EFFECT OF EGOISM ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS**

The calculated F value for the main effect of Egoism on Perceived Social Alienation of student teachers is 109.240. The table value of F at 0.01 level of significant with degrees of freedom (2,446) is 3.02. Since the calculated F value is greater than the table value at 0.01 level of significance, it can be concluded that the main effect of the variable Egoism on Perceived Social Alienation of student teachers is significant at 0.01 level**.**

**Discussion**

The above result shows that the variable Perceived Social Alienation varies significantly for different categories Level of graduation and Egoism and does not significantly vary for the categories of SES. That is, there exists significant difference in Perceived Social Alienation between graduate and post graduate student teachers and among student teachers belong to different level of Egoism.

**INTERACTION EFFECT OF LEVEL OF GRADUATION AND EGOISM ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS**

When the two way interaction of Level of graduation and Egoism on Perceived Social Alienation of student teachers is considered the F value obtained is 1.900. This value is less than 3.02, the table value of F for (2,446) degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of Level of graduation and Egoism on Perceived Social Alienation of student teachers is not significant at 0.05 level.

**INTERACTION EFFECT OF LEVEL OF GRADUATION AND SES ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS**

When the two way interaction of Level of graduation and SES on Perceived Social Alienation of student teachers is considered the F value obtained is 0.517. This value is less than 3.02, the table value of F for (2,446) degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of Level of graduation and SES on Perceived Social Alienation of student teachers is not significant at 0.05 level.

**INTERACTION EFFECT OF SES AND EGOISM ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS**

When the two way interaction of SES and Egoism on Perceived Social Alienation is considered the F value obtained is 1.108, which is less than 3.02, the table value of F for (2,446)degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of SES and Egoism on Perceived Social Alienation of student teachers is not significant at 0.05 level.

**DISCUSSION**

From the analysis, it can be concluded that the Perceived Social Alienation of student teachers does not vary significantly between sub samples based on’ Level of graduation , Egoism and SES’.

**INTERACTION EFFECT OF LEVEL OF GRADUATION, EGOISM AND SES ON PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS**

When the three way interaction of Level of graduation, Egoism and SES on Perceived Social Alienation of student teachers are considered, the F value obtained is 0.312 which is less than 2.40, table value of F for (4,446) degrees of freedom at 0.05 level of significance. Since the calculated F value is less than the table value, the interaction effect of Level of graduation, Egoism and SES on Perceived Social Alienation of student teachers is not significant at 0.05 levels.

**Discussion**

From the analysis, it can be concluded that the Perceived Social Alienation of student teachers does not vary significantly between relevent sub samples based on Level of graduation, SES and Egoism.

**SUMMARY, FINDINGS, CONCLUSION   
AND SUGGESTIONS**

This chapter provides a retrospective view of the study, major findings, tenability of hypotheses, educational implications and suggestions for further research in this area.

**Restatement of the Problem**

The present study is entitled as “EGOISM AND PERCEIVED SOCIAL ALIENATION OF STUDENT TEACHERS ON COLLEGES OF EDUCATION”

**VARIABLES**

The investigator selected Perceived Social Alienation as dependent variable and Egoism as independent variable. The classificatory variables are Gender, Faculty, Level of graduation and SES.

**OBJECTIVES OF THE STUDY**

1. To find out if there exists any significant relationship between Egoism and Perceived Social Alienation of student teachers for the total sample.

2. To find out whether there exists any significant relationship between Egoism and Perceived Social Alienation of student teachers in the relevant sub samples based on

a. Gender

b. Faculty

c. Level of graduation

d. SES

3. To find out whether there exists any significant difference in the mean scores of Egoism and Perceived Social Alienation between the relevant subsamples based on

a. Gender

b. Faculty

c. Level of graduation

d. SES

4. To find out whether Gender, Faculty and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teachers.

5. To find out whether Level of graduation, SES and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teachers.

**HYPOTHESES OF THE STUDY**

The present study is designed to test the following hypotheses.

