

# Psychological Alienation Among College Students

Zaid A Alkouri<sup>1</sup>, Tamara M Nsair<sup>2</sup>, Intisar Turki Al-Darabah<sup>3</sup>, Khaled M Hamadin<sup>4</sup>

<sup>1</sup>Assistant Professor Curriculum & Instruction, Early Childhood University of Jerash  
Jerash, Jordan, [alkourizaid@gmail.com](mailto:alkourizaid@gmail.com)

<sup>2</sup>Associate Professor Educational Psychology University of Jerash Jerash, Jordan, [tnussir@yahoo.com](mailto:tnussir@yahoo.com)

<sup>3</sup>Associate Professor Early Childhood Al-Hussein Bin Talal University Ma'an, Jordan [entesusm@yahoo.com](mailto:entesusm@yahoo.com)

<sup>4</sup>Assistant Professor Faculty of Education University of Jerash Jerash, Jordan, [Khamaden72@yahoo.com](mailto:Khamaden72@yahoo.com)

## Abstract

This study aimed to examine psychological alienation among students of Jerash University, Jordan. The study sample consisted of 112 students randomly selected at the College of Education, Jerash University. The data for this study was collected through a psychological alienation scale (PAS) developed by the researchers. The PAS dimensions included self-alienation, social deficit, loss of purpose, social isolation, and psychological alienation as a whole. The results showed that the overall level of psychological alienation among the study participants was moderate with an arithmetic mean of 2.91 and a standard deviation of 0.49. Among the dimensions, self-alienation was the highest with an average mean of 3.34, and social isolation was the lowest with an average of 2.31. The results also showed that statistically significant differences ( $\alpha = 0.05$ ) were attributable to the effects of gender in favor of females. Also, statistically significant differences ( $\alpha = 0.05$ ) were attributed to the impact of the difference on the level-of-education variable (BS/MA). Recommendations by the researchers referred to the importance of building psychological and educational guidance programs for college students and developing the educational strategies used in teaching.

**Keywords:** Psychological Alienation, college students, sex gender, guidance programs, social isolation.

## Introduction and Importance of the Study

Young people have a major and important role to play in the development of societies, and societies with a large proportion of the young group are strong; that is because it is the enormous energy of young people that drives and lifts them, so young people are the pillars of any nation, the foundation of development, and they are the builders of its glory and civilization.

The youth group, between ages, is classified as the pillar that determines the future of any society around the world. Other groups, such as children, the elderly, depend on them. (Knowles and Behrman, 2005)The future of their family and

country is in their hands. Their role lies in innovation, development and the preservation of society, skills innovation, and technology development. They have a role in preserving the country's culture, customs, and values on which society is based, as well as active participation in development projects.

The youth phase is one of the most sensitive and influential stages in the life of the individual, as it is characterized by a transitional period in human life, and this stage serves as fertile ground for everything new. (Knowles and Behrman, 2005) At this stage, young people face many problems and changes, including those affecting their mental health and their relationships within their

family and society. Their ability to cope with these issues defines their success and stability (Kabjah, 2015).

The phenomenon of alienation is one of the most important negative phenomena in the modern contemporary world (Kalekin-Fishman and Langman, 2015) and it has crystallized over many years. So many philosophical and social psychological studies have been conducted to analyze the causes and the manifestations of alienation based on various social, political, economic, and religious circumstances at different historical stages. Jean-Jacques Rousseau was probably the first to use the term "alienation" in the social contract. The interest in the concept of alienation is due to the writings of Hegel, after which he and Marx developed the idea of alienation philosophically and said: "The beginning of man's alienation arises from his separation from nature through work and production, and as man's ability to control nature and transform the world around him increases, he faces himself as a stranger, finding himself surrounded by things that are the product of his work but tend to transcend the limits of his control" (Alosi, 2003:122).

Alienation has several types, including the following (Al-Shazly, 2003; Khalifa, 2003; Zahran, 2004; Zulekha, 2012):

1. Social alienation occurs when the individual feels that he or she does not interact between himself and the self-desires of others in addition to the social distance, resulting in the social rejection in which the human being lives in a constant lack of emotional warmth.
2. Cultural alienation is represented by the individual's departure from the culture of his society. The culture of society consists of the customs, traditions, and values prevailing in that society and the standards that guide the behavior of its members.
3. Religious alienation is about what psychologists call spiritual needs. These needs "drive man from the search for a God who sanctifies him and relates to him, and seeks him and does his satisfaction with worship". So, we find a man in tribes without heavenly beliefs in hidden forces that are believed to have the ability to protect, punish and forgive. They have been symbolized with idols and trees, erected temples, and offerings.

