Analytical Study of Alienation of Rural and Urban College Students in Sharkia Governorate After the Revolution of 25th of January 2011

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Abstract: The study aimed to identify the dimensions of the alienation of the college students and determine the relationship between some independent variables and the dimensions of alienation for the college students (measured for males and females, and rural and urban students). The study tested the statistical significant differences between the average values of each of the dimensions of alienation (for males and females as well as for rural and urban college students). To achieve these objectives, the study was conducted at Zagazig University, Sharkia governorate. A sample of 150 students from Zagazig University was randomly selected. To collect the needed data the researcher conducted questionnaires and applied personal interviews with the respondents. The study was conducted during the period of February to April 2012, following the first anniversary of the 25th of January revolution. The data was statistically analyzed by applying the following techniques: frequency tables, percentages, Pearson Correlation Coefficient, Mann-Whitney U test, and Cronbach's Alpha coefficient. The most important results of the study were: About 71.59% of the females studying at the university felt self alienation, and 53.4% of them felt powerlessness. It was also found that 62.5% of them suffered from the feeling of meaninglessness and about 46.6% of alien females had the feeling of being socially isolated. The percentage of alien males who felt normlessness was 48.38%, while 50% of them suffered from the feeling of alienation. The results showed that 75.86% of urban college students felt self-alienation and 44.44% of rural college students felt powerlessness. It was also found that 60.32% of rural college students felt that they were meaninglessness, and 42.86% of them felt normlessness. About 50.79% of the rural college students have the feeling of being socially isolated and 47.1% of the urban college students felt the sense of alienation. The research analyzed the relationship between alien male students and the following independent variables: social interaction, the sense of belonging to the community, the attitude towards the voluntary work, the sense of belonging to their families, and political participation. No significant statistical relationship was found between alien female students and the following independent variables: age, social interaction, geographical openness, youth attitudes towards the behavior patterns of their lives, and their attitude toward the voluntary work. There was no significant statistical relationship existed between sense of rural college students of normlessness and the following independent variables: cultural openness, social justice, and youth attitude towards their lifestyle. No statistical significant relationship was found between the feeling of alien urban college students and the following independent variables: age, students feeling of belonging to their families, social interaction, media exposure, social justice, cultural openness, attitude of young people towards the behavior patterns of their lives, and their attitude toward voluntary work. There was no statistical significant difference found between the averages values of each of the five dimensions of alienation and males and females’ college students. There was significant statistical difference between the averages values of the alien rural and urban college students with each of the dimensions of alienation.

Key words: Alienation, Social isolation, Powerlessness, Meaninglessness, Normlessness, Self alienation.

INTRODUCTION

The Egyptian revolution of 25th of January is characterized as a people revolution in which all sectors of the Egyptian society had participated in. The revolution had a goal and need to overthrow Mubarak and his regime, and to establish a genuine democratic system that allows freedom and achieve equality. To achieve the first part of the goals of the revolution of overthrowing the regime, the strategy of the revolution was to make youth work as one unit in the absence of a commander. The advantage of not having a commander was not to give the old regime the chance to arrest the leader (Mahmoud, 2011, p. 3). That revolution has provided a
civilized image of the Egyptian society, and proved that such society has deep roots of solid progress in the history. The revolution of Egypt's youth is the "revolution of civilization" rather than a political revolution that opposes or just being revolution against certain political and economic situation (Mohamed, 2011, p. 7).

Youth represents a large proportion of the Egyptian society and they need rapid solutions for their problems therefore it is important to understand the origin and nature of these problems (El-Mustafa, 2005, p. 1). Young people - including college students - in any contemporary society are affected by domestic, national, and international factors. Culture plays a prominent role in determining the elements required to develop the minds and skills of the members of the community in general and youth in particular. Young people suffer from many problems. The economic, political, and social factors may affect in one way or another people’s ability to achieve the requirements for the growth. It is also important to recognize that this study focused on the young people who were born and grew up in a historical period of volatile events. It behooves the researchers to monitor the impact of different factors in explaining the alienation problem that face the college students and to assist in solving such problems (AL-Daba, 2004, p. 5). Therefore it was important to analyze the phenomena of alienation.

Alienation is a crisis facing the youth in their relationship with themselves and with others at the social, psychological and political levels. Accordingly, it is important to accommodate the breadth and scope of identity, as it revolves around the following factors: feeling of young students of not belonging to themselves and to their societies, the loss of desire in life, and their sense of helplessness with themselves and with others (El-Mustafa, 2005, p. 1).

**Problem of the Study:**

The political, social, and cultural environment in the region is driven by youth leaders. The current situation needs more research and requires more analysis for many social, political theories of science and knowledge. The objective was to understand the nature of what was happening on what is called "Arab world Tsunami". The human societies live in a series of evolving and changing processes, and not in a stable condition. The future of the next generations is built on the thoughts and approaches of the new social movements. They establish a global vision illuminate the path that the youth and their revolution have sacrificed for.

The 25th of January revolution was erupted for many political, social, economic reasons, and can’t ignore the fact that youth are the bomber of this revolution, which was joined later by most of the political forces. The Egyptian youth who started this revolution are highly educated people and have benefited from the new communication technology and the internet applications as well as the information technology. They utilized all of that in the process of preparing for the successive acts of protests. The Arab world has passed through conditions and rapid developments that have influenced many aspects of life in those communities and has negative impact on the mental health of many of its members. The economic boom, which experienced a number of Arab countries has affected a number of concepts sustaining in those communities, and has helped to the emergence of many psychological diseases, and mal-adaptation, and feeling of alienation.

Alienation is a case that people live with due to the circumstances that they pass and live with. The sociologists have paid more attention to study this phenomenon and interpret its multi dimensions meanings since alienation that the college students are suffering from is a psychological phenomenon. The current study helps in analyzing the dimensions of the alienation and makes them measurable. It also aimed to propose some suitable solutions to decrease alienation severity. The problem of this research was to study the dimensions of alienation for the college students after the revolution and analyze the positive and negative changes caused by the revolution that have affected the feeling and the attitude of youth toward their communities.

**Objectives of the Study:**

Based on the above mentioned problem, the study objectives can be summarized as follow:

1) Identify the dimensions of the alienation of the college students.
2) Determine the impact of the independent variables on each of the dimensions of the alienation for males and females college students.
3) Determine the impact of the independent variables on each of the dimensions of the alienation for rural and urban college students.
4) Test the statistical significant differences between the average values of each of the dimensions of alienation for the two sexes.
5) Test the statistical significant differences between the average values of each of the dimensions of alienation for rural and urban college students.
Theoretical Framework and Review of Literature:

The revolution is a historical phenomenon dating its origin roots back to old dates. It is a community phenomenon that is not related to a particular aspect of human lives but rather it is related to the whole life of people. It has no specific definition that is agreed upon between all scientists. The revolution means a significant sudden change in the existing situation that leads to a new situation that was not existed before. The revolution received its strength from its origin roots and the mass size. It appeared as a human social phenomenon known to the human societies that result in a change of the political and social structure where other social sources disappear. The revolution may be repeated if the situation shows a need for that (Kehaila, 2004, p. 9).