1. There exists significant relationship between Egoism and Perceived Social Alienation of student teachers

2. There exists significant relationship between Egoism and Perceived Social Alienation of student teacher in the sub samples based on

a. Gender

b. Faculty

c. Level of graduation

d) SES

3. There exists significant difference in Egoism and Perceived Social Alienation of student teacher between relevant sub samples based on

a. Gender

b. Faculty

c. Level of graduation

d. SES

4. Gender, Faculty and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teacher.

5. Level of graduation, SES and Egoism have any significant main and interaction effect on Perceived Social Alienation of student teacher.

**METHODOLOGY**

**Sample**

The study was conducted on a sample of 465 student teachers selected from 14colleges of education in Kerala. The sample selection was done using stratified sampling technique giving due representation of Gender, level of graduation and Faculty.

**Tools Used**

The investigator used following tools for the study.

Egoism Assessment Scale (Abdul Hameed Muktar Mahal and Rajeena. A, 2013)

Perceived Social Alienation Assessment Scale (Abdul Hameed Muktar Mahal and Rajeena. A, 2013)

**Statistical techniques used for the analysis of data**

The data collected were analysed using the following technique

1. Preliminary statistics
2. Pearson’s product moment co-efficient of correlation (r)
3. The test of significance of means for large independent samples.
4. Three way ANOVA(2×3×3 design)

**MAJOR FINDINGS OF THE STUDY**

The major findings of the study are the following.

1. There exists substantial relationship between Egoism and Perceived Social Alienation of student teachers in the total sample. (r = -0.702).
2. There exists substantial relationship between Egoism and Perceived Social Alienation of male student teachers(r = 0.747).
3. There exists substantial relationship between Egoism and Perceived Social Alienation of female student teachers. (r = 0.631).
4. There exists substantial relationship between Egoism and Perceived Social Alienation of student teachers belongs to science faculty. (r = 0.684).
5. There exists a substantial relationship between Egoism and Perceived Social Alienation of student teachers belongs to commerce faculty. (r = 0.706).
6. There exists substantial relationship between Egoism and Perceived Social Alienation of student teachers belong to humanities faculty. (r = 0.715).
7. There exists substantial relationship between Egoism and Perceived Social Alienation of post graduate student teachers. (r = 0.731).
8. There exists substantial relationship between Egoism and Perceived Social Alienation of graduate student teachers. (r = 0.649).
9. There exists substantial relationship between Egoism and Perceived Social Alienation of student teachers having low SES. (r = 0.724).
10. There exists substantial relationship between Egoism and Perceived Social Alienation of student teachers having average SES .(r=0.772).
11. There exists a moderate relationship between Egoism and Perceived Social Alienation of student teachers having high SES .(r=0.516).
12. There is no significant difference in Egoism and Perceived Social Alienation between male and female student teachers. (‘t’ value = 0.674).
13. There exists significant difference in Egoism between science and humanities student teachers. (‘t’ value = 2.024).
14. There is no significant difference in Egoism between science and commerce student teachers. (‘t’ value = 1.712).
15. There exists significant difference in Egoism between commerce and humanities student teachers. (‘t’ value = 3.185).
16. There exists significant difference in Egoism between graduate and post graduate student teachers. (‘t’ value =3.715).
17. There is no significant difference in Egoism between student teachers having low and average SES. (‘t’ value = 1.484).
18. There is no significant difference in Egoism between student teachers having high and average SES. (‘t’ value = 1.243).
19. There exists significant difference in Egoism between student teachers having low and high SES. (‘t’ value = 2.378).
20. There is a significant difference in Perceived Social Alienation between male female student teachers. (‘t’ value = 1.99).
21. There is no significant difference in Perceived Social Alienation between Humanities and Science student teachers. (‘t’ value = 0.323)
22. There exists significant difference in Perceived Social Alienation between Commerce and Humanities student teachers. (‘t’ value = 2.864).
23. There exists significant difference in Perceived Social Alienation between Science and Commerce student teachers. (‘t’ value = 2.708)
24. There exists significant difference in Perceived Social Alienation between graduate and post graduate student teachers. (‘t’ value = 3.616).
25. There is no significant difference in Perceived Social Alienation between student teachers having low and average SES.(‘t’ value = 0.212).
26. There is no significant difference in Perceived Social Alienation between student teachers average and high SES (‘t’ value =0.668).
27. There is no significant difference in Perceived Social Alienation between student teachers having low and high SES. (‘t’ value =0.882)
28. Gender has no significant main effect on Perceived Social Alienation of student teachers (F = 1.097, P>0.05 for (1,447) degrees of freedom).
29. Faculty has no significant main effect on Perceived Social Alienation of student teachers (F = 1.911, P>0.05 for (2,447) degrees of freedom).
30. Egoism has significant main effect on Perceived Social Alienation of student teachers (F = 68.728, P<0.01 for (2,447) degrees of freedom).
31. The interaction effect of Gender and Faculty on Perceived Social Alienation of student teachers is not significant (F = 0.231, P>0.05 for (2,447) degrees of freedom).
32. The interaction effect of Faculty and Egoism on Perceived Social Alienation of student teachers is not significant. (F = 0.762, P>0.05 for (2,447) degrees of freedom).
33. The interaction effect of Gender and Egoism on Perceived Social Alienation of student teachers is not significant. (F = 0.659, P>0.05 for (2,447) degrees of freedom).
34. The interaction effect on Gender, Faculty and Egoism on Perceived Social Alienation of student teachers is not significant. (F = 1.324, P>0.05 for (2,447) degrees of freedom).
35. Level of graduation has significant main effect on Perceived Social Alienation of student teachers (F = 6.70, P<0.01 for (1,446) degrees of freedom).
36. SES has no significant main effect on Perceived Social Alienation of student teachers (F = 0.290, P>0.05 for (2,446) degrees of freedom).
37. Egoism has significant main effect on Perceived Social Alienation of student teachers. (F = 109.24, P<0.01 for (2,446) degrees of freedom).
38. The interaction effect of Level of graduation and Egoism on Perceived Social Alienation of student teachers is not significant. (F = 1.9, P>0.05 for (2,446) degrees of freedom).
39. The interaction effect of Level of graduation and SES on Perceived Social Alienation of student teachers is not significant. (F = 0.517, P>0.05 for (2,446) degrees of freedom).
40. The interaction effect of SES and Egoism on Perceived Social Alienation of student teachers is not significant. (F = 1.108,P>0.05 for (2,447) degrees of freedom).
41. The interaction effect of Level of graduation, Egoism and SES on Perceived Social Alienation of student teachers is not significant. (F = 0.312, P>0.05 for (4,446) degrees of freedom).