4. Psychological alienation constitutes a psychological situation in which a person feels separated from others, inconsistent with them, and cannot be socially adept, forcing him to be isolated.

5. Economic alienation happens when a worker feels separated from his work despite being an individual in his workplace (the foundation), and that sense of separation generates a sense of helplessness, boredom, and fear of the future.

6. Political alienation is about the individual's sense of helplessness in participating in political decision-making and one's dissatisfaction, uneasiness with political leadership, and a desire to move away from government political trends and the entire political system.

These types of alienation cannot be separated independently, since they form a unit of feelings that man experiences, and different types affect one another.

There are three characteristics of the expatriate personality that correspond to the stages of the process of alienation (Ali, 2008:523). First, the stage of withdrawal from society and we notice the individual recoiling, regressing to the past, and sag. Secondly, there is a stage of rejectionist alienation and there is disregard for other laws. Third, is the stage of psychological alienation, which is the concentration of self-centeredness and closure in the circle of his experiences and personal reconciliation.

The phenomenon of psychological alienation is as old as human existence, but as modern life progresses, it has shifted from individuality to a collective sense of society. The manifestations of violence, rebellion, and successive rapid changes that ripple through contemporary societies have shaken human relations in the society, leading to the spread of this phenomenon (Ali, 2008).

Zahran points out that psychological alienation is "the individual's sense of lack of belonging, the loss of trust, the rejection of social values and norms, and the suffering due to psychological pressures, which expose the unity of the person to weakness and collapse, with the influence of cultural and social processes taking place within society" (Zahran, 2002).

Stokols (referred to in Ali, 2008:517) explains, that "alienation arises from the experiences of the individual that he experiences with himself, and with others, and is not characterized by

communication, accompanied by many symptoms such as isolation, a sense of rebellion, rejection, and submission.”

Psychological alienation is: “The individual’s awareness of the conflict between himself and the surrounding environment is reflected in a sense of lack of belonging and anxiety, and the accompanying sense of loss of meaning, indifference, self-centrality, social isolation, and the accompanying clinical symptoms” (Collective, 2005:34).

Psychological alienation can also be seen as the loss of the ability to play social roles easily. Performance becomes mechanical and false, where the true self is lost because there is no stability in the image of the self that changes and recites from time to time. To justify oneself and to obtain satisfaction undermines the person’s identity and alienates him from his true self (Moses and Desouki, 2000).

According to Ericsson, Erikson psychological alienation, evident in the lack of psychological identity, is the result of crises that hinder the stages of life and result in a series of symptoms of anxiety, guilt, and self-hatred, which erases one’s ability to plan his life, so he has a sense of inferiority and mistrust (Abdel Moneim, 2010).

Freud explains the phenomenon of psychological alienation based on reconciling the demands and needs of the individual with reality in its various dimensions, i.e. a disturbance in the relationship between man and subject, and emphasizes that there must be a sense of security and self-realization in this relationship to achieve mental health and distance from psychological alienation (Mr., 1992).

According to some researchers (Shane et al., 2015; Zolfaghari & Ashayeri, 2021; Szanto, 2017; Burkitt, 2019) psychological alienation, in general, is a psychological disorder that expresses self-alienation from one’s identity and separation from society.

Following theories attempted to explain psychological alienation (Chadli, 2008; Zulekha, 2012; Kermash, 2016).

1. Psychoanalysis Theory: Sigmund Freud believes that alienation arises as a result of the conflict between self and civil controls, where the individual generates feelings of anxiety and distress when confronted with civilized pressures with different teachings and complications.

Thus, this prompts the individual to resort to repression as a defensive mechanism to which the ego seeks a solution to the conflict arising between the wishes and dreams of the individual and between the traditions and controls naturally, that this is a solution to which the ego seeks, which may therefore lead to more feelings of anxiety and psychological alienation.

2. Behavioral theory: behavioral problems are patterns of wrong or abnormal responses educated in their associations with individual influences and retained by the individual for their effectiveness in avoiding unwanted attitudes or experiences. According to this theory, the (Davis, 1990) individual feels alienated from himself when he listens and merges others to a specific opinion or thought so as not to lose communication with them and instead loses contact with himself.