Looking into the civilization texture of the Egyptian revolution, it can be noticed that it is a revolution against all the negative political, security, and economic aspects in the Egyptian society and not directed to certain field. The country was always presented in the minds of the Egyptian youth. Maintaining the vital strategic installations of the state was one of the priorities of the revolution. In this context, the scene of the mass surrounded the Egyptian museum to protect it from looting and stealing, which has followed the insecurity status occurred in Jan 28th, a case that will be kept in the hearts of the Egyptian and international community (Mohamed, 2011, p. 7).

The Egyptian revolution made its way rapidly. The Egyptian social structure showed that Egyptians have reached a point where changes must happen. They were talking about the inevitability of the coming storm and kept asking themselves why they do not make a revolution. The opponent parties as well as the ruling regime were surprised with the revolution to the extent that this matter has strongly shake all people and make the world look to Egypt with admire. The revolution has started with the agreement of all the divisions of the society and millions of protestors have gathered and marched in Cairo (Tahrir square), Alexandria, Suez, Sohag, Aswan, and other cities (Abu Douh, 2011, p. 129).

It could be argued that the psychological, social, and personal problems are usually arising when there is difficulty in life conditions in the society. There are certain members of the society who cannot adapt or conform easily to the prevailing conditions. All the psychological problems have social roots and all the social issues have psychological impact, therefore there is a close correlation between them (El-Dabah, 2004, p. 5).

Young people live in this era suffer from many problems such as tension, hesitance, restlessness, rebellion, revolted, insolent, and internal strife. That may be attributable to the fact that they live in a society that is full of tension and people have conflicts and disagreements to the extent that they do not feel that they belong to the society and they feel that they live in a community that is trying to keep up with the developed societies but don't respond to their needs and wants. They feel that they are not able to predict the future, and that the standards and measures that regulate their behavior change dramatically. The young people also refuse the values that are related to their civilization and they fell that they are isolated from the society and from themselves (Khalifa, 2003, p. 287).

It may be true that the consensus of the students with their surrounding university environment and with their societies require them to create changes in their methods and strategies in order to be able to absorb, contain, and accommodate the contradictions they feel and see in their lives. Therefore the sociology disorder constitutes a contradiction case and is one of the alienation crisis that affects their personal characters (WaTfa, 1998, p. 245).

The alienation exists when there is a gap between the objectives of the individuals and the society, and when the environment that allows self-expressive relationship is not exist, and when the individual seeks to achieve ideal ideas but the society conditions doesn’t allow him/her to achieve that (Ali, 2008, p. 515).

Alienation is an important subject in the modern culture. Hegel has declared that people have become handicapped in their relation with themselves, their society, and the institutions in which they belong to, to the extent that they loyalty and affiliation to themselves, their societies, and the surrounding institutions became very marginal and the alienation became possible. Hegel - as well as Marx, Niche, kirkgard, and Hedger- all of them were concerned with the subjects of spare time, incapability, tension, meaningless, insolent, separation, and isolation. The same was the concern of Weber, Fraud, Youna, Durkheim, and others who established the modern culture. In spite of growing concern, the concept of alienation is still obscure and vague and it is difficult to define (Barakat, 2006, p. 35-36).

Sociologists differ about the first appearance of the term alienation but most of the modern analysts agree that the first organized definitions introduced by Hegel in the optimal German philosophy at the end of the 18th century and the beginning of the 19th century. Alienation came into prominence in the early writings of Marx (1844/1932). Marx wrote about it in his political and religious articles and books but he focused on the use of this term in his analysis of economics especially the subjects related to labor analysis. He believed that some sources of feeling of the people alienation come from reasons related to their relations to production. The layout of sovereignty class leads to their separation from themselves and their communities (Abu Abdullah, 2003, p. 318).
The phenomenon of alienation has not started in this era, but it is as old as human existence. It has prevailed in the current era and became hallmarks of the present era with different societies rather than being individual cases. The sense of alienation is a feeling of old human foot but with the progress of modern life, there is a shift from an individual feeling into a sense of collective nature of the society. Violence and rebellion measures and subsequent rapid changes that have rippled the contemporary societies led to an imbalance of human relations, which was linked to self or God, and led to the spread of the phenomenon of alienation (Ali, 2008, p. 516).

EL-Mustafa (2005, p. 1) defined alienation as the breakdown of social relationships among young people as a result of the sense of dissatisfaction and their feeling of not belonging to their families and society, in its broad or narrow meaning. They have the tendency for isolation because they feel that what they are doing have no value and would not affect the external surrounding environment.

The social sciences dictionary defines alienation as not just the person be away from his family and home, but the wording used in the newly social sciences look at it as the person has the feeling of dissatisfaction regarding himself and therefore condemns him/herself as a result of situations and life that he experienced (Mohamed, 1998, p. 65).

Despite the prevalence of the concept of alienation in contemporary life, it is still vague and has varied meanings. It carries more than one meaning, and the concept does not seem clear in the majority of the references. Alienation is a philosophical concept of psychology (Abada, 1998, p. 145).

The term alienation is used in the linguistic, intellectual, psychological, and sociological heritage. This diversity in the use of the term is a result of changes of intellectual, psychological, and sociological trends which have focused on addressing the concept since the first use of the term alienation in the theory of Social Contract (Khalifä, 2003, p. 300).

The concept was illustrated by Astockels as it raises from the experiences that the individual is going through with himself and with others and is not characterized by communication and satisfaction, but is associated with many symptoms such as the sense of isolation, feeling of rebellion, rejection, withdrawal, and submission (Abdul Khalîq, 1992, p. 176).

Alienation in general is a mental disorder reflects the feeling of self-identity, remoteness from reality and separation from society. It is a self-alien and alienation from the world and the people (El-Fares, 2004, p. 2).

Zahràn (2002, p. 18) defines alienation as the loss of individual’s sense of confidence, estrange from the society, rejection of values and social norms, suffering from stress, and the exposure of the personal unit to weakness and collapse as the impact of cultural and social processes that take place within the community.

Fromm (1955) discussed alienation as the mode of experience in which a person experiences himself / herself as an alien or in other phrases becomes estranged from the self.

The following are most prominent dimensions of alienation as stated in the many previous studies and research discussed by Seeman (1959), Dean (1969), Middleton (1963), Aboul-Enein (1997), and Abada and others (1998):

1. Social isolation: social isolation is a state of low self expectation of containment and social acceptance expressed mainly in the feelings of being alone or feelings of rejection or repudiation. (Hassan, 1993, p. 149).
2. Powerlessness: Young people are exposed to some of the pressures imposed on them by the internal environment, which prevents them from making crucial decisions that determine their future and making them feel helpless and unable to change (EL-Mustafa 2005, p. 1-2).
3. Meaninglessness: This dimension means individual feeling of mental confusion concerning the sense of having meaning for life and his inability to differentiate between personal and social issues (John & Nina, 2001, P. 208)
4. Normlessness: This dimension reflects the situations in which the social norms that govern the behavior of the individuals are destructed. These standards become ineffective and do not perform its role as bases of conduct. It is a situation where the public values are vanished and the individual desires that seek satisfaction by all means appear (Seaman, 1959, P. 364).
5. Self alienation: it is a pattern of experience appeared when people feel estrange from themselves. They do not talk to themselves or tell themselves that they are the centers for their world and they are the source or creators for their actions. Their actions and its consequences become their dominion that they obey and follow (Al-Khawaj, JMA, 1988, P44).

