



A Survey Factors of social alienation among students of Islamic Azad University of Shoushtar 2012

Khayyam Abbasi^{1,*}, Jamshid Azizi² and Ehsan Najafi³

¹Department of Social Sciences, Shoushtar Branch, Islamic Azad University-Shoushtar- Iran.

²Social Science Payame Noor university, Tehran – Iran.

³Social Sciences. Islamic Azad University Ashtian – Iran.

ARTICLE INFO

Article history:

Received: 27 September 2013;

Received in revised form:

29 September 2013;

Accepted: 1 October 2013;

Keywords

Social alienation,
Social distance,
Social institutions,
Family,
University,
Policy.

ABSTRACT

Human life in society is a function of several factors and its quality among various styles is thinking worthy. Definitely student life in Iran has said it has its own style. Separation from family and join them together with the stresses of student life style is one of their alienation. This study aimed to investigate the effect of social self-alienation among students of Islamic Azad University branch of Shoushtar with the survey method done in 2012. The results were analyzed using SPSS. The results of the present study also shows a significant relationship between the variables of social distance with social institutions, the media, socio - economic, parental age, gender and level of self-discipline and social alienation.

© 2013 Elixir All rights reserved

Introduction

The term alienation which Raymond Williams calls it the most difficult vocabulary words, and has been proposed as one of the main concepts in sociology, psychology and social psychology (Mohseni Tabrizi, 1990: 25), have been widely used in social science to explain the forms and types of actions and reactions used for events, facts about the psychological and social impose (Sotoodeh, 2010: 244) and is hardly associated with today social life.

The phenomenon of alienation that Marx, unlike that of limited means, is not only of the economic structure, but also have been a widespread subjective and objective orientation in human and economic structure is a part of it. Alienation of Iranian society as a society in transition is a sociological problem. In the past decades, especially in the sixties that rapid social changes undermined the traditional values and customs, modernism dealing with traditionalism without being able to create conceptions and cultural identity created two-fold condition which the result can be considered as social alienation (Iman and Ghaedi, 2004: 80).

In addition to exogenous growth, increased rural-urban migration, rapid economic- political development of Iran's cultural society, rapid modernization in recent decades in the aftermath of the sample (ie dualism exists in many aspects of social life) and transition state (impact on the values and norms of modern and traditional values and norms) make this duality in terms of conflict, crisis and stress occur in different dimensions which can be factors leading to the alienation (Piran, 1988 from the Chaldeans, 2002: 150).

The formation of the bureaucracy in all aspects of society, including education and academic affairs, has been the result of natural circumstances. So bureaucracy and heterogeneous

systems is one of the biggest obstacles in the development of any individual as well as the socio - economic and cultural community. In other words, social structures, individuals and community groups, including students, have interactions that cause students to see no belonging to other groups, and this is associated with the phenomenon of alienation (Chaldeans , 2002: 150).

It should be noted that, in the review of the student population, according to experts in development issues (Hozlits 1986; Etzioni, 1987; Manfred, 1988; Midgoli, 1992 and others) sustainable and continues development in any society depends on the participation of all individuals in society and sections of society, especially the educated, academic and intellectual class. Lipset knows university as center of developments and new ideas and values, and the intelligent and educated classes as agents of changes and innovation and carriers of new values and ideas of the community (Mohsen Tabrizi, 2002 :120). Schumacher has made clear that any plan focused on development - whether it's regional or national level - is not possible without the active participation of the educated, scientific and efficient forces and development in the concept of inclusive social, political, psychological, cultural, economic participation of these forces can be significant (Schumacher, 1994: 141; derived from Mohseni Tabrizi, 2002: 120).

Therefore, to obtain experimental information about the attitudes, behaviors, beliefs, motivation, expectations and needs of the student population, not only will help the planners to focus on the development of higher education programs, but also defines defects, problems, failures and some respects, dimensions and presence of cognitive and learning environments level of students should and leads to planning for issues and problems and reduce development bottlenecks and eliminate

obstacles to the implementation of sustainable development in higher education.