3. Domain Theory: psychological alienation is not only the result of internal factors but also external factors that include the speed of environmental changes and the trend towards these changes and factors. (Hofhuis et al., 2019)

4. Self-theory: psychological alienation is a result of negative self-perception and lack of proper understanding, as well as the result of the great gap between an individual’s idealistic self-perception and his or her realism. (Swan et al., 1992)

Psychological alienation is a multidimensional phenomenon, i.e. it is a phenomenon consisting of more than one component, we call the dimensions of its basic components, (Ali, 2008) and in this study, they are considered as follows: The first dimension is social isolation: the individual’s feelings of loneliness, psychological emptiness, lack of security, broken social relationships, and distance from others, even if the individual exists among them.

The second dimension is about the loss of aim: the individual’s sense of lack of a clear and specific goal for his life. The individual does not have future ambitions but only lives his current moment.

The third dimension is about powerlessness, the feeling that an individual cannot influence the conditions he faces, nor can he make his decisions or decide his fate; his will and destiny are not in his hands but determined by forces beyond his control such as luck and fate.

The fourth dimension involves self-estrangement. It is about the inability of the individual to communicate with himself and his sense of separation from what he wishes to be. It shows his sense of himself, in reality, manifested in a sense of emptiness and boredom.

“The reasons for psychological alienation are due to internal pressures, where the individual directs most of his activity towards the highest level of perfection to achieve idealism and reaches his image (Kabajja, 2015).

Many researchers (Sri, 2003; Shazli, 2008; Sabhi and Musa, 2012; Mduk, 2016; Abbas, 2016) addressed the reasons for alienation among students and young people in particular. They saw that it is the result of several psychological factors associated with the psychological and organic growth of young people and various economic, social, and other factors related to the society in which they live, which makes them unable to overcome the problems of life. Those factors can be listed as:

- Political instability and traumatic experiences resulting from wars.
- Poor economic conditions and difficulty in obtaining the necessities of life.
- Wrong socialization, the rapid development of civilization, lack of adaptability, and intergenerational gap.
- Psychological causes that lie in the conflict between motives and desires and needs that cannot be satisfied with human beings, leading to frustration, disappointment, and failure.
- Lack of religious prejudice and the disappearance of many of the values that existed in the past, such as compassion, tolerance, and love among individuals.
- The wide impacts that ICT has on the process of individual and collective interaction within the family environment, as well as within the social environment of society as a whole. ICT provides one of the most attractive means for recipients, particularly young people, to whom the Internet has provided a virtual society to live.

### Previous Studies

Psychological Alienation and Its Relationship to Mental Health among University Students (Abdullah, 2008) aimed to identify the phenomenon of psychological alienation among university students in Algeria and its relationship

to mental health. The researcher used the descriptive analytical curriculum and the participants in his study consisted of 260 randomly selected students. The results showed statistically significant differences in the degree of psychological alienation among university students depending on the gender variable, in favor of females.

Caglar’s study (2013) aimed to ascertain the relationship between the levels of alienation among students of the Faculty of Education, Adiyaman University, Turkey, and their trends towards the teaching profession. The sample of the study was made up of 875 students randomly selected in the Faculty of Education at The Adiyaman University. The researcher conducted t-tests for independent groups and determined the levels of alienation and the trend towards the teaching profession depending on the sex and the method of teaching. The results showed that experienced students had an average rate of alienation while their attitudes toward the teaching profession were at a high level based on gender and the years-of-study variables.

Psychological Alienation among University Students (Alwan, 2014) aimed to identify the psychological alienation of a random sample from the departments of Arabic, mathematics, geography, physics, English, history, and psychology at the Faculty of Education, the University of Babylon. The study aimed to examine the statistically significant differences in psychological alienation that are attributable to the gender variable among students. The descriptive approach was used to achieve the objectives of the study. The Kubisi scale was used to measure the concept of psychological alienation in students. The participants in the study included 50 male and 50 female students. The results of the study revealed statistically significant differences in psychological alienation depending on gender (male, female) where males were found to be more alienated than females.

Psychological Alienation among Iraqi Students in Ukrainian Universities and Their Relationship to Certain Variables (Al-Taie, 2015) aimed to examine the level of psychological alienation among Iraqi students studying at Ukrainian universities and to identify differences in psychological alienation depending on

demographic variables. The researcher used the descriptive approach to achieve the objectives of the study. The psychological alienation scale was used by Riad Al-Asmi (2006) to collect data. The study sample included 74 students. The results showed no statistically significant differences, other than their increased sense of psychological alienation in psychological alienation on demographic variables among Iraqi students studying at Ukrainian Universities.