**TENABILITY OF HYPOTHESES**

Hypothesis 1 states that that there exists significant relationship between Egoism and Perceived Social Alienation of student teachers. The findings reveal that there exists significant relationship between Egoism and Perceived Social Alienation of student teachers. The correlation co-efficient obtained for these variables show that the correlation (r = 0.702) is significant. Therefore hypothesis 1 is fully accepted.

Hypothesis 2 (i) states that there exists significant relationship between Egoism and Perceived Social Alienation of student teachers in the sub samples based on Gender. The findings reveal that there exists significant relationship between Egoism and Perceived Social Alienation of student teachers for the sub samples based on the Gender. The Co-efficient of correlation obtained for male student teachers (0.747) show that the relationship is significant at substantial level and that for female student teachers (0.631) show that the relationship is significant at substantial level. Therefore Hypothesis 2(i) is fully accepted.

Hypothesis 2 (ii) states that there exists significant relationship between Egoism and Perceived Social Alienation of student teachers in the sub samples based on Faculty. The findings reveal that there exists significant relationship between Egoism and Perceived Social Alienation of student teachers for the sub samples based on the Faculty. The co-efficient of correlation obtained for Science student teachers (0.684), Commerce student teachers (0.706), and Humanities student teachers (0.715), show that the relationship is significant at substantial level. Therefore Hypotheses 2(ii) is fully accepted.

Hypothesis 2(iii) states that there exists significant relationship between Egoism and Perceived Social Alienation of student teachers in the sub sample based on Level of graduation. The findings reveal that there exists significant relationship between Egoism and Perceived Social Alienation of student teachers for the sub samples based on the Level of graduation. The correlation Co-efficient obtained for graduate student teachers (0.649) and post graduate student teachers (0.731) show that the relationship is substantially significant. Therefore Hypothesis 2(iii) is fully accepted.

