



A Study on Social Isolation of P.G Level Students of Purulia District

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ABSTRACT

Social isolation is a lack of social connections or a condition when an individual is surrounded by many people or interact with many people but feel very lonely. This attitude shown mostly in university students. So the objectives of this study is mainly observe the attitudes of social isolation in P.G. level students. This research work shows that male-female and arts-science students are similar on the basis of attitudes toward social isolation but not similar attitude exist in rural-urban students. It is widely shows that rural male and urban male students are also not similar on the basis of attitude towards social isolation.

KEYWORDS: Social Isolation, Attitude, P.G. Level students, male-female, arts-science and rural-urban.

INTRODUCTION

Social isolation is a lack of social connections, it can lead to feelings of loneliness fear of others or negative self-esteem (Gorain et al., 2018). Everyone needs social connections to survive and thrive. If you are socially isolated or feeling lonely it can put your physical and mental health at risk. Social isolation is associated with higher risk for health problem such as depression cognitive decline and communication (Gorain et al., 2021). It is generally considered to be subjective in nature and includes negative feelings related to being alone and reduce social connections. Loneliness does not always mean lack of social contacts. Can be surrounded by many people or interact with many people but feel very lonely. Social isolation occurs when a person is intentionally excluded from a social relationship or social interaction (Gorain et al., 2022). A person may be rejected by a few individuals or by entire group can have a particular negative effect on the rejected individual, leading to social isolation. Social isolate considered them-selves separate from other and outside the mainstream of normal life. Social isolation is isolation from society. As a result of isolation from society, various maladaptive behaviours are observed in the individual. Being cut off from society makes a person feel lonely. Which is very harmful for the health of the person. As a result of isolation from society, individuals face various problems. It has physical and mental effects. Loneliness is a person's feeling alone despite living in society (Gorain & Saha, 2023). Loneliness leads to various forms of depression and inferiority. Social Isolation Loneliness is on the rise in today's society. Its effects spread across people of all ages. Social isolation and loneliness also increase the risk of death in a person. Due to this, the person is suffering from various diseases, such as high blood pressure, cholesterol depression, and various other diseases. Social isolation and loneliness need to be heard and come forward to solve their problems. Social isolation and loneliness have a major impact on higher education. If this problem is not addressed, it will continue to increase. Not only in the field of higher education, this problem is now common among people of all age groups. Due to this, the individual becomes isolated from the society. Various inconsistent behaviours are appearing in him. Being separated from the normal person. If its effect continues like this for a long time, it can cause various problems. Everyone should come forward to solve this problem.

REVIEW OF RELATED LITERATURE

Massom (2016) conducted a study on "Social isolation: A conceptual analysis". A vital concept in the social sciences is social alienation and it has multiple meanings. It can be defined as the loss of social relationships at the individual level or isolation from essential social institutions at the social level. The theoretical framework has some similarities in operationalizing the overall concept of social isolation. Nonetheless, empirical findings suggested by several researchers show inconsistencies in ascertaining relevant indicators. A principle is whether to apply objective indicators to measure socio-political conditions and the economic status of the target community should be based on social relationships. Filho et al. (2021) conducted a study on "Impacts of COVID-19 and social isolation on academic staff and students at universities: a cross-sectional study". As the COVID-19 pandemic spread across the world, universities were also closed, resulting in social isolation between university staff and students. The aim of this study was to identify the perceived impact of staff work and student learning on the university. The study used a variety of methods, including an online survey on the effects of social isolation using nonprobability sampling. A total of 711 questionnaires were received from 41 countries. Inferential Statistics were used to access significant differences between geographic region, work sector and other socio-demographic factors on the impact of social isolation of university staff and students. The survey revealed that 90% of respondents were affected by the shutdown where affected by the shutdown and were unable to conduct normal work studies at their institutions for 1 week to 2 months. Lennartsson, Rehnberg and Dahlberg (2022) conducted a study on "The association between loneliness, social isolation and all-cause mortality in a nationally representative sample of older women and men". Those who are lonely and