In this regard, a part of sociologists efforts should be engaged in the study and explanation of inconsistency governing relations between the individual and society, social functions, and moral internal organizations to identify one of the most moral result of unsuccessful treatability at the level of people and socialization of inefficient at the level of socializing institutions-the social and cultural alienation - which is used as a synonym for anomaly represented a suspension of belief systems, values, norms and patterns of action, objectives, cultural and social expectations - (Zaki , 2009: 26).

So regarding to alienation and its unique aspect such as powerlessness, meaninglessness, normlessness, isolation, resentment and cultural estrangement and self-estrangement as a social phenomenon which in most cultures is known as a social problem is an important and inevitable issue.

Theoretical Framework

The sense of alienation was entered to sociology from German idealist philosophy, especially by Hegel and the Young Hegelians. Perhaps the most important concept that has been the subject of alienation, is Marx's theory. Marx believed that workers are alienated from the product of the production process and know that it has an independent and objective existence. In fact, he believes that during the production process, our workers are referred to as product development and production of products for which they have become attached entity .To Marx, the alienation of man is that he do not see himself as the agent to act based on their perception of the world, but the nature of these factors and others are alien to him and see himself facing to these factors, while they can be a vehicle for his creativity (Koser and Rozenburg, 2010: 401, retrieved from Fathi and Mohammadi, 2011: 160-161).

Lukacs, of the Frankfurt School theorists, by studying the convergence of Marx's ideas about the commodification of human relationships through the money market and the influence of Weber's theory of rationality started to combine them. Borrowing from Marx's analysis of "commodity fetishism", he used the conception of reification instead of alienation. Lukacs follows the result of reification subjectively and objectively.

Of the concrete aspect, commodification is to fall into reification or secondary nature which forms the capitalist society and hide the real relationships.

Of the objective aspect, reification means the alienation of human of self and to passive and confine in the secondary nature.

Ademo and Horkheimer, were very suspect about Lukac's Hegelian solution about meaning of object of reification and wisdom.

They asserted that "the realistic mind" developed by rational human being is limited. In this process, a double integration of the worlds of mental and material phenomena are caused by the fact that critical theory should be double-oriented and analyze how the human spirit and intellect means causes alienation (Turner, 1998: 555-554).

Marcuse believes that civilized societies have brought comfort to everyone. Sometimes it may seem unnecessary by the media that is a real need for humans to become worthless which turns human to alienation (Marcuse, 1983: 45 Retrieved from Iman and Ghaedi, 2004: 84). Other critical theorists, Habermas, in his Theory of Communicative Action, two of the

environment and the system will be facing (Piouzi, 2000: 147-142). In his view, both the rational (bureaucratic rationality and instrumental rationality), is a very powerful technique, and even more has absorbed and eliminated the communication process which is resulted in the emergence of consciousness and instrumental culture. In this case, the rational inter-subjective understanding and communication is undermined, and thus the public arena is dwindling and the rationality of communication systems is dominated. The result is world environmental domination and technical superiority over other aspects of scientific rationality and reduction in objectively rational means to instrumentally rational means which is resulted in the loss of meaning, insecurity in collective identity and ultimate alienation in society (Holab, 1999: 6-5).

Erich Forum looks at this issue from a different perspective. He finds estrangement in which person see himself in strange feeling of being alienated. In this situation, man do not see himself at the center of the universe and creator of his actions, but he missed practices and the result is death. He does not obey them, or even praise .To him, causes of alienation should be searched in social institutions - including corporate bureaucracy, property, etc. - (Marcus, 1964).

Durkheim and Merton seek causes of alienation in social - cultural structures, but to each, there is their own point of view on this issue.

According to Durkheim, this means that the relationship is between the individual and society, and raises the question of uncertainty which increases during the cohesion of social - mechanical to organic cohesion and undermine the values (Papnhaym, 1959). The consequences of this could be the moral development of the individual rather than collective morality and ultimately leads to alienation. The focus in this perspective, is the evaluation of function in order to maintain and extend the institutions of social stability and order. This means that any crisis could cause serious problems in the balance of system (Rani, 1988).

Merton defines diversion as a form of alienation. Initial attempts to explain the alienation and main Merton discovery was the fact that how some social structures exert pressure upon certain persons in the society so that they can get deviant behavior (Merton, 1968: 186).