These dimensions, and the others which affects the relationship of young people with themselves and their community reflects images of alienation, in which the most important one is the violent in dealing of some young people with their families. Examples of this violence include hitting parents or younger brothers, and the practice of forms of violence with teachers or members of the community in general.
Theoretical Treatment of the Concept of Alienation:

A- The Theory of Alienation of Young People (Alienation Reflects a Lack of Commitment):

The theory of alienation was developed by Kinston (Kinston 1965, p. 495). The axes of the theory emerge through his famous published writing under the title “The uncommitted”. He was trying to diagnose the extent perceptions features of young people alienation in the American society by saying that the appearance of alienation in the folds of communities depends on the different cultural, social, and political patterns of these communities. The alienation includes- among other things- the meanings of pessimism and tension and psychological conflicts according to what the pressure of these patterns has caused that are not accepted by young people. Alienation- according to this objection by young people- is considered as a rejection of these cultural, social, and political assumptions. This rejection is considered- from their point of view- the basis that some of the individuals express their discontent and lack of belonging and evasion of responsibility, therefore they lose themselves and the community loses their capabilities.

Kinston has tried to determine the characteristics that make up the features of the estrangement and that enforce them to lose faith in those around them and deprive them from utilizing their skills and prevent them from achieving their objectives and comply with the feelings of the deep pessimism and anger. Examples are: loss of confidence in dealing with others, feeling of anxiety, stress, anger, contempt for the interaction with the positions, loss of aesthetic values as opposed to the appeasement movement mechanism and the subsequent physical and technological factors, rejection of social values which put pressure on the human will, and to withdraw and do not bear the responsibility.

B- The Theory of Ericsson (Alienation and the Search for Identity Crisis):

The theory that was presented by Ericsson (Erikson, 1964, P. 64) in his study on youth and identity crisis depends mainly on the axis of a primary interest in developing the identity of the ego (self-identify). This means that the individual has a set of objectives that can express through the degree of consciousness regarding his capabilities and his understanding of himself, and make the accounts that he expects from others. These factors determine his identity and the accompanying factors that have the elements of familiarity and belonging. Therefore the person can reach with the group if his identity has been determined based on these previous dimensions, so he can give up his needs for the sake of the group. The individual do these actions because he has a value and it is worth trying to support that value, but if he was not able to achieve this identity he will start to feel the sense of isolation and alienation.

It is noted that Ericsson has confirmed that the loss of identity leads to a sense of alienation measured in sense of helplessness, isolation and lack of belonging. This causes the person to hatred himself and this is reflected, of course, at the level of his professional performance and his psychological adaptation within the areas of life aspects and included the multiple positions. Ericsson considered these feelings are natural matters that the individual has to pass in order to restores himself and pick up his lost identity.

C- Victor Frankel Theory: Alienation is an Expression of Absence of the Meaning of Life and the Psychological Hunger (Frankel, 1972, p. 24):

The psychological theory in Frankel opinion is based on the fact that individual's life is centered on the will of meaning, in which the individual can achieve the meaning of life, the objective, and purpose of life. Frankel believes that if the person lost the sense of life meaning, life becomes monotonous and it goes without having a meaning or purpose.

From the standpoint of Frankel, alienation occurs based on the following matters:

- When the trust of the meaning for life is lost, frustration happens and the person fades determination of accessing to the meaning that he wants.
- When the person obey others and follow others he would suffers in the phrases of Frankel existential emptiness in which they appear through the features of a sense of boredom, loss of self-confidence, and a sense of loss.
- When the person escape from his human responsibility as a result of his inability to cope with situations and withstand problems, he lose his consciousness of responsibility and obligation to respect the will that makes him able to choose the right things and to select his objectives accurately with awareness and understanding.
- When the individual puts the material alternatives for his morals, makes the money his major focus of pleasure and compensation essential for achieving the ultimate goal of the will and his upscale dispose.

The effects of different variables in explaining the problems of alienation of university students and to assist in solving these problems and these variables as follows:

1. The Egyptian society is like any community of third world societies faces local, national, and international changes that make young people living in the traditional conflict between the old and the modern.
2. The youth feels the sense of inferiority in front of the scientific progress which enforce them to move into the positive direction and develop their skills with new methods that make them think beyond receiving
information and perform negatively or withdrawn or even be satisfied with being not developed.

3. The search for self identity by the youth of both sexes after being not trusting all the concepts they have acquired in the two phases of a childhood and adolescence, and the return of some to eternal religious values in the religious revival is an attempt aimed by the young people to search for identity.

4. To maintain the presence and sense of insecurity as a result of the internal risks and external threats that make young people live in constant fear since they are in need of political, social, and economic security, which makes young people in general and students in particular, suffer from some problems (Sherif and Mohamed, 1986, p.28).

**Research Hypotheses:**

Several theoretical hypotheses have been formulated as a prelude to make statistical analysis and testing, these assumptions are:

**First Hypothesis:**

There is a relationship between each of the dimensions of alienation of the young college students of both sexes and the following independent variables: age, family belonging, social interaction, geographical openness, cultural openness, media exposure, social justice, the sense of belonging to the community, attitude of the young people toward the behavior patterns of their lives, political participation, participation in university activities, and the attitude towards voluntary work.

**Second Hypothesis:**

There is a relationship between each dimension of alienation for the rural and urban college students and the independent variable mentioned in the first hypothesis.

**Third Hypothesis:**

There are differences between the average values of each of the dimensions of alienation between the college students of both sexes.

**Fourth Hypothesis:**

There are differences between the average values of the dimensions of alienation between the rural and urban college students.

These hypotheses have been statistically tested.

**Elements of the Study:**

It includes the following:

- **Geographical area:** the current study was conducted at the Zagazig University, Sharkia governorate.

- **The human sphere:** sample of 150 students were randomly selected from Zagazig University. The researcher has collected questionnaire and conducted personal interviews with respondents. That was performed during the period from February to April 2012, one year after the 25th of January revolution.

**Tools, Methods, and Statistical Tests used:**

The following tools were applied in the analysis of the collected data: frequency tables, percentages, and Pearson Correlation Coefficient. "Mann - Whitney U- Test” to test for differences between the average dimensions of the alienation of young college students. In addition Cronbach's Alpha coefficient was applied to measure the stability of the parameters used in the study.