The Quality of University Life as a Mediator between Psychological Alienation and Self-Esteem among King Saud University Students (Al Sayed, 2019) aimed to identify the level of quality of university life as a mediator between psychological alienation and self-esteem among students of King Saud University. The researcher used the analytical descriptive approach to measure the quality of university life, psychological alienation, and self-esteem. The sample of the study included 136 students (13% of the study community). The results showed a statistically significant correlation between the quality of university life and psychological alienation and its dimensions without the absence of meaning among the study members, and the existence of a relationship positive function between the quality of university life and psychological alienation.

Psychological Alienation in a Sample of Graduate Students at Zawiya University (Al-Atiri & Al-Hirsh, 2020) used a descriptive approach and the study sample included 118 graduate students in masters and doctoral programs. The researchers used the scale of psychological alienation to examine psychological alienation among students. Results showed that there were statistically significant differences in psychological alienation among graduate students, based on the variable of sex.

We note, through previous studies, the importance of the subject of psychological alienation due to its effects on various aspects of personality in the individual. Previous studies differed in their objectives and their nature. Each study used a different approach and different methods. Also, the study sample in each study varied. From the above, we can say that the current study is consistent in many respects with previous studies in terms of variables and objectives and their use of statistical methods.

What distinguishes this study from previous studies is that it has a research problem related to the contemporary problems of society at present, and should point out the scarcity of studies on the phenomenon of psychological alienation among Jordanian university youth in particular.

### **The Problem of the Study**

Psychologic alienation is a social psychological phenomenon and a general human problem due to the crisis of the contemporary human being and the suffering and conflicts resulting from that large gap between the changes of community life and its requirements to keep up with this rapid change in all aspects of life. The possibilities available to man, perhaps the most important of which is economic possibilities, made man look at life as strange to him or feel not belonging to it. That is why there has been increased interest in the study of psychological alienation, especially in student communities, where the subject has become an end rather than a means. This has led him to contradict the behavior in what he claims and what he says, and by doing so the student has become a stranger to himself as he became a stranger to others. This has resulted in a lack of responsibility, a lack of clarity of objectives, and an inability to cope with difficult situations this has been observed through our job as faculty members at the Faculty of Educational Sciences and our continued communication with undergraduate and graduate students.

### **The study, therefore, seeks to answer the following questions:**

1. What is the degree of psychological alienation among students of the Faculty of Educational Sciences at Jerash University from the point of view of the students themselves?
2. Does the degree of psychological alienation among students of the Faculty of Educational Sciences at Jerash University vary depending on the gender variable (male/female)?
3. Does the degree of psychological alienation among students of the Faculty of Educational Sciences at Jerash University vary depending on the variable of the level of education (BS/M.A.)?

### **The importance of the current study is reflected in the following themes**

### 1. The Theoretical Importance

The importance of the study lies in the problem that we are dealing with, and the scientific results that we reach by highlighting the phenomenon of psychological alienation and clarifying its social and psychological aspects. The study focused on the university youth who are the most important category in leading society towards development and change (Knowles and Behrman, 2005), Since they constitute the largest group in Jordanian society, it was necessary to know the reasons that hinder students from participating and integrating into society and lead to a lack of enthusiasm, a sense of hesitation and fear and a lack of public awareness.

### 2. The Practical Importance

The practical importance of this study is to bring benefits to studies at the university, which are supposed to educate the university youth and care for their psychological and balanced health. This study helps researchers and educational specialists benefit from their results in the preparation of educational and mentoring programs for students.

### Purposes of the Study

This study aims to:

1. Reveal the degree of psychological alienation among students of the Faculty of Educational Sciences at Jerash University from the viewpoint of the students themselves?
2. Examine whether there is a difference in the degree of psychological alienation depending on the gender variable (male/female) among the students of the Faculty of Educational Sciences at Jerash University?
3. Examine whether there is a difference in the degree of psychological alienation depending on the variable level of education (BS/M.A.) among

students of the Faculty of Educational Sciences at Jerash University?

Limitations

**Spatial boundaries:** this study was conducted at The University of Jerash.

**Time limits:** this study was applied in the second quarter of 2019-2020.

**Human boundaries:** this study was applied to a sample of students from the Faculty of Educational Sciences, bachelor's and master's programs.