socially isolated have a higher risk of death than those who are not lonely and socially isolated. The aim of the study was to examine the separate, reciprocal and combined effects of loneliness and social isolation on mortality in older women and men. Data from the study, a nationally representative sample of persons aged 69 + in Sweden, were combined with registered mortality data and analysed by Cox regression. Older women and men who experienced loneliness and social isolation also had higher mortality rates. The combined effects of loneliness and social isolation did not outweigh the effects of their independence. Newall and Menec (2017) conducted a study on “Loneliness and Social isolation of older adults: Why it is important to examine these social aspects together”. This study shows that social isolation and loneliness are significant health issues for older adults. Both social isolation and loneliness are included in the study. Concepts of social isolation and loneliness are discussed compared and examined separately. Data across 308,849 individuals, followed for an average of 7.5 years, indicate that individuals with adequate social relationships have a 50% greater likelihood of survival compared to those with poor or insufficient social relationships. Williams and Braun (2019) conducted a study on “Loneliness and social isolation- a private problem a public issue”. Loneliness is the subjective state of feeling alone. Dissatisfaction with the quantity and quality of social relationships. Recent studies have demonstrated the widespread nature of the condition and its long-term effects on health. A 2010 study found that 70% of teenage girls were affected by loneliness. A 2018 study of adults found that 48.3% nearly half of those ages 18 - 22. Known as the Gen Z population had the highest loneliness scores. Individuals aged 72+ had the lowest loneliness scores. Loneliness increases blood pressure and cholesterol, causing physical and emotional stress. By doing family and society have considerable influence on socially isolated individuals. Adolescents and young adults exhibit the greatest proportion of loneliness 38.6% scored high on the loneliness survey. A Meta study found that strong and deep social connections were associated with a 50% reduced risk of early death. Fakoya, McCorry and Donnelly (2020) conducted a study on “Loneliness and Social isolation interventions for older adults: a Scoping review of reviews”. Loneliness and social isolation have raised Public health concerns in society. People over 60 have a 50% risk of social isolation and it appears that one-third of people will experience loneliness later in life. The aim of this scoping review was to assess the reduction of loneliness and social isolation in individuals. Three electronic databases were systematically searched for relevance. Any type of review published in English reported data on the categories of individual loneliness and social isolation interventions, a total of 33 reviews met the inclusion criteria. Evaluated different interventions targeting people living in different communities. Individuals experiencing loneliness and isolation may have difficulty delivering standardized interventions. Interventions are therefore needed to be tailored to the needs of specific groups and levels of loneliness. Therefore, future research should aim to find out for whom and what interventions work. Lunstad et al. (2015) conducted a study on “Loneliness and Social Isolation as risk factors for Mortality: A Meta-Analytic Review” The purpose of this meta-analytic review was to establish the overall relative dimensions of social isolation and loneliness. A literature search of the study was conducted using social work abstracts and Google Scholar. The included studies provided quantitative data on mortality rates affected by loneliness and social isolation. Social isolation odds ratio OR=1.29 Loneliness OR=1.26 and residence 1.32 increased the odds of death by 26% and 32% respectively with an average of 29%. Here we find no difference between measures of objective and subjective social isolation. Results were consistent across gender, length of follow and initial health status appears to influence outcomes. However, results differ by age. Social deprivation predicts mortality in samples with a mean age below 65 years. Thus the effect of both objective and subjective social isolation on mortality risk is comparable to that of mortality risk factors. Dieh et al. (2018) conducted a study on “Loneliness at universities determinates of emotional and social loneliness amongst students”. The transition from school to University involves social, structural and behavioural changes. These changes can lead to feelings of loneliness as well as illness. The aim here was to determine loneliness among students and identify its determinants and relationship with transition variables. 689 students in Germany participated in the Adolescent Nutrition and physical activity survey. Associations of loneliness with the above-mentioned aspects were analysed using descriptive statistics and linear regression. 32.4% felt moderately lonely, and 3.2% felt severely lonely. Emotional loneliness is common. Transition-related variables produce mixed results. This research indicates that loneliness has an impact on University students. This research shows that loneliness has an impact on University students. The authors discuss interventions to prevent loneliness that may help students reduce disease burden in their future professional lives. Tomaka, Thompson and Palacios (2006) conducted a study on “The Relation of Social Isolation, Loneliness and Social Support of to Disease Outcomes. Among the Elderly”. The same study examined the relationship between social isolation, loneliness and social support for health outcomes in a sample of New Mexico seniors. 755 Southern New Mexico seniors were tested. Participants answered questions related to social isolation, loneliness, hypertension, Cancer, diagnosis etc. Co-relational and logistic analysis indicated that these were consistently associated with health outcomes. Ethnicity revealed similarities and differences between predictors and variables. The results demonstrate the importance of social variables in predicting disease outcomes in the elderly and ethnically. Pullum and Akyil (2017) conducted a study on “Loneliness and Social Isolation among Elderly people”. Social isolation is a serious problem in adults and the elderly, causing adverse health conditions. Social isolation can be overcome by identifying its causes and taking appropriate steps. Older people should be encouraged to share their experiences with everyone so that they do not become isolated from society and ensure their continued economic productivity. People aged 60-80 are more lonely. Hunt et al. (2017) conducted a study “An overview of systematic review on the public health consequences of social isolation and loneliness” Social isolation and loneliness have become commonplace in the developed world. A systematic review was conducted to quantify social isolation and loneliness, identify differences, and determine differences from the results of non-systematic reviews. Eight databases were searched covering social isolation and loneliness from 1950 to 2016. As determined by two or more reviewers for inclusion, the quality of the included systematic reviews was assessed using the measurement tool for assessing systematic reviews checklist. Appraisal methods for evaluating the quality of evidence in reviews using grading of recommendations. 40 systematic reviews of predominantly observational studies were identified. Meta-analyses have identified associations between social isolation and loneliness with increased all-cause mortality and cardiovascular disease. Descriptive systematic reviews suggest a less strong and weak association between behavioural and physical relationships with mental health outcomes. Alghraiben and Jueed (2017) conducted a study on “The Relationship between Affective and Social isolation among undergraduate students” Here, the correlation between social isolation and emotional isolation was examined among 457 undergraduate students using stratified cluster sampling. It was conducted on first and fourth-year students out of which 221 were male and 236 were female. All of whom were either first or fourth-year students enrolled in various majors at Kings Sound University. Means, standard deviations, person correlations, z values, a regression analysis. Using different questions, it was found that men showed more emotional detachment. International differences between sex and academic level on emotional detachment