**Variable Tested:**

1) **Measurement of Independent Variables:**

- **Age:** was used as an absolute number of years of life under examination to the nearest calendar year.
- **Family belonging:** that was measured by using a scale * that measured by taking the opinion of the respondent in several phrases (16 phrases).
- **Residence:** was measured by asking respondent for the place he is currently staying at the countryside or the urban. Dummy variables were used by giving 1 and 2 to encode respectively.
- **Geographical openness:** that was measured by asking the respondent on how often he/she visits the areas adjacent to the area where he lives. That was measured on a gradual scale consisting of four levels**.
- **Cultural openness:** was measured by asking the respondent on the extent of his cultural activities. A scale of four levels** was also applied.
- **Social interaction:** This variable was measured by asking the respondent how much his/her social interaction is applied (8 phrases) on a gradual scale** that consists of four levels.
• **Exposure media:** it was measured through a gradual scale** consists of four evels.

• **Political participation:** this variable was measured by asking the respondent on the extent of his/her participation in political issues. A scale consists of two levels (yes, no) is applied by using dummy variables given the numbers 1 and 0 respectively for the encoding respectively.

• **The sense of belonging of the community:** It was measured by applying a scale * that measure by asking the respondent several expressions using (8 phrases).

• **Social justice:** was measured by a scale * that measure by asking the respondent several expressions (14 phrases).

• **Youth attitudes towards the behavior patterns of their lives:** it was measured by Likert* measure by asking the respondent several questions (18 phrases).

• **Participation in university activities:** that was measured by asking the respondent about his/her participation in any of the university activities (10 activities) and that was put on a scale consists of four levels**.

• **The attitude towards voluntary work:** it was also measured using a scale * that measure by asking the respondent several phrases (14 phrases)

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### II) Measurement of Dependent Variables:

There is disagreement among researchers regarding the number of dimensions of alienation in terms of quantity and quality. The elements of the measures used in the studies varied and differs ranged between (20 -125) element (Al-Mohamadawi, 2007, p. 79). This in turn was reflected on the nature of the results as they come in the light of the tools designed to measure. It is important to note that some of the measures developed to measure alienation in the foreign studies have consisted of several elements to measure the dimension of alienation. For example Middleton (1963, p. 973) has six elements to measure six dimensions of the alienation. Horton & Thompson (1962, p. 485) have applied four elements to measure two dimensions of alienation, and Gamson, (1961, p. 526) used five element to measure two dimensions of alienation.

In terms of the dependent variables, there are studies that applied one dimension only to measure the sense of alienation. The current study measured alienation by using six variables represents the dimensions of alienation.

### Dimensions of Alienation:

1. **Self-alienation** was measured by a scale * by taking the opinion of the respondents in 7 phrases.
2. **Powerlessness** was measured by a scale * by taking the opinion of the respondents in 6 phrases.
3. **Meaninglessness** was measured by a scale * by taking the opinion of the respondents in 6 phrases.
4. **Normlessness** was measured by a scale * by taking the opinion of the respondents in 6 phrases.
5. **Social isolation** was measured by a scale * by taking the opinion of the respondents in 5 phrases.
6. **Alienation** is the sum of the five dimensions of alienation.

A scale * is a gradual scale consisting of three levels* (agree, neutral, not agree). It is given positive scores of 3, 2, 1 and negative grades of 1,2,3.

** Created a scale of four levels (always, sometimes, rarely, no) responses were as follows, 3,2, 1, 0 respectively.

The degree of stability in the used measures in the research was measured by calculating Alpha Cronbach stability coefficient. The values of this coefficient ranged between 0.64 - 0.77, a value indicating the degree of stability acceptable to the standards used.

### The Results:

**First: Alienation Dimensions Among College Students:**

To achieve the first goal of the study, dimensions of alienation were arranged based on the percentages of each and they were arranged as follow: self alienation, powerlessness, meaninglessness, normlessness, and social isolation. These results are shown in table (1).

**A- Dimensions of Alienation Among College Students of Both Sexes:**

Each one of the alienation dimension was divided into categories before calculating the frequencies and percentages. Table (1) showed that:

**Females’ College Students:**

About 71.59%, of the females studying at the university felt an average self alienation, and 53.4% of them felt average powerlessness. It was also found that 62.5% of them suffered from the feeling of strong meaninglessness and females college students who had an average sense of normlessness accounted for 46.6%.
About 45.5% of alien females had the feeling of being strong socially isolated, and the feeling of females regarding strong alienation reached 44.3%.

**Males’ College Students:**

The percentage of male college students who felt an average self alienated accounted for 72.6%. The percentage of male students who felt strongly powerless reached 50%, and the feeling of strong meaningless power among them accounted for 53.2%. The percentage of males students who felt strong normlessness accounted for 48.38%. The results showed that the feeling of male students of being strong socially isolated accounted for 38.7% while 50% of them suffered from the feeling of an average alienation.

**b - Dimensions of Alienation Among Rural and Urban College Students:**

Table (1) shows that:

<table>
<thead>
<tr>
<th>Dimensions of Alienation</th>
<th>% for the dimensions of alienation</th>
<th>MALE (n=62)</th>
<th>FEMALE (n=88)</th>
<th>Total (n=150)</th>
<th>RURAL (n=63)</th>
<th>URBAN (n=87)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Social isolation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weak</td>
<td>9</td>
<td>14.51</td>
<td>9</td>
<td>10.22</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>45</td>
<td>72.6</td>
<td>63</td>
<td>71.59</td>
<td>108</td>
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<tr>
<td></td>
<td>strong</td>
<td>8</td>
<td>12.90</td>
<td>16</td>
<td>18.18</td>
<td>24</td>
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<td>Meanlessness</td>
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<tr>
<td></td>
<td>Weak</td>
<td>12</td>
<td>19.35</td>
<td>11</td>
<td>12.5</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>19</td>
<td>30.64</td>
<td>47</td>
<td>53.40</td>
<td>66</td>
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<tr>
<td></td>
<td>strong</td>
<td>31</td>
<td>50</td>
<td>30</td>
<td>34.09</td>
<td>61</td>
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<tr>
<td>Normlessness</td>
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<td></td>
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<td></td>
<td>Weak</td>
<td>11</td>
<td>17.7</td>
<td>6</td>
<td>6.8</td>
<td>17</td>
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<tr>
<td></td>
<td>Average</td>
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<td>29.0</td>
<td>27</td>
<td>30.7</td>
<td>45</td>
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<td>53.2</td>
<td>55</td>
<td>62.5</td>
<td>88</td>
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<tr>
<td>Alienation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>22</td>
<td>35.48</td>
<td>41</td>
<td>46.6</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>strong</td>
<td>30</td>
<td>48.38</td>
<td>32</td>
<td>36.4</td>
<td>62</td>
</tr>
</tbody>
</table>

Source: Data collected in the table were calculated from the questionnaire.
Rural College Students:
The percentage of rural college student who felt an average self alienation reached 66.67% and 44.44% of rural college students felt strong powerlessness. It was also found that 60.32% of rural college students felt that they have strong meaninglessness feeling, and 42.86% of the rural college students felt strong normlessness. About 50.79% of the rural college students have the feeling of strong social isolation. The strong feeling among rural students who suffered from alienation was estimated at 46.03%.

Urban College Students:
About 75.86% of urban college students felt an average self-alienation. While their average powerless feeling accounted for 47.13%, the strong feeling of meaninglessness among them reached 57.47%. The average feeling of normlessness represented 45.98%. It was also found that the percentage of students who felt an average social isolation reached 40.23%. The average feeling of alienation among urban students reached 47.1%.