For Merton, the social de-organization is considered as a social functions abuse that specifically includes four sources:

1. Conflict between the interests and values
2. Conflict between the obligations of the base
3. Incomplete socialization.
4. Social communication is incomplete (Gerderz, 1981: 102 Taken from Iman and Ghaedi, 2004: 83).

According to Pierre Bourdieu's, sense of alienation is exclusion of the power of self-actors.

Bourdieu sees culture as the sole mechanism and its related entities, such as universities and government says it plays a role in two related areas.

1. Domain of cognitive structures and values : belief and value imposed cognitive structures or units similar to "logical conformity" and "moral conformity" leads.
2. Cognitive and behavioral domains: a common format to conform immediately perceiving and thinking and modeling cognitive behavior of buildings or similar causes (sotoodeh, 2010: 100-96).

There are two practical solutions to this role.

1. The unification of the cultural market: assimilation of the rules of law, languages, computing, communications, and

government bureaucracy, including guidelines, manuals and training programs.

2. Classification of individual actors in terms of parameters such as sex, age, genetic predisposition, and features already built into the processes of education, training, and administrative law are written (Kalabrs, 1990: 154-148).

Thus, Bourdieu considers the processes at university as both functional and non-functional alienation and declares the mechanism of alienation of universities as follows:

1. Regardless of tastes and preferences of the actors, universities started to simulation and removed through degeneracy, resulting in a steady increase in the original difference between actors. In this sense, the selected students will be able to identify cost-conscious and to act according to reason, but they will be based on causes of action.

2. Priority to the universities is "social and cultural reproduction", thus suppressed opposition movements and changes in mental structures derived from new and different students are engaged. Highly specialized training, on the other hand, to train the young wolves are given in bold free movement.

3. Universities which should select the student in the process of merit selection based on their individual talents and capabilities has become a system which the secret connection between academic intelligence and genetic characteristics of democratic government is leading to aristocracy (Bourdieu, 2002; derived from the famed 2010: 100-96).

Satsvl believes that alienation among younger age is more, no matter how well the people of this community are more pessimistic about politics; alienation matters more than it is (Satsvl, 2003: 101).

The overall concept and theory of alienation due to social conditions have been commensurate with the intellectual needs, but the core elements common to all theories is explaining the pathological and undesirable situations and conditions in the man;

As far as it is concerned to the sociological theory of alienation, characteristics by which alienation is defined are related to humans and social order.

Seeman is of the experts who explain the key concepts of alienation with psychological approaches in a complete framework. Seeman does not define alienation as unit cause. Regarding to this concept in the modern society, he focuses on this point that bureaucracy structure has created ne situations in which human is able to learn to how they cannot control their behavior results. He refers to the key concepts of alienation by explaining any kind of alienation. To Seeman's, "way of managing society according to social rewards is so that the connection between their behavior and the rewards cannot be taken from society, in such a situation alienation feeling will prevail the individuals and leads him to passive and maladaptive in reaction to the society" (Seeman, 1957: 791-783).

Kenistone professor of psychology at Harvard University in his alienation theory considers alienated youth who consider the conflict with the established order and complete denial of what is called the dominant culture values as virtuosity. Kenistone young alien theory is based on empirical research and decades of foreign students in Harvard University on 60 and 70 AD. Although Kenistone mainly looking at social and cultural alienation, but in practice determined mental alienation and youth alienation in Society of Young Americans (Fathi and Mohammadi, 2011: 165-164).

Kenistone describes the psychological alienation of the alienated youths is consequence of success and failure of children in conflict and confusion with identification with the parents. To Kenistone, slaughter of children in conflict is a kind of competition restraint and unwillingness to compete in them and makes them gradually marginalized, non-participatory and passive converts, so they become non-aligned strangers leading to the complete negation of the dominant cultural values of the society (Fathi and Mohammadi, 2011: 165).

Research hypothesis:

- As the social distance between individuals and social institutions increases (the family, academia and politics) the level of alienation is also increased.

- There is a significant relationship between use of the local media and social alienation.

- As the use of foreign media increase, social alienation is increased.

- There is a significant relationship between socio – economic base of parents (income, occupational status and income) of individuals and their social alienation.

- There is a significant relationship between age and social alienation.