were found. Thus, it can be seen that there is a correlation between the degree of social isolation of family control, self-confidence and communication. Also found that friendly isolation with friends was also negative and emotional isolation predicted social isolation among students. Haldar et al. (2022) conducted a study on sustainable development and found that urban male and female trainee teachers exhibited a significant disparity in their attitudes towards Sustainable Development. Ansary, Ansary and Adhikari (2022) in their study revealed that there is no significant difference in the attitudes towards social adjustment among under graduate students in Purulia District, regardless of gender, rural-urban background. Khatun, Ansary and Adhikari (2022) found that no significant difference existed between male and female undergraduate students in their attitude toward yoga education. Saha and Maji (2013) conducted a study and found that environmental education, awareness, and training significantly encourage and enhance people's participation in conservation, protection, and sustainable management of the environment. Das, Gayen and Sen (2023) conducted a study on lifestyle of health and sustainability (LOHAS) and found that among science and arts, rural and urban, and male and female undergraduate students of Purulia district in West Bengal, India, there were no significant differences in LOHAS, physical fitness, mental health, emotional health, spiritual health, environmentalism, and social consciousness. Adhikari, Mahato and Sen (2023) conducted a study on anxiety, depression, stress, general self-efficacy and specific self-efficacy and found that all the aforesaid variables are related. Sutradhar et al. (2023b) conducted a study by Mahalanobis Distance on self-efficacy, depression, anxiety and stress of university students and found that the dynamical nature of five dependent variables for various sets of independent variables is not significantly different. Mahato, Sen and Adhikari (2023) conducted a study on depression, anxiety, stress and self-efficacy of post-graduate students and found that all the aforementioned variables are interrelated. Sen et al. (2023b) in a study found strong correlation between the organizational climate and institutional commitment among West Bengal secondary school teachers. Gayen, sen and Adhikari (2023) found that significant relationships exist among various dimensions of organizational climate and institutional commitment among secondary level school teachers in West Bengal. A study by Sutradhar et al. (2023a) explored the controversial use of correlational statistics in educational research, addressing potential pitfalls and alternative analytical approaches. Sen, Pal and Adhikari (2023) conducted a study on self-efficacy, depression, anxiety and stress of postgraduate students and found significant difference in the dynamical nature of five dependent variables across various groups of independent variables. Gayen and Sen (2021) in their study found that significant relationships were there between anxiety and depression in female students, stress and depression in female students, anxiety and depression in students of the education department, anxiety and depression in students of other departments, anxiety and depression in 2nd semester students, and anxiety and depression in 4th semester students, with no significant relationships identified among other aspects. Sen et al. (2021a) conducted a study on general self-efficacy and specific self-efficacy of postgraduate students in the COVID-19 Pandemic and found that significant difference in general self-efficacy between male and female students, while gender, department, and semester of study do not indicate any significant difference in specific self-efficacy. A study by Sen et al. (2021b) revealed that significant difference is there in the levels of depression, anxiety, and stress among postgraduate students in relation to gender, department, and semester, and their overall condition is uniformly disheartening.