### Conceptual and Procedural Definitions

**Alienation:** an individual's sense of isolation, lack of belonging, loss of trust, rejection of social values and norms, suffering from psychological stress, vulnerability, and collapse by the influence of cultural and social processes within society (Abdullah, 2008:15).

### Methodology

The study adopted the analytical descriptive approach, to suit the subject matter and the objectives of the study. The nature of the research required reliance on an analytic descriptive approach that is based on the study of the actual phenomenon and is concerned with being accurate and expressed quantitatively and qualitatively and contributes to the classification and organization of information.

Population and the Sample

The study population consists of 440 students at the Faculty of Educational Sciences in Jerash University and Master's degree students.

The sample included 112 students from the Faculty of Educational Sciences, and the participants were selected in a simple random manner. Table 1 shows the distribution of the study sample based on its independent variables.

**Table 1: Repetitions and percentages by study variables**

	Categories	Repetition	Ratio
Sex	Male	102	30.0
	Female	238	70.0
Educational level	Bachelor	292	85.9
	Master	48	14.1
	Sum	340	100.0

## Psychological Alienation Scale

### Study Tool

To achieve the purposes of the study, the psychological alienation scale was built in the form of a questionnaire, based on the analysis of relevant theoretical literature, as well as a review of previous relevant metrics and studies, such as Shazli, 2008; Abdullah, 2007; Zulekha, 2012; Abu Umra, 2013; and Kabja, 2015, in proportion to the sample and the purposes of the current study. The scale consists of 27 questions that require responses as very high, high, moderate, low, and very low.

### Trustworthiness

The scale was presented to 8 competent arbitrators. They were asked to indicate the extent to which the intended content belonged to the dimension in which it was placed, the clarity

of the content, the validity of the language of the content, and any observations they deemed appropriate, which were amended by the opinions of the arbitrators.

### Validity

To ensure the stability of the study tool, the test-retest method was verified by applying the scale and reapplying after two weeks to a group of 30 in a control group, outside the study sample. Pearson's correlation coefficient was calculated between their estimates both times.

The stability factor was also calculated in the internal consistency manner according to the Cronbach's Alpha equation. Table 1 shows the internal consistency factor based on the Cronbach's Alpha equation and the stability of the replay of the areas and the instrument as a whole. These values were considered appropriate for this study.

**Table 2: Internal consistency factor, the Cronbach's Alpha and the stability of replay areas, and the total score**

Domain	Stability of repetition	Internal consistency
Social isolation	0.81	0.72
Loss of target	0.84	0.76
Deficit	0.82	0.75
Alienation	0.87	0.73
Psychological alienation as a whole	0.86	0.80

### Study Variables

The study included two types of variables. The independent variables were sex (male/female) and academic education levels (BA/MA). The dependent variable was the psychological alienation among the participants.

### Procedures

The study was conducted by the following steps:

1. The scale was built by reference to theoretical literature and previous studies related to the problem of the study.

2. The scale was then presented to 8 specialized arbitrators, who were asked to indicate the extent to which the intended content belonged to the dimension in which it was placed, the clarity of the content, the validity of the content, and any observations they deemed appropriate, which were amended based on the arbitrators' views.
3. The researchers verified the reliability and validity of the scale.
4. The study participants were randomly selected among the BA and MA students at the FES, JU.
5. The scale was given to the study participants and the content not clear to them was explained.
6. The scale was returned by the participants and inserted into the computer and processed

on the Statistical Program of Social Sciences (SPSS).

#### The Scale Correction

Five-Point Likert Scale was adopted to correct the study tools, giving each of its statements one of its five points (strongly approved, OK, neutral, opposed, strongly opposed digitally representing (5, 4, 3, 2, 1) respectively. The following measurement has been adopted for results analysis purposes:

From 1.00 to 2.33 lows

From 2.34 – to 3.67 average levels

From 3.68- to 5.00 high and so on.

The measurement was calculated by using the following equation:

$$\frac{\text{Upper scale (5)} - \text{minimum scale (1)}}{5 - 1} = 1.33$$

---

Number of categories required (3)

$$5 - 1 = 1.33$$


---

3 and then add the answer (1.33) to the end of each category.

## Results and Discussion

**Question 1:** What is the degree of psychological alienation among students of the Faculty of Educational Sciences at Jerash University from the viewpoint of the students themselves?

To answer this question, the arithmetic averages and standard deviations of psychological alienation were extracted among the students of the Faculty of Educational Sciences at Jerash University from the point of view of the students themselves, and the table below explains this.