- There is a significant relationship between gender and social alienation.

- There is a significant relationship between educational field and social alienation.

Population and Sample Population

Populations: all the students of Islamic Azad University, Shoushtar Branch.

According to Cochran formula, 384 - represent the population - were selected as samples. Sampling method is "cluster sampling". For cluster sampling in the campus, the contribution of each school in terms of having distinct groups of 380, questionnaires were completed by the respondents. Analysis of data was done using statistical software SPSS and AMOS and for testing hypotheses, statistical tests appropriate for each hypothesis was used., To ensure sufficient funds for counseling and enjoying the views of teachers and test, Cronbach's alpha was used to determine reliability.

Materials and Methods

The present study is based on data collected and analyzed is a quantitative research, and of the kind of dealing with and entering to the problem is a field study. A questionnaire was used to collect the data required. Prior to the survey, the initial questionnaire was first tested using the results obtained, and the final questionnaire defects were formulated and solved.

Analytical findings

The results indicate that the validity of this point is the right tool for the evaluation of research methodology and criteria used for the independent and dependent variables. The statistics indicate that do the models described in the sample are applied to the sample population and the patterns and processes found in the sample of the population or not? In this section, to test variables and hypotheses, bivariate analysis of research is done and by using inferential statistical techniques such as correlation Pearson coefficient and analysis of variance we are to examine the relationship between independent and dependent variables and hypotheses of the study. To test the hypothesis which their variables are measured at the nominal or ordinal level, T-test for comparison of two means and F-test for comparison of more than two means have been used.

The first hypothesis

- As the social distance between individuals and social institutions increases (family) the level of alienation is also increased.

Table 1: output statistical analysis of the correlation between person's social distance with social institutions (the family).Level of alienation(family)

estimation	Statistical sample	Correlation coefficient
sig=.002	N=372	r=.163

The significance level is less than 5% (sig=0/002) and positive Pearson correlation coefficients (r=0/163) shows that there is a the relationship between social distance and social institutions (the family) and alienation; It means that as the social distance between individuals and social institutions increases (family) the level of alienation is also increased. In other words, the social gap or generation gap among students of Islamic Azad University Branch shoushtar has a positive impact on the level of their social alienation.

The second hypothesis

As the social distance between individuals and social institutions increases (university) the level of alienation is also increased.

Table 2: output statistical analysis of the correlation between person's social distance with social institutions (university) Level of alienation (university)

estimation	Statistical sample	Correlation coefficient
Sig=.007	N=372	r=.140

With a significance level of less than 5 percent (sig=0/007) and positive Pearson correlation coefficient (r=0/140) we can conclude that there is a significant relationship between social distance and social institutions (University) and alienation. As the social distance between individuals and social institutions increases (university) the level of alienation is also increased. In other words, the social gap among students of Islamic Azad University, Branch of Shoushtar has a positive effect on the level of their social alienation.

The third hypothesis

As the social distance between individuals and social institutions increases (policy) the level of alienation is also increased.

Table 3: output statistical analysis of the correlation between person's social distance with social institutions(policy) Level of alienation(policy)

estimation	Statistical sample	Correlation coefficient
sig=.000	N=372	R=.228

With a significance level of less than 5 percent (sig=0.000) and positive Pearson correlation coefficient (r=0/288) we can conclude that there is a significant relationship between social distance and social institutions (policy) and alienation. As the social distance between individuals and social institutions increases (policy) the level of alienation is also increased. In other words, the political gap among students of Islamic Azad University, Branch of Shoushtar has a positive effect on the level of their social alienation.

The fourth hypothesis

There is a relationship between internal media and social alienation

Table 4: output statistical analysis of the correlation between internal media and social alienation

estimation	Statistical sample	Correlation coefficient
Sig=.006	N=372	r=.143

With a significance level of less than 5 percent (sig=0.006) and positive Pearson correlation coefficient (r=0/143) we can conclude that there is a significant relationship between internal media and social alienation. As the use of internal media increases, the rate of social alienation is also increased. In other words, the internal media use among students of Islamic Azad University, Branch of Shoushtar has a positive effect on the level of their social alienation.