OBJECTIVES OF THE STUDY

1. To reveal the difference between the attitude of Male and Female P.G. level Students towards Social Isolation.
2. To explore the difference between the attitude of Rural and Urban P.G. level Students towards Social Isolation.
3. To examine the difference between the attitude of Arts and Science stream P.G. level Students towards Social Isolation.
4. To examine the difference between the attitude of Rural Male and Urban Male P.G. level Students towards Social Isolation.
5. To explore the difference between the attitude of Rural Female and Urban Female P.G. level Students towards Social Isolation.
6. To reveal the difference between the attitude of Rural Male and Rural Female P.G. level Students towards Social Isolation.
7. To express the difference between the attitude of Urban Male and Urban Female P.G. level Students towards Social Isolation.
8. To point out the difference between the attitude of Arts Male and Arts Female P.G. level Students towards Social Isolation.
9. To introspect the difference between the attitude of Science Male and Science Female P.G. level Students towards Social Isolation.
10. To point out the difference between the attitude of Arts Male and Science Male P.G. level Students towards Social Isolation.
11. To point out the difference between the attitude of Arts Female and Science Female P.G. level Students towards Social Isolation.

HYPOTHESES OF THE STUDY

H₀₁: There is no significant difference between the attitude of Male and Female P.G. level Students towards Social Isolation.

H₀₂: There is no significant difference between the attitude of Rural and Urban P.G. level Students towards Social Isolation.

H₀₃: There is no significant difference between the attitude of Arts and Science stream P.G. level Students towards Social Isolation.

H₀₄: There is no significant difference between the attitude of Rural Male and Urban Male P.G. level Students towards Social Isolation.

H₀₅: There is no significant difference between the attitude of Rural Female and Urban Female P.G. level Students towards Social Isolation.

H₀₆: There is no significant difference between the attitude of Rural Male and Rural Female P.G. level Students towards Social Isolation.

H₀₇: There is no significant difference between the attitude of Urban Male and Urban Female P.G. level Students towards Social Isolation.

H₀₈: There is no significant difference between the attitude of Arts Male and Arts Female P.G. level Students towards Social Isolation.

H₀₉: There is no significant difference between the attitude of Science Male and Science Female P.G. level Students towards Social Isolation.

H₀₁₀: There is no significant difference between the attitude of Arts Male and Science Male P.G. level Students towards Social Isolation.