Second: The Relationship Between the Dimensions of Alienation of the College Students: A) Relationships Between the Dimensions of Alienation Among Males and Females:
To achieve the Second objective of the study, the first above-mentioned hypothesis was formulated. The correlation coefficient was used to test the validity of the statistical hypothesis.

a- Relationships Between the Dimensions of Alienation for Males:
Table (2) shows that no statistical correlation was exited at 0.05 level of significance between feeling of self-alienation among male students and all the independent variables studied. Based on the above it can be said that the statistical assumption that there is no statistical significant relationship between feeling of self-alienation for males and all the independent variables is accepted.

The results show that there is significant positive correlation between feeling of male students of powerless and their social interaction at significance level of 0.01, and the value of the correlation coefficient was estimated to be 0.39. It also shows that there is significant positive correlation between feeling of male students of powerless and the following independent variables: sense of affiliation to community and the attitude towards voluntary work. The values of the correlation coefficient were 0.32 and 0.29 respectively measured at 0.05 significance level.

Based on the above, the hypothesis assumption of no statistical significant relationship is existed between feeling of male students of powerless and the following independent variables: social interaction, sense of affiliation to the community, and their attitude toward participation in the voluntary work is rejected, but it can be accepted for the rest of the independent variables studied.

The results also show the presence of significant positive correlation between feeling of the college students with meaninglessness and their affiliation with their families as well as their feeling concerning their interaction with the society. The values of the correlation coefficient were 0.30 and 0.27 respectively measured at 0.05 significance level.

Based on the above, the hypothesis assumption of no significant statistical relationship between feeling of male students with being meaninglessness and their sense of being self estrangers and their interaction with their societies is rejected, while it can be accepted for the rest of the independent variables studied.

Age, family belonging, social interaction, geographical openness, cultural openness, media exposure, social justice, the sense of belonging to the community, attitude of the young people toward the behavior patterns of their lives, political participation, participation in university activities, and the attitude towards voluntary work.

The study shows a significant positive correlation between feeling of male students with normlessness and their attitude towards voluntary work. The value of the correlation coefficient was calculated at 0.43 measured at 0.01 significance level. It was also found that there is a significant positive correlation between feeling of male students with normlessness and the following independent variables: social interaction, their sense of belonging to the local community, and their political participation. The values of the correlation coefficients were 0.31, 0.28, and 0.29 respectively measured at 0.05 significance level.

Based on the above, it can be said that the assumption that there is no statistical relationship existed between feeling of male students with normlessness and the following independent variables: the attitude towards voluntary work, their social interaction, their sense of belonging to the community, and their political participation is rejected. The assumption concerning the independent variables can be accepted.

The results show that there is significant positive correlation between feeling of male students with social isolation and their attitude towards the voluntary work. The value of the correlation coefficient was calculated at 0.30 measured at 0.05 significance level.
Based on the above hypothesis, it can be said that there is no significant statistical relationship existed between feeling of male students with social isolation and their attitude toward voluntary work. The hypothesis regarding the rest of the independent variables can be accepted.

The study revealed that there is significant positive correlation between feeling of male students with alienation and the following independent variables: social interaction, sense of belonging to the local community, and their attitude toward voluntary work. The values of the correlation coefficient were calculated at 0.61, 0.69, and 0.56 respectively measured at 0.01 significance level.

It also turns out that there is significant positive correlation at between feeling of male students concerning alienation and their affiliation towards their families, and their political participation is rejected. It is accepted for the rest of the independent variables.

Based on the above it can be said that the statistical hypothesis that there is no significant statistical relationship exists between sense of male students concerning alienation and the following independent variables: social interaction, sense of belonging of the community, the attitude towards voluntary work, the affiliation towards their families, and their political participation is rejected. It is accepted for the rest of the independent variables.

### Table 2: Correlation coefficients of the independent variables affecting the alienation of the college students of both sexes.

<table>
<thead>
<tr>
<th>Source</th>
<th>Dependent Variables</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
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<td>0.50</td>
<td>0.14</td>
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<tr>
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<td>Powerlessness</td>
<td>0.10</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Meaninglessness</td>
<td>0.19</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Normlessness</td>
<td>0.05</td>
<td>0.01</td>
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<tr>
<td></td>
<td>Social isolation</td>
<td>0.01</td>
<td>0.01</td>
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<tr>
<td></td>
<td>Alienation</td>
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<td>0.01</td>
</tr>
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<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Meaninglessness</td>
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<td>0.01</td>
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<tr>
<td></td>
<td>Normlessness</td>
<td>0.01</td>
<td>0.01</td>
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<tr>
<td></td>
<td>Social isolation</td>
<td>0.01</td>
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<tr>
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<td>Alienation</td>
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<td>0.01</td>
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<tr>
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<td>Normlessness</td>
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<td>0.01</td>
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<td></td>
<td>Social isolation</td>
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<td>0.01</td>
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<tr>
<td></td>
<td>Alienation</td>
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<td>0.01</td>
</tr>
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<td>Geographical openness</td>
<td>Self-alienation</td>
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<td>Powerlessness</td>
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<td>0.01</td>
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<td>Normlessness</td>
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<td>Alienation</td>
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<td>The sense of belonging to the community</td>
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<tr>
<td></td>
<td>Powerlessness</td>
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<td></td>
<td>Social isolation</td>
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<td></td>
<td>Alienation</td>
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<tr>
<td></td>
<td>Social isolation</td>
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<tr>
<td></td>
<td>Alienation</td>
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</tr>
<tr>
<td>Attitude towards voluntary work</td>
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<tr>
<td></td>
<td>Powerlessness</td>
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<td>0.01</td>
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<td>Meaninglessness</td>
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<td>Normlessness</td>
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<td>Social isolation</td>
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<tr>
<td></td>
<td>Alienation</td>
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<td>0.01</td>
</tr>
</tbody>
</table>

* Significant at 0.05  ** Significant at 0.01

### b - Correlation Between the Dimensions of Alienated for Females:

The results of table (2) show the presence of positive significant correlation at the level of 0.01 between feeling of female students with self-alienation and each of age and the attitude towards voluntary work. The values of the correlation coefficient were calculated at 0.32 and 0.28 respectively While the results shows significant inverse correlation between self-alienation for female students and their attitude towards their behavior patterns of their lives. The value of the correlation coefficient was calculated at - 0. at 0.05 significance level.

The statistical hypothesis that there is no relationship between female self-alienation and each of: age, youth attitudes towards the behavior patterns of their lives, and their attitude concerning voluntary work can is rejected, The relationship with the rest of the independent variables studied is statistically accepted.

The results show a significant inverse correlation between the feeling of female with powerlessness and their sense towards geographical openness. The value of the correlation coefficient was estimated at - 0.30 measured at 0.01 level of significance. There is significant adverse correlation between feeling of females with powerlessness and youth attitudes towards the behavior patterns of their lives. The value of the coefficient correlation was estimated at - 0.23 measured at 0.05 level of significance.
Building on the above, the hypothesis that there is no statistical relationship between females feeling of powerlessness and each of the geographical openness and youth attitudes towards the behavior patterns of their lives can be rejected, while it can be accepted for the rest of the independent variables studied.