The fifth hypothesis

There is a relationship between external media and social alienation

Table 5: output statistical analysis of the correlation between external media and social alienation

estimation	Statistical sample	Correlation coefficient
Sig=.000	N=372	r=.343

With a significance level of less than 5 percent (sig=0.000) and positive Pearson correlation coefficient (r=0/343) we can conclude that there is a significant relationship between external media and social alienation. As the use of external media increases, the rate of social alienation is also increased. In other words, the external media use among students of Islamic Azad University, Branch of Shoushtar has a positive effect on the level of their social alienation.

The sixth hypothesis

There is a significant relationship between socio – economic base of parents and social alienation.

In survey research, social and socio - economic base are shown in different variables. In this study, variables such as income, employment status, education and access to facilities, after standardization and integration are associated and socio - economic bases are constructed. Since the measurement of socio - economic base and social order alienation variable is at the distance measurement, we used ANOVA or F test. The most important principle in the analysis of variance (ANOVA) is testing the differences between community means or studied groups by examining the amount of variance between groups to the variance within groups.

Table 6: output statistical analysis between socio – economic base of parents and social alienation

Significance level	F	Mean square	Degrees of freedom	sum of squares	Changes resource
0.045	3.143	688.855	2	1377.709	Between Groups
		219.205	234	512.94	within groups
			236	52671.781	total

In Table 6, the Fisher exact test at the 5% error and 95% confidence interval of the mean difference is significant and shows that social alienation among students of Islamic Azad University Branch of shoushtar is different in social and economic classes.

The seventh hypothesis

There is a significant relationship between age and social alienation.

Table 7: output statistical analysis between age and social alienation

estimation	Statistical sample	Correlation coefficient
Sig=.000	N=372	r=0/190

With a significance level of less than 5 percent (sig=0.000) and positive Pearson correlation coefficient (r=0/190) we can conclude that there is a significant and reversion relationship between age and social alienation. As the age increases, the rate

of social alienation decreases. In other word, the age of students of Islamic Azad university of Shoushtar has a negative impact on social alienation. This result seems logical regarding to the moral and behavioral growth.

The eighth hypothesis

There is a significant relationship between gender and social alienation.

Table 8: Test differences in mean levels of social alienation in shooshtar according to gender

Gender	Frequency	Mean	Standard deviation	T value	Significance level
male	131	97.45	18.91	4.64	0.000
female	241	90.31	10.79		

Table 8 shows the mean difference of social alienation according to the samples gender. According to the statistics in this table, the mean score of the hypotheses is different in men and women, so that the mean level of perceived social alienation for men and women is (97/45) and (90/31) respectively, and regarding to the significant level 99% at confidence interval ($\text{sig} = 0/000$) significant difference has been observed between them. Therefore, regarding to the value of ($T = 4/64$) and the significance level, the hypothesis can be accepted. In other words, sex and social alienation at Islamic Azad University are related. Well as the 30 questions posed to social alienation, minimum 30 and maximum 150 of lowest score to highest can be expected for social alienation. So the scores 90, is the average score for the level of social alienation. The higher values of 90 represents for the results of the above table will be higher social alienation. social alienation rate for men (97/45) is higher than average, while the women (90/31) is about average.

The ninth hypothesis

There is a significant relationship between educational field and social alienation.

In this study, groups of academic disciplines in the social sciences, agricultural sciences, accounting, engineering and Persian literature are segregated and because the level of measurement is nominal and also the dependent variable is the distance measured. To test the hypothesis, we used analysis of variance F test.

Table 9; the result of variance analysis between educational field and social alienation

Sig level	F	Squares mean	Degree of freedom	Sum of squares	Changes sources
0.000	7.854	1552.693	4	6210.771	Between groups
		197.686	367	72550.871	Within groups
			371	78761.642	total

To interpret the results of variance analysis test or non-significant difference between the groups of variables, we must act on the basis of F-test of significance. When the F-test significance level was less than 05/0, then assumption of differences between group means is confirmed and the assumption of the same statistical is rejected. This means that at least one of the groups in the mean scores is different from others. In the table above, the value of the Fisher test ($f=7/854$) at the level of 1% error and sig level of 99% shows that there is a significant difference between mean scores of students of Islamic Azad University of shoushtar with social alienation among different disciplines of study.

Conclusion

One of the most important factors in reducing the readiness of people to accept responsibility for socio - economic

conditions is their disabilities to control of their own destiny. This problem is seen as alienation. The concept impact on attitudes and their behavior effectively. This situation reduces the ability to control and predict future conditions and relations of rational decision making for achieving growth and excellence and make them passive people. Sense of alienation is being far from the moral values and virtues, and lost the right decisions in life. Melvin Seeman knows social alienation as a sense that everyone in relation to the situation and others, and various forms of protests are defined in five kinds such as feeling powerless, feeling anomaly, feel social isolation, feelings of meaninglessness and a feeling of self-estrangement (Seeman, 1957: 784). Marx defines the essence of alienation as separation of the product or products of human and eventually dominate their creators. He believes that discontinuities represent in the fact that my life devices belong to the other and my desires be non-available wealth of others and more important is that non-human power prevail over everything and everyone. (Marx,42:1994). Georg Simmel examines alienation with the people living in the metropolis, individualism, conquering objective spirit over subjective spirit, social isolation, and finally social disenchantment and indicate that in modern society, it is raising special character for each person that contains characteristics and experiences that every human person is distinct from other members of society. (Krayb, 2001: 26-265). Critical school current in the world, coupled with the lack of rationality introduced and mastered and overcome the inherent rationality. From this respect, culture industry, media... appeared as mass culture and as a non-spontaneous and packed opinion are provided for assembly. The culture in this approach is cause of reducing technical reason of alienation, repression (Ritzer, 204: 1995). Dimensions of alienation such as and powerlessness, meaninglessness, anomie, isolation, cultural and self-estrangement are as the social phenomena that in most cultures are known as a social problem, and the problem. Although the first introduction was carried out by Hegel and Marx, but this concept has been defined in different ways which reflects different views of scholars who have studied this concept. In this study, in addition to investigating the theoretical frameworks and perspectives, empirical research into the concept of the Islamic Azad University of shooshtar is examined.

This study also shows a significant relationship between social distance and social institutions (the family) and social alienation at significance level ($\text{sig}=0/002$) and positive Pearson correlation coefficients ($r=0/163$). The relationship between social distance and social institutions (the University) were observed between the level of social alienation and positive Pearson correlation coefficient ($r=0/140$) indicating that this hypothesis is confirmed. The person in the relationship between social institutions of society (politics) and social alienation with a significance level of less than 5 percent ($\text{sig}=0/00$) and positive Pearson correlation coefficient ($r=0/228$) It can be concluded that there is no significant relationship between the individual and social institutions of society (politics) and alienation. As well there is a relationship between the use of local media with positive Pearson correlation coefficient ($r=0/228$) and social alienation and estrangement between the foreign media and social significance level of less than 5 percent ($\text{sig}=0/000$) with positive Pearson correlation coefficient ($r=0/343$).

In the survey of relationship between social – economic base and social alienation which parental assessment of the socio - economic base is by order and social alienation variable is at the distance measure, we use F-test or analysis of variance. And because F-test significance level is less than 0/05, respectively, then the hypothesis of group means difference is confirmed and the hypothesis of statistically assimilation is rejected. So the Fisher test at 5% error and 95% confidence interval of the mean difference is significant and shows that social alienation among students of Islamic Azad University of Shooshtar differ at social and economic classes.

In the survey of variables between age and social alienation of students there is a relationship, but regarding to the obtained numbers, the significance level of less than 5 percent (sig=0/000) and negative Pearson correlation coefficients ($r=-0/190$) we can conclude that a significant and inverse relationship exists between age and level of social alienation. As age goes higher, the level of social alienation will be less. The result of this test is consistent with the theory of Savtsoi who believes much lower age, greater alienation will be (Bnyfatmh and Rasul, 2011: 24).