Hypotheses 2(iv) states that there exists significant relationship between Egoism and Perceived Social Alienation of student teachers in the sub samples based on SES. The finding reveals that there exists significant relationship between Egoism and Perceived Social Alienation of student teachers in the sub samples based on the SES. The correlation co-efficient obtained for student teachers belong to low SES (0.724) and average SES (0.772) show that the relationship is substantially significant and for those belong to high SES (0.516) show that the relationship is significant at moderate level. Therefore Hypotheses 2(iii) is fully accepted.

Hypothesis 3(i) states that there exists significant difference in mean scores of Egoism and Perceived Social Alienation of student teachers between the relevant sub samples based on Gender. The results of comparison of mean scores of Male and Female student teachers indicate that there is no significant difference in Egoism (‘t’ = 0.674) between them. The result of comparison of mean scores of male and female student teachers indicate that there is significant difference in Perceived Social Alienation (‘t’ = 1.99) between male and female student teachers. Hence Hypothesis 3 (i) is partially accepted.

Hypothesis 3(ii) states that there exists significant difference in mean scores of Egoism and Perceived Social Alienation of student teachers between the relevant sub samples based on Faculty. The results of comparison of mean scores of Science and Commerce student teachers in Egoism indicate that there is no significant difference in Egoism (‘t’ = 1.712) between them. The results of comparison of mean scores of Science students and Humanities student teachers in Egoism indicate that there exist significant difference in Egoism (‘t’ = 2.024) between them. The results of comparison of mean scores of Commerce and Humanities student teachers in Egoism indicate that there exists significant difference in Egoism (‘t’ = 3.185) between them.

The results of comparison of mean scores of Science and Commerce students teachers in Perceived Social Alienation indicate that there exists significant difference in Perceived Social Alienation (‘t’ = 2.708) between them.. The results of comparison of mean scores of Science and Humanities student teachers in Perceived Social Alienation indicate that there exists no significant difference in Perceived Social Alienation (‘t’ = 0.323) between them. The results of comparison of mean scores of Commerce and Humanities student teachers in Perceived Social Alienation indicate that there exists significant difference in Perceived Social Alienation of (‘t’ = 2.864) between them. Hence Hypothesis 3 (ii) is partially accepted.

Hypothesis 3(iii) states that there exists significant difference in mean scores of Egoism and Perceived Social Alienation of student teachers between the relevant sub samples based on Level of graduation. The results of comparison of mean scores of Graduate and Postgraduate student teachers in Egoism indicate that there exists significant difference in Egoism (‘t’ = 3.715) between them. The results of comparison of mean scores of Graduate and Postgraduate student teachers in Perceived Social Alienation indicate that there exists significant difference in Perceived Social Alienation (‘t’ = 3.616) between them. Hypotheses 3(iii) is fully accepted.

Hypotheses 3(iv) states that there exists significant difference in mean scores of Egoism and Perceived Social Alienation of student teachers between the relevant sub samples based on SES. The results of comparison of mean scores of Egoism between student teachers having low and average Egoism indicate that there is no significant difference in Egoism (‘t’=1.484) between them. The results of comparison of mean scores of Egoism between student teachers having high and average SES indicate that there is no significant difference in Egoism (1.245) between them. The results of comparison of mean scores of Egoism between student teachers having low and high SES indicate that there exists significant difference in Egoism (‘t’= 2.378) between them.

The results of comparison of mean scores of Perceived Social Alienation between student teachers having low and SES indicate that there is no significant difference in Perceived Social Alienation (‘t’=0.212)between them. The results of comparison of mean scores of Perceived Social Alienation average and high SES indicate that there is no significant difference in Perceived Social Alienation (‘t’=0.668) between them. The results of comparison of mean scores of Perceived Social Alienation between student teachers having low and high SES indicate that there is no significant difference in Perceived Social Alienation (‘t’=0.882). Hence Hypotheses 3(1V) is partially accepted.

Hypothesis 4 states that Gender, Faculty and Egoism have significant, main and interaction effect on Perceived Social Alienation of student teachers. The findings reveal that Egoism have significant main effect on Perceived Social Alienation of student teachers. Gender and Faculty have no significant main effect on Perceived Social Alienation of student teachers. ‘Gender and Faculty’, ‘Faculty and Egoism’ and ‘Gender, Faculty and Egoism’ have no significant interaction effect on Perceived Social Alienation of student teachers. Hence Hypotheses 4 is partially accepted.