There is a significant positive correlation between the feeling of females with meaninglessness and their attitude towards voluntary work. The value of the correlation coefficient was calculated at 0.24 measured at 0.05 significance level. There is an inverse significant correlation between the sense of females of being meaninglessness and their social interaction. The value of the correlation coefficient was -0.25 measured at 0.05 significance level.

Building on the above, the statistical hypothesis that there is no statistical relationship between the females feeling with meaninglessness with their social interaction and their attitude toward voluntary work is rejected, while accept the relationship with the rest of the independent variables studied.

An inverse significant correlation was found between female feeling of meaningless and their exposure toward the media. The value of the correlation coefficient was estimated at -0.30 measured at a significance level of 0.01. The table shows that there is significant adverse correlation between females sense of normlessness and their opening towards cultural and youth attitudes towards the behavior patterns of their lives adverse morale. The value of the correlation coefficient were - 0.24, - 0.21 respectively measured at 0.05 significance level.

Accordingly, the statistical hypothesis that there is no relationship between the sense of females with normlessness and their opening toward culture, media exposure, and their attitude towards the behavior patterns of their lives is rejected, while accept its relation with the rest of the independent variables studied.

The results show that there is no significant correlation between sense of females of social isolation and all the independent variables studied measured at 0.05 level of significance, therefore the hypothesis that there is no relationship between females feeling of social isolation and all the independent variables studied can be accepted.

The study shows that there is positive significant correlation between the females feeling of alienation and each of their ages and their social interaction. The values of the correlation coefficient were estimated at 0.31 and 0.28 respectively measured at 0.01 level of significance. There is also significant positive correlation between females feeling with alienation and their attitude towards voluntary work. The value of the correlation coefficient was estimated at 0.21 measured at 0.05 significance level.

There is significant adverse correlation at between the feeling of females with alienation and their opening towards other geographical areas. The value of the correlation coefficient was calculated at - 0.34 measured at 0.01 level of significance. There is significant inverse correlation measured at 0.05 significance level between feeling of females of alienation and their attitude towards their behavior patterns of their lives. The value of the correlation coefficient was calculated at -0.25. The statistical hypothesis that there is no relationship between females feeling of alienation and each of: age, social interaction, geographical openness, attitude towards the behavior patterns of their lives, and their attitude towards voluntary work is rejected, while its relationship with the rest of the independent variables studied can be accepted.

**B) Relationships Between the Dimensions of Alienation for Rural and Urban College Students:**

To achieve the third goal of the study the second above–mentioned research hypothesis was formulated and a validity test for the statistical hypothesis was conducted by using simple correlation coefficient:

**a– Relationships Between the Dimensions of Alienation for Rural College Students:**

Data in table (3) shows positive significant correlation between psychological alienation for rural college students and their political participation and their attitude towards voluntary work. The value of the correlation coefficients were 0.34 ** and 0.43 ** respectively measured at 0.01 significance level. It shows positive significant correlation between the psychological alienation for rural college students and their interaction with the social life. The value of the correlation coefficient estimated at 0.28 * measured at 0.05 significance level.

There is an inverse significant correlation between the psychological alienation for the rural college students and each of their exposure towards the media exposure media and the social justice. The value of the correlation coefficient is calculated at - 0.40 ** and -0.40 ** respectively measured at 0.01 level of significance. It evident the existence of inverse significant correlation between the psychological alienation for rural college students and their ages. The value of the correlation coefficient is estimated at - 0.27 * measured at 0.05 significance level.

Based on the above, the statistical hypothesis that there is no relationship between self alienation for rural college students and the following independent variables: age, social interaction, media exposure, social justice, political participation, attitude towards voluntary work can be rejected. The relationship with the rest of the independent variables studied can be accepted.
The results of the same table show significant positive correlation between the sense of the rural students of powerless and their social interaction and their sense of belonging to the community. The values of the correlation coefficient are estimated at 0.27 and 0.31 respectively at 0.05 level of significance. It was also found that there is significant inverse correlation between their feeling of powerless and the behavior patterns of their lives. The value of the correlation coefficient is estimated at -0.53 measured at 0.01 significance level.

Based on the above statistical hypothesis that there is no statistical relationship between the feeling of the young rural students regarding normlessness and the cultural openness. The value of the correlation coefficient is estimated at 0.30 and 0.25 respectively measured at 0.05 significance level. There is inverse significant correlation between the feeling of the rural students with meaninglessness and their participation in the university activities. The value of the correlation coefficient is estimated at -0.30, -0.25 respectively.

The results from the same table shows the existence of significant positive correlation between the feeling of the rural students with meaninglessness and their participation in the university activities. The values of the correlation coefficient are estimated at 0.27 and 0.31 respectively at 0.05 level of significance. It was also found that there is significant inverse correlation between their feeling of powerless and the behavior patterns of their lives. The value of the correlation coefficient is estimated at -0.53 measured at 0.01 significance level.

Based on the above statistical hypothesis that there is no relationship between sense of rural students of powerless and each of their social interaction, the sense of belonging to the community, and their attitude toward their lifestyle can be rejected, while the relationship with the rest of the independent variables studied can be accepted.

**Table 3: Correlation of the variables affecting the alienation of rural and urban college students.**

<table>
<thead>
<tr>
<th>Rural and urban college students</th>
<th>RURAL</th>
<th>URBAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent Variables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Independent variables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>-2.73*</td>
<td>-1.97</td>
</tr>
<tr>
<td>Family belonging</td>
<td>-1.07</td>
<td>-1.34</td>
</tr>
<tr>
<td>Social interaction</td>
<td>-2.85*</td>
<td>-2.70*</td>
</tr>
<tr>
<td>Geographical openness</td>
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<td>-1.91</td>
</tr>
<tr>
<td>Cultural openness</td>
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<td>-0.164</td>
</tr>
<tr>
<td>Media exposure</td>
<td>-4.03**</td>
<td>-1.65</td>
</tr>
<tr>
<td>Social justice</td>
<td>-4.04**</td>
<td>-1.35</td>
</tr>
<tr>
<td>The sense of belonging to the community</td>
<td>0.08</td>
<td>0.314*</td>
</tr>
<tr>
<td>Attitude of the young people toward the behavior patterns of their lives</td>
<td>-0.23</td>
<td>-0.535**</td>
</tr>
<tr>
<td>Political participation</td>
<td>3.36**</td>
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</tr>
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<td>Participation in university activities</td>
<td>0.73</td>
<td>-0.066</td>
</tr>
<tr>
<td>Attitude towards voluntary work</td>
<td>4.31**</td>
<td>0.191</td>
</tr>
</tbody>
</table>

Source: Data collected in the table were calculated from the questionnaire

* Significant at 0.05 ** Significant at 0.01

The results from the same table shows the existence of significant positive correlation between the feeling of the rural students with meaninglessness and their interaction with the society. The value of the correlation coefficient is calculated at 0.35 measured at 0.01 significance level. The results show a significant positive relationship regarding rural students concerning their sense of meaningless and their participation in the political life as well as their participation in the university activities. The values of the correlation coefficient is estimated at 0.30 and 0.25 respectively measured at 0.05 significance level. There is inverse significant correlation between the feeling of the rural students with meaningless and their ages. The value of the correlation coefficient is calculated at -0.29 measured at 0.05 significance level.