Table (3)

**Table 3: Arithmetic averages and standard deviations of the degree of psychological alienation among the students at the Faculty of Educational Sciences in Jerash University from the point of view of the students themselves ranked downwards based on the calculation averages.**

Rank	figure	Domain	arithmetic mean		Grade
1	4	Alienation	3.34	.62	Medium
2	3	Deficit	2.62	.80	Medium
3	2	Loss of target	2.45	.66	Medium
4	1	Social isolation	2.31	.66	Low
		Psychological alienation as a whole	2.91	.49	Medium

Table (3) shows that the calculation averages ranged from 2.31 to 3.34, with self-alienation ranking the first with the highest mathematical

average (3.34), social isolation came last with an average calculation of 2.31, and the average calculation of psychological alienation as a whole



(2.91) came with an average score. The researchers may explain the moderate psychological alienation through awareness among students as the university periodically provides guidance and awareness services to students to help them overcome crises that can be experienced in the course of their lives.

The University offers students many supportive initiatives such as the Initiative of Good Steps, which coincides with the start of the academic year. It is the campaign of exchanging books to relieve the burden of buying new books and spreading the spirit of cooperation between students at the university in addition to receiving and guiding new students and helping them in the registration procedures and getting to know the university facilities. This finding is the results of Caglar's (2013) study.

As for the alienation that came at the highest level, the researchers attributed this to the presence of a large number of students, especially Syrian students who were subjected to a state of psychological pressure due to the situation of forced displacement. They were forced by armed groups. They also faced psychological and physical insults and the loss of loved ones and their property. Self-alienation means failure to satisfy different psychological needs and failure

to invest in the mutations that a person possesses, which causes psychological and neurological pressures in human life. (Kim et al., 2018)

As for the social isolation that came as the last, the researchers attributed this to the fact that the students are mostly working in different sectors and therefore communicating with others. An individual who lives in harmony with others is a human being who is psychologically, socially, and spiritually content in an environment where he finds himself in his job and his role in society. The university also contributes to holding training courses and workshops including courses in leadership, planning, creative thinking, entrepreneurship projects, and small projects from various colleges. What distinguishes these courses is that they are specialized and a group of former university graduates teach some courses to benefit their alumni and it is worth mentioning that the Office of Career Guidance and Follow-up offers free training courses in the field of job rehabilitation to develop the skills of students and prepare them to enter the labor market.

### Domain 1: Social Isolation

**Table 4: Calculation averages and standard deviations of statements on social isolation ranked downwards by arithmetic averages**

Rank	figure	Statement	Arithmetic Mean	Standard Deviation	Grade
1	4	I care more about other people's problems than about my problems	2.96	1.24	Medium
2	3	I tend to be lonely and isolated from people	2.49	1.27	Medium
3	7	I feel so weird about myself	2.31	1.32	Low
4	1	I feel a strong sense of belonging to my university where I study	2.27	1.11	Low
5	2	I feel like I'm being imposed on my college classmates	2.21	1.15	Low
6	5	I feel lonely when I'm in my family	2.21	1.28	Low
7	6	I think I'm an unwanted person among my family	1.70	.95	Low
		Social isolation	2.31	.66	Low

### Area 2: Loss of Target

**Table 5: Calculation averages and standard deviations of statements related to the loss of the target are ranked downwards by calculation averages**

Rank	figure	Statement	Arithmetic Mean	Standard Deviation	Grade
1	4	I care more about other people's problems than about my problems	2.96	1.24	Medium
1	14	Life always seems monotonous to me	2.99	1.18	Medium
2	9	Nothing interests me, even though things are working for me	2.71	1.35	Medium
3	13	I work without a purpose	2.62	1.34	Medium
4	8	I live without goals I'm trying to achieve	2.56	1.39	Medium
5	11	My objectives are clear and specific	2.29	1.22	Low
6	10	My goals end with the end of my university studies	2.08	1.20	Low
7	12	Knowing my purpose helps me in life	1.91	1.04	Low
		Loss of target	2.45	.66	Medium

**Domain 3: Deficit****Table 6: Calculation averages and standard deviations of deficit statements are ranked downwards by calculation averages**