Hypotheses 5 states that Level of graduation, SES and Egoism have significant main and interaction effect on Perceived Social Alienation of student teachers. Findings reveals that Level of graduation and Egoism have significant main effect on Perceived Social Alienation of student teachers. SES has no significant main effect on Perceived Social Alienation of student teachers. Level of graduation and Egoism, Level of graduation and SES, SES and Egoism have significant interaction effect on Perceived Social Alienation of student teachers. Hence Hypotheses 4 is partially accepted.

**CONCLUSION**

Based on the analysis the investigator reached the following conclusions.

There is significant relationship between Egoism and Perceived Social Alienation of student teachers in the total sample and in the sub samples based on Gender, Faculty, and Level of graduation and SES. Since Egoism is found to be increasing with Perceived Social Alienation it can be concluded that Egoism is a deliberative factor of Perceived Social Alienation.

Egoism of Male and Female student teachers are almost equal. Among the Faculties, the student teachers belonging to Humanities have less Egoism when compared to Science and Commerce student teachers. Considering the Level of graduation, Egoism is significantly higher for Postgraduate student teachers than graduate student teachers. Student teachers having high SES have higher Egoism when compared to those having low SES Egoism of student teachers having low SES and average SES is almost equal.

Perceived Social Alienation of Male and Female student teachers are almost equal. The students belonging to Commerce Faculty have higher Perceived Social Alienation than student teachers of Science and Humanities. In the case of Level of graduation, Graduate student teachers have less Perceived Social Alienation than post graduate student teachers. The Perceived Social Alienation of student teachers having different levels of SES are almost equal.

Gender and Faculty have no significant main and interaction effect on Perceived Social Alienation. But Egoism has significant main effect on Perceived Social Alienation of student teachers. Level of graduation and Egoism has significant main effect on Perceived Social Alienation but level of SES has no significant main effect on Perceived Social Alienation of student teachers.

The two way interaction of ‘Gender and Faculty’ Faculty and Egoism’ and’ SES and Egoism’ on Perceived Social Alienation is not significant. The two way interaction of ‘Level of graduation and Egoism’ ‘Level of graduation and SES’ and ‘SES and Egoism’ on Perceived Social Alienation is not significant.

The three way interaction effect of Gender, Faculty and Egoism on Perceived Social Alienation is not significant. The three way interaction effect of Level of graduation, Egoism and SES on Perceived Social Alienation is not significant.

**EDUCATIONAL IMPLICATION**

From the study it is found that there exists significant relationship between Egoism and Perceived Social Alienation of student teachers in teacher training institutes. It is also found that Perceived Social Alienation differs significantly between students teachers belong to different levels of Egoism. The study also reveals that Egoism of Humanities student teacher is higher than that of science and commerce student teachers. Post graduate student teachers are higher Egoism than graduate student teachers. Hence it can be concluded that Egoism is a deliberate factor of Perceived Social Alienation. Based on the major findings of the study and conclusions drawn the investigator put forward the following suggestions to alleviate social alienation of prospective teachers, teachers and then by renovate the educational system.

1. Student teachers may be made aware of the evil effects of social alienation and the need of controlling Egoism to alleviate social alienation if any among them.
2. Personality development classes incorporating ways to control Egoism may be made a part of in-service programme for secondary and higher secondary school teachers.
3. Training to control Egoism may be incorporated in the curriculum for higher education.
4. Conducting workshops to control Egoism may be included in the curriculum for Kerala education.

**SUGGESTIONS FOR FURTHER RESEARCH**

Based on the findings of the study investigator put forward the following suggestions for further research.

1. To find out the relationship between Perceived Social Alienation and Perceived parental support of higher secondary school students.
2. To find out which component of Egoism is more related to Perceived Social Alienation.
3. To find out which component of Perceived Social Alienation is more related to Egoism.
4. To find out if there exists any significant relationship between Perceived Parental Support and Egoism of higher secondary school students.
5. To find out if there exists any significant different in Egoism and Perceived Social Alienation among teachers at various levels.

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