Based on the above, the statistical hypothesis that there is no relationship between the feeling of the young rural students of meaningless and their interaction with the society, their participation in the political life, and their participation in university activities is rejected, while this relation with the rest of the independent variables studied can be accepted.

The results revealed that there is significant inverse correlation between the sense of the rural college students regarding normlessness and the cultural openness. The value of the correlation coefficient is estimated at -0.37 measured at 0.01 significance level. There was also significant inverse correlation at 0.05 significance level between the feeling of the rural college students with their sense towards the social justice, and their attitude towards their lifestyle. The value of the correlation coefficient is estimated at -0.29, -0.30 respectively.

Based on the above statistical hypothesis that here is no statistical relationship between the sense of the rural university students with normlessness and their opening up toward the culture and their sense toward the social justice as well as their attitude toward their lifestyle can be rejected. The relationship with the rest of the independent variables studied can be accepted.
There is significant positive correlation at 0.05 significance level between the social isolation of the rural college students and their attitude towards the voluntary work. The value of the correlation coefficient is estimated at 0.30.

Based on the above, the statistical hypothesis that there is no statistical relationship between social isolation for rural college students and their attitude toward voluntary work can be rejected, while its relationship with the rest of the independent variables studied can be accepted.

The results show the presence of significant positive correlation at 0.01 significance level between the feeling of young rural students with alienation and their interaction with the society, their sense of belonging to the local community, and their attitude toward the voluntary work. The values of the correlation coefficient are 0.54, 0.46, and 0.35 respectively.

The study shows a significant positive correlation between the feeling of the rural students with alienation and their participation in the political life. The value of the correlation coefficient is 0.25 measured at 0.05 level of significance. There is significant inverse correlation at 0.05 significance level between the feeling of rural students with alienation and their ages, their openness to the other geographical areas, their feeling toward social justice, and their attitudes towards the behavior patterns of their lives. Values of the correlation coefficients are -0.25, -0.30, -0.30, and -0.30 respectively.

Based on the above, the statistical hypothesis that there is no relationship between the sense of young rural college students with alienation and their ages, their openness to the other geographical areas, their feeling toward social justice, and their attitudes towards the behavior patterns of their lives can be rejected while its relationship with the rest of the independent variables studied can be accepted.

**b- Relationships Between the Dimensions of Alienation for Urban College Students:**

Table (3) shows that there is significant positive correlation at 0.05 significance level between sense of the urban students with self-alienation and the geographical openness, cultural openness, and the media exposure.

The values of the correlation coefficients are 0.27, 0.21, and 0.24 respectively. The statistical hypothesis statistical that there is no relationship between self-alienation of the young urban university students and the following independent variables: geographical opening, cultural openness, and media exposure can be rejected, while its the rest of the independent variables can be accepted.

The results also show that there is significant positive correlation at the level of 0.05 significance level between the feelings of the urban students of powerless and their attitudes towards the behavior patterns of their lives. The value of the correlation coefficient is estimated at 0.26. There is significant adverse correlation at 0.05 significance level between the feeling of the urban students with powerless and their geographical openness. The value of the correlation coefficient is estimated at -0.25.

Building on the above, the statistical hypothesis that there is no statistical relationship between the feelings of the urban students of powerless and their geographical openness, their attitudes towards the behavior patterns of their lives can be rejected, while can accept its relationship with the other independent variables.

A significant positive correlation at significance level of 0.01 is found between the sense of the young urban students of meaninglessness and the cultural openness and their attitudes towards voluntary work. The values of the correlation coefficients are 0.29 and 0.27 respectively. There is also significant positive correlation at the level of 0.05 significance level between the feeling of the urban students of meaninglessness and their attitudes towards the behavior patterns of their lives. The value of the correlation coefficient is estimated at 0.30.

Based on the above, the hypothesis that there is no statistical relationship between the feeling of the urban college students of meaninglessness and their opening up to the culture, youth attitudes towards the behavior patterns of their lives, and their attitude towards voluntary work can be rejected while can be accepted.

The results show that there is significant positive correlation at 0.05 significance level between the feeling of urban students of normlessness with their ages, their attitude toward voluntary work. The values of the correlation coefficient are calculated at 0.27 and 0.23 respectively.

Building on the above, the hypothesis that there is no statistical relationship between the feeling of urban students of normlessness with their ages and their attitude toward voluntary work can be rejected, while its relationship with the rest of the independent variables can be accepted.

The table shows that there is a significant positive correlation between the feeling of the urban students of social isolation and their attitude towards the voluntary work. The values of the correlation coefficient is 0.35 measured at 0.01 significant level. While the feeling of the urban students of social isolation and their attitude towards their behavior patterns of their lives. The values of the correlation coefficient is 0.22 measured at 0.05 significant level. The hypothesis that there is no statistical relationship between social isolation for young urban college students and their attitudes towards the behavior patterns of their lives and their attitude toward voluntary work can be rejected, while its relationship with the rest of the independent variables can be accepted.
The results show the presence of significant positive correlation at 0.01 significance level between the feeling of urban college students of alienation and the following independent variables: age, cultural openness, social interaction, exposure to media, and their attitude towards voluntary work. The values of the correlation coefficients are 0.33, 0.45, 0.33, 0.27, and 0.35. The results also show significant positive correlation between the feeling of urban college students of alienation and their affiliation to their families, and their sense of social justice. The values of the correlation coefficient are calculated at 0.26 and 0.22 respectively measured at 0.05 significance level.

Based on the above, the hypothesis that there is no relationship between the feeling of urban college students of alienation and their affiliation to their families, and their sense of social justice. The values of the correlation coefficient are calculated at 0.26 and 0.22 respectively measured at 0.05 significance level.

The results are in compliance with the studies of (Al-Sanieh, 1993) and (Mohamedawi, 2007) that there is relationship between age and females feeling of alienation for rural and urban college students. It is also consistent with the study of (Al-qraiti and Abdul Aziz;1991) that there is no relationship between age and males feeling of alienation.

In general, it became clear from the results that there are variables such as age, exposure to media, geographical openness, and cultural openness, youth attitudes towards the behavior patterns of their lives, and their attitude towards voluntary work can be rejected, while its relationship with the other the independent variables were accepted.

These results are consistent with the theory of Kinston who expressed alienation as non commitment. It is consistent with the study of (Baker, 1979), (Al-Hadidi, 199), (Abada and others, 1998), (Anoz, 1999), (AL-Desouqi, 1997), (Ali, 2008), and (Hassan 1993), (Abul-Enein, 1993), (Mohoney and Quick, 2001). There is disagreement with the following studies: (Abdul-Latif, 1991), (Al-Moussawi, 1997), (Al-, 1999), (Kandari, 1998), (Khalifa, 2002), (Muhammadawi, 2007), (Alashlol and others, 1985), (Abu Ala, 2002), (Katalo, 2007), (Tarrah and Jassim ; 1992), (Al-Sassi and Ben Zahi; 2006), (Maliki, 1994), (Gordan, 1999), (Bahadur and Others, 1996), (Shoho, 1996).