H₀₁₁: There is no significant difference between the attitude of Arts Female and Science Female P.G. level Students towards Social Isolation.

METHODOLOGY OF THE STUDY

Variable of the study

There are two types of variables in this study. Dependent variable and Categorical variable. The dependent variable is social isolation and the Categorical variable is gender residence and stream.

Population of the study

The population of this study is all the P.G. Level students of Purulia district.

Sample and sampling of the study

The researchers used stratified random sampling method and selected 199 P.G. Level students of the Purulia district.

Delimitation of the study

The researchers did not select whole the country or state here because it would have been very difficult for the researcher to do the research work. The whole country or state and it would not have been possible to finish the research work in the limited time period, so the researcher has delimited the work only to P.G. level students of Purulia district of West Bengal State.

Tools Used for the Study

The researchers have collected data from the P.G. level students for this present research work, using a self-made social isolation scale. The social isolation scale has a total of 44 items among which 23 were positive items and 21 were negative items.

Procedure

A descriptive survey was conducted on the P.G. level students by using the attitude measurement scale of Social Isolation. Primary data was collected from them to verify the hypotheses for conducting the study. Participants were invited to give responses and requested to fill up all the fields of the scale.

Statistics Used

For analysing the data and testing the null hypotheses, t-test (parametric test) has been used.

RESULT AND DISCUSSION

At first, the researchers applied the Shapiro-Wilk test to check the normality of the collected data with the help of SPSS 26. According to Table 1, the significance value is .480, which is greater than .05. That's why researchers can say that the data is normally distributed. Hence, the researchers have applied t-test for analysing the data and testing the null hypotheses.

Table 1: Normality Test on Social Isolation

Tests of Normality			
	Shapiro-Wilk		
	Statistic	Degree of freedom	Sig.
Social Isolation	.993	199	.480

Figure 1: Histogram of Normality Test on Social Isolation

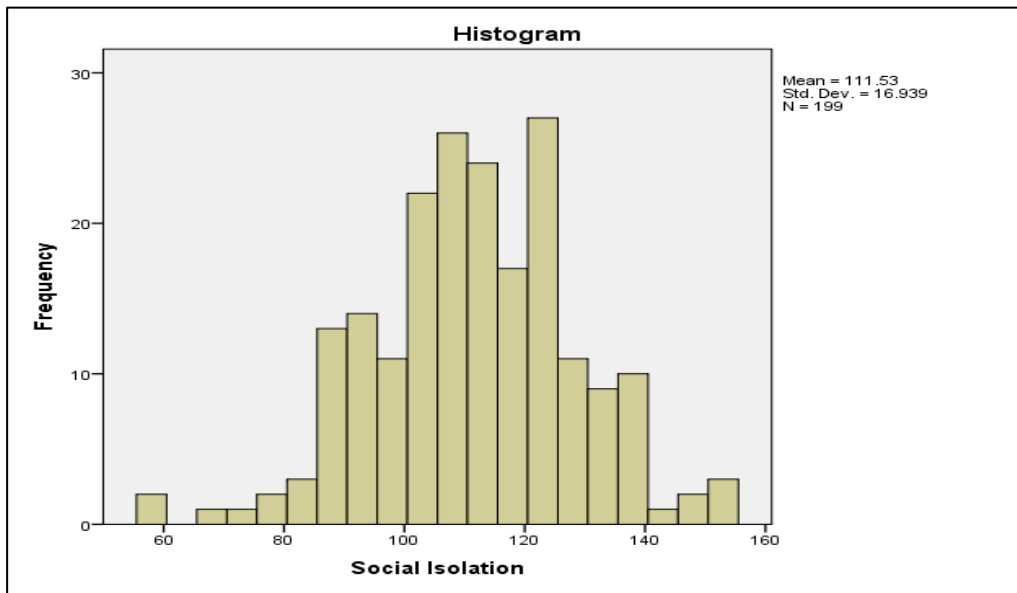


Figure 2: Normal Q-Q Plot of Normality Test on Social Isolation