Rank	figure	Statements	Arithmetic Mean	Standard Deviation	Grade
1	19	I feel like I can't control my emotions	3.17	1.34	Medium
2	21	I feel constrained in life	2.97	1.35	Medium
3	17	I probably can't object when I don't agree with anything	2.67	1.26	Medium
4	15	I fail to convince others of my point of view, no matter how true	2.60	1.24	Medium
5	18	I feel like I'm out of will	2.52	1.33	Medium
6	16	Leave work as soon as any problem or difficulty appears in it	2.34	1.17	Medium
7	20	I can take responsibility for any work I do	2.04	1.14	Low
		Deficit	2.62	.80	Medium

**Area 4: Self-alienation:****Table 7: Arithmetic averages and standard deviations of statements related to self-alienation are ranked downwards by calculation averages**

Rank	figure	Statements	Arithmetic Mean	Standard Deviation	Grade
1	25	I blame myself for every action I do	3.61	1.26	Medium
2	24	I prefer not to share my worries with others	3.45	1.22	Medium
3	26	I see my interest above all else	2.67	1.25	Medium
4	22	Consult others to solve my personal problems	3.25	1.26	Medium
5	27	Use lying to get rid of any predicament	2.63	1.29	Low
6	23	I like to share the good I get with others	1.87	.97	Low
		Alienation	3.34	.62	Medium

### Question 2

Does the degree of psychological alienation among students at the Faculty of Educational Sciences in Jerash University vary depending on the gender variable (male/female)?

To answer this question, mathematical averages and standard deviations of the degree of psychological alienation were extracted based on sex variables, and to show the statistical differences between the calculation averages, the t-test was used, and the table below illustrates this.

**Table 8: Arithmetic averages, standard deviations, and the t-test of the effect of sex on the degree of psychological alienation among students at the Faculty of Educational Science at Jerash University**

	Degrees of freedom	Statistical significance	Sex	Number	Arithmetic Mean	Standard Deviation	Value "T"
Social isolation	338	.572	Male	102	2.28	.61	-.565
			Female	238	2.32	.68	
Loss of target	338	.014	Male	102	2.32	.69	-2.472
			Female	238	2.51	.64	
Deficit	338	.044	Male	102	2.48	.84	-2.024
			Female	238	2.67	.78	
Alienation	338	.100	Male	102	2.25	.70	-1.647
			Female	238	3.38	.58	
Psychological alienation as a whole	338	.005	Male	102	2.80	.53	-2.856
			Female	238	2.96	.46	

Table 8 shows statistically significant differences ( $t = 0.05$ ) based on sex in all areas and overall, except in the areas of social isolation and self-alienation, and the differences came in favor of females, and the researchers attribute this result to the fact that the number of students of the Faculty of Educational Sciences is mostly female. This finding corresponds to the results of a study

(Abdullah, 2008), and differs from the results of Alwan's study (2014).

### Question 3

Does the degree of psychological alienation among the students at the Faculty of Educational Sciences in Jerash University vary depending on the level of education (B.A. /M.)?

To answer this question, mathematical averages and standard deviations of the degree of psychological alienation were extracted based on an educational level variable, and to show the

statistical differences between the calculation averages, the t-test was used, and the table below illustrates this.

	"T" Value	Degrees of freedom	Statistical significance
Social isolation	1.263	338	.207
Loss of target	.188	338	.851
Deficit	-.305	338	.761
Alienation	-.084	338	.933
Psychological alienation as a whole	-.970	338	.333

Educational level	Number		Standard deviation
Bachelor	292	2.33	.65
Master	48	2.20	.68
Bachelor	292	2.45	.65
Master	48	2.43	.73
Bachelor	292	2.61	.80
Master	48	2.65	.83
Bachelor	292	3.34	.63
Master	48	3.35	.56
Bachelor	292	2.90	.49
Master	48	2.98	.50

Table (9)

Arithmetic averages, standard deviations, and the t-test of the impact of the educational level on the degree of psychological alienation among the students at the Faculty of Educational Science the University of Jerash

Table 9 shows that there are no statistically significant differences ( $0.05=1$ ) based on the educational level in all areas and overall.

### Recommendations

In light of the study's findings, researchers recommend:

- Building psychological guidance and educational guidance programs for students in universities.
- Conducting a study to build a training program to alleviate the feeling of psychological alienation among students.

- Work to develop educational strategies used in teaching.