**Third: The Moral Test of Differences Between the Average Dimensions of Alienation: A-The Differences Between the Average Values of Dimensions of Alienation Among College Students of Both Sexes:**

To achieve the fourth goal of the study, the above-mentioned third research hypothesis was formulated to test the statistical hypothesis applying "Mann-Whitney" (u) test to measure the differences between the average values of the dimensions of alienation among young people of both sexes. It becomes clear from the results of Mann and Whitney test in Table (4). The results show the absence of significant differences between the dimensions of alienation: self-alienation, powerlessness, meaninglessness, normlessness, and social isolation, and alienation for males and females. Building on the above the statistical hypothesis that there are no differences between the average values of dimensions can be accepted for the five dimensions for both sexes.

This is consistent with the study of (Mohammed and Abdulla, 1997), (Khalifa, 2002), (Mohamedawi, 2007). There is disagreement with the following studies: (Abdul-Latif, 1991), (Al-Moussawi, 1997), (Al-, 1999), (Kandari, 1998), (Al-Naimi, 2005), (Damanhouri and Medhat, 1990), (Al-Khatib, 1991), (Owaidat, 1995), (Al-Sanieh, 1993) and (Mohamedawi, 2007) that there is no relationship between age and females feeling of alienation.

The results are in compliance with the studies of (Al-Sanieh, 1993) and (Mohamedawi, 2007) that there is no relationship between age and females feeling of alienation.

**Table 4:** Testing the differences between means of values of alienation and its dimensions for both sexes for rural and urban college students applying Mann Whitney U test.

<table>
<thead>
<tr>
<th>Dimensions of alienation</th>
<th>MALE</th>
<th>FEMALE</th>
<th>Mann-Whitney U</th>
<th>RURAL</th>
<th>URBAN</th>
<th>Mann-Whitney U</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean of rank</td>
<td>Sum of Ranks</td>
<td>Mean of rank</td>
<td>Sum of Ranks</td>
<td>Mean of rank</td>
<td>Sum of Ranks</td>
</tr>
<tr>
<td>Self-alienation</td>
<td>69.77</td>
<td>4326</td>
<td>79.53</td>
<td>6999</td>
<td>2373</td>
<td>79.13</td>
</tr>
<tr>
<td>Powerlessness</td>
<td>79.30</td>
<td>4916.5</td>
<td>72.82</td>
<td>6408</td>
<td>2492.5</td>
<td>78.96</td>
</tr>
<tr>
<td>Meaninglessness</td>
<td>71.27</td>
<td>4419</td>
<td>78.48</td>
<td>6906</td>
<td>2466</td>
<td>77.84</td>
</tr>
<tr>
<td>Normlessness</td>
<td>81.52</td>
<td>5054</td>
<td>71.26</td>
<td>6271</td>
<td>2355</td>
<td>77.72</td>
</tr>
<tr>
<td>Social isolation</td>
<td>72.60</td>
<td>4501.5</td>
<td>77.54</td>
<td>6823.5</td>
<td>2548.5</td>
<td>80.37</td>
</tr>
<tr>
<td>Alienation</td>
<td>78.63</td>
<td>4875</td>
<td>73.30</td>
<td>6450</td>
<td>2534</td>
<td>84.09</td>
</tr>
</tbody>
</table>

Source: Data collected in the table were calculated from the questionnaire

* Significant at 0.05

These results are consistent with the theory of Kinston who expressed alienation as non commitment. It states that alienation appears in the folds of communities depending on the different cultural social and political patterns. After the revolution of January 25, many social, psychological and economic challenges facing young men and women and society as a whole have happened, which made them have equal opportunities in expressing themselves and allow them to express their opinions. They were faced with situations, conditions, and changes that made them feel alienated at the same degree. This is also consistent with the theory of Victor Frankel (alienation expression of the absence of meaning and psychological hunger), which is based on the fact that individual's life centered on the will of meaning, in which people can achieve the meaning, the relevance and purpose of life. Many young people - after the Revolution found the meaning of life.
B- Differences Between the Average Values of the Dimensions of Alienation Among Young Rural and Urban College Students:

To achieve the fifth goal of the study, the above mentioned fourth research hypothesis was formulated to test the differences between averages of values of alienation and the dimensions of the rural and urban college students applying "Mann – Whitney" U test. The results of table (4) show that the existence of significant differences in the degree of alienation among young rural and urban students, with an average grade for young college rural students of 84.09, while the average grade for the urban college students was 69.28. The value of "U" test was estimated at 2199.5 *, which is statistically significant at 0.05 level of significance. The results show insignificant differences of the dimensions of the alienation for the following independent variables: self- alienation, powerlessness, meaninglessness, normlessness, and social isolation among young rural and urban college students.

It can be said that the above hypothesis can be rejected meaning that there is no statistical difference was existed between the average values of alienation for rural and urban college students, and the hypothesis can be accepted for the rest of dimensions for young rural and urban university students.

These results are consistent with the theory of Kinston concerning alienation, which states that alienation appears in the folds of communities depending on the different cultural patterns, social and political patterns. This differs according to place of residence since different areas have different economic, social, and psychological changes as well as the different conditions of society regarding culture, customs, and traditions. That is reflected in feeling of young rural university students of alienation more than the young urban university students. They are more linked to their communities and their families. The place of their study is different from the place of residence which increases their sense of their feeling of spatial alienation away from their families and their community, a matter that increases the size of the differences between them.

Recommendations:

In the light of the objectives of the current study, the results propose the following recommendations:
1. Identify youth targets, desires, and interests at each studying level and direct them towards the right direction in order for them to feel psychological relaxation, and to achieve flexibility in their emotional responses especially when the rural students bear and suffer from different problems and crises in their lives, especially those who are studying away from their families and their communities.
2. Attention should be given to help students to solve the problems that they face in order not to be isolated from themselves and their societies which lead them to fall in case of alienation.
3. Create a university environment that satisfies the needs of the students and keep them away from the feeling of alienation.
4. Pay more attention to some of the factors that can reduce the severity of alienation such as the media exposure, geographical and cultural openness, and strengthen the positive trends of the behavior of young people that determine the patterns of life. This has to be conducted with the support of the university and the civil society organizations.
5. Implementation of a psychological program to correct the mental health beliefs caused by alienation. The target is to reduce the severity of the alienation among the young people (teens) especially those who get high scores on a scale of alienation, with the involvement of the family in that matter.
6. Based on these results, it is recommended that more studies should be conducted in this field on samples from the other Egyptian universities to show to recognize to what extension the alienation phenomenon is exist. In order to propose appropriate solutions, there is a need to analyze the sources of alienation. These types of studies should be applied on the alienation phenomenon especially among rural college students since they are the group who suffer the most.

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