To test differences in mean levels of social alienation in terms of gender, the average score of men and women is different in the hypotheses, so that the mean level of perceived social alienation for men and women, respectively (97/45) and (90/31) and the significance level at 99% confidence interval (sig = 0/000) observed no significant difference between them. But the relationship between the degree of accountability and social alienation based on the F-test which is less than 0/05, assumption between group means differences is confirmed and the assumption of statistical assimilation is rejected. . This means that at least one of the groups in the mean scores is different from others. The Fisher exact test ($f=7/845$) at error level of 1% and 99% confidence is significant and shows that the difference between mean scores social alienation of students of Islamic Azad University of Shooshtar differ at academic disciplines. As the research results show all the hypotheses and research has been proven and levels of social alienation is higher than the average.

References

- Abazari , Yousefali . (1995). Reason sociology, PhD Thesis , Tehran University
- Bashiriyeh translator Hussein . Tehran : Ney Publishing .
- Calabrese, R. L. (1990). The Public School: A Source of Alienation for Minority Parents. *The Journal of Negro Education*, 59.
- Chaldeans , A. , Safi M , J . (2002). Sociological analysis of alienation among students (studying in Tehran). A study of the humanities . No. 35 . Fall.
- Hassani , Ghasem . (2010). Of social and political alienation, political and social participation of students with students at public universities in Tehran from 87 to 86 . Journal of Social Sciences, No. 50 .
- Hulab , Robert . (1999). Jurgen Habermas 's criticism in the public domain . - Mohseni Tabrizi , AR. (1990). Alienation . Social Sciences and Letters . 2cnd edition . Second edition . Summer.

- Iman , MT and Ghaedi , Hussein . (2004). Factors influencing the political alienation of students (case study : Shiraz University). Journal of Social Sciences Faculty of Letters and Humanities Ferdowsi University of Mashhad , in the first year . No. 2. Summer.
 - Iman, Soroush and Mohammad , Hamed. (2011). Resources, urbanization, social alienation and behaviors of young Vndalysty . Journal of social research . Fourth year . No. 13 . Winter.
 - Marcuse, Hill. (1964). *One dimentional man*, Boston: Boston Press.
 - Mcdill, E.L and Ridley, J.C. (1962). Status, Anomia, Political Alienation and Political Participation, American Journal of Sociology, pp: 205- 213.
 - Merton, R.K. (1968). Adult roles and responsibilities in N.S Smilser (ed). Personality and Social Systems. New York.
 - Meymand Hajizadeh , Masoud . (2009). The relationship of alienation and academic status among Yazd University faculty . Iranian Journal of Higher Education Association. Second year. (3) . Winter.
 - Mohseni Tabrizi , AR. (2002). Pathology, social alienation - the cultural isolation of valuable public universities in Tehran. Quarterly journal of Research and Planning in Higher Education . No. 26 .
 - Mostafavi Rad , Angel and others. (2010). The relationship between organizational culture, quality of work life, organizational commitment and work alienation of theoretical Secondary School Principals city. Journal of Educational Science martyr Chamran University . Fifth period . Seventeenth year . No. 1. Springs .
 - Pappenheim, F. (1959). The Alienation of modern man, New York: *monthly review press*.
 - Pioozi , Michael. (2000). Jurgen Habermas . Translated by A. Taday'oun . Tehran: Hermes .
 - Runcie, J. F. (1988). Deviant behavior, Achving autonomy in a machine-pace environment. In M. O. Jones, D. M. Moore, y. R. C. Synder (Eds)., *Inside Organization, understanding the human dimention*, 129-140, London, Newbury Park.
 - Seeman,m.(1957):On the meaning of Alienation, American Sociological Review ,Vol.24 ,
 - Southwell, P.L. (2003). The politics of alienation: novoting and support for third- party candidates among 18-30 year- old, Social science Journal, Vol.40, pp: 99-107.
 - Sotoodeh. HA (2010). Social psychology . Tehran: The Sound of Light.
 - Sotoodeh. HA. (2010). Educational failure and alienation : Research Branch, Islamic Azad University, ROUDEHEN . New Journal of Educational Sciences . Third year . No. 2. Spring.
 - Turner, J.H. (1998). The structure of sociological theory, sixth edition, New York, Wadsworth Publishing Company.
 - Zaki , MA . (2009). Socially alienated youth. (Case Study : Male and female university students). Youth research, Culture and Society. (3) . Autumn and winter.
- ***This article is adapted from a project supported by the Deputy of Research Shoushtar Islamic Azad University is conducted by Khayyam Abbasi.