### References:

1. Al-Taie, I. (2015). Psychological alienation among Iraqi students studying at Ukrainian universities and its relationship to certain variables. *Professor's Magazine, Baghdad University*, (215), 253-280.
2. Alwan, R. (2014). Psychological alienation among university students. *Journal of the Faculty of Basic Education, University of Babylon*, (17), 389-400.
3. Alsayed, W. (2019). The quality of university life as a mediator between psychological alienation and self-esteem among students of King Saud University. *International Journal of Educational and Psychological Studies*, 5 (2), 144-160.
4. Kabja, S. (2015). Value change and its relationship to self-identity and psychological alienation among high school students in the Gaza Strip. Master's Thesis, Department of Psychology, Faculty of Education, Islamic University, Gaza, Palestine.
5. Abu Umra, H. (2013). Level of religious commitment and social values and their relationship to psychological alienation among Palestinian university students. Master's thesis, Department of Psychology, Faculty of Education, Al-Azhar University, Gaza, Palestine.
6. Ali, B. (2008). Syrian students' expatriation at some Egyptian universities. *Damascus University Magazine*, 24 (1), 78-105.
7. Zahran, Sana. (2002). The effectiveness of a program to guide mental health rational emotionally to correct the beliefs of alienation for university students. Dissertation, Mansoura University, Damietta, Egypt.
8. Zahran, Hamed. (2004). Mental health guidance to correct the feelings and beliefs of alienation. Cairo: The World of Books for Publishing & Distribution.
9. Khalifa, A. (2003). Studies of the Psychology of Alienation. Cairo: Ghraib Printing House.
10. Knowles, J. C., & Behrman, J. R. (2005). The economic returns to investing in youth in developing countries: A review of the literature.
11. Abdel Moneim, A. (2010). Psychological alienation its manifestations and limitations between theory and practice. Alexandria: Dar Almarefah.
12. Mosa, R., Desouki, M. (2000). Problems and Mental Health. Cairo: Modern Al-Faruq Printing.
13. Abdullah, A. (2008). Psychological alienation and its relationship to mental health among university students. Master's thesis, Department of Psychology, Faculty of Education, Ben Youssef Ben Khada University, Algeria.
14. Al-Atiri, M., Al-Ahrash, Y. (2020). Psychological alienation in a sample of graduate students at Zawiya University and its relationship to certain variables. *Faculty of Literature Journal*, 2(29), 223-245.
15. El-Shazly, A. (2008). Psychological alienation among university youth. Ajyal Group for Publishing and Cultural Production, Cairo, Egypt.
16. Alosi, A. (2003). Expatriation and Genius. Dar Arab Thought, Cairo.
17. Kalekin-Fishman, D., & Langman, L. (2015). Alienation: The critique that refuses to disappear. *Current sociology*, 63(6), 916-933.

18. Kermash, Hawra (2016). Psychological alienation and its relationship to future anxiety among displaced students at Babylon University. *Journal of the Faculty of Education for Educational and Human Sciences. The University of Babylon.* (30).
19. Abbas, D. (2016) Psychological alienation and its relationship to academic achievement. Thesis, Faculty of Education, Damascus University.
20. Shane, R., Kupis, L., & Liang, A. (2015). A Sociological Search for the Metaphysical Roots of Man's Alienation from Self. *Studies in Literature and Language*, 11(3), 66-78.
21. Zolfaghari, A., & Ashayeri, T. (2021). Meta-Analysis Explanation of the Factors Affecting Youth Social Alienation. *Sociological Studies of Youth*, 12(42), 43-64.
22. Szanto, T. (2017). Emotional self-alienation. *Midwest Studies in Philosophy*, 41, 260-286.
23. Burkitt, I. (2019). Alienation and emotion: social relations and estrangement in contemporary capitalism. *Emotions and Society*, 1(1), 51-66.
24. Davis, C. M. (1990). What is empathy, and can empathy be taught?. *Physical therapy*, 70(11), 707-711.
25. Hofhuis, J., Hanke, K., & Rutten, T. (2019). Social network sites and acculturation of international sojourners in the Netherlands: The mediating role of psychological alienation and online social support. *International Journal of Intercultural Relations*, 69, 120-130.
26. Swann, W. B., Stein-Seroussi, A., & McNulty, S. E. (1992). Outcasts in a white-lie society: the enigmatic worlds of people with negative self-conceptions. *Journal of personality and social psychology*, 62(4), 618.
27. Kim, J., Christy, A. G., Schlegel, R. J., Donnellan, M. B., & Hicks, J. A. (2018). Existential ennui: Examining the reciprocal relationship between self-alienation and academic motivation. *Social Psychological and Personality Science*, 9(7), 853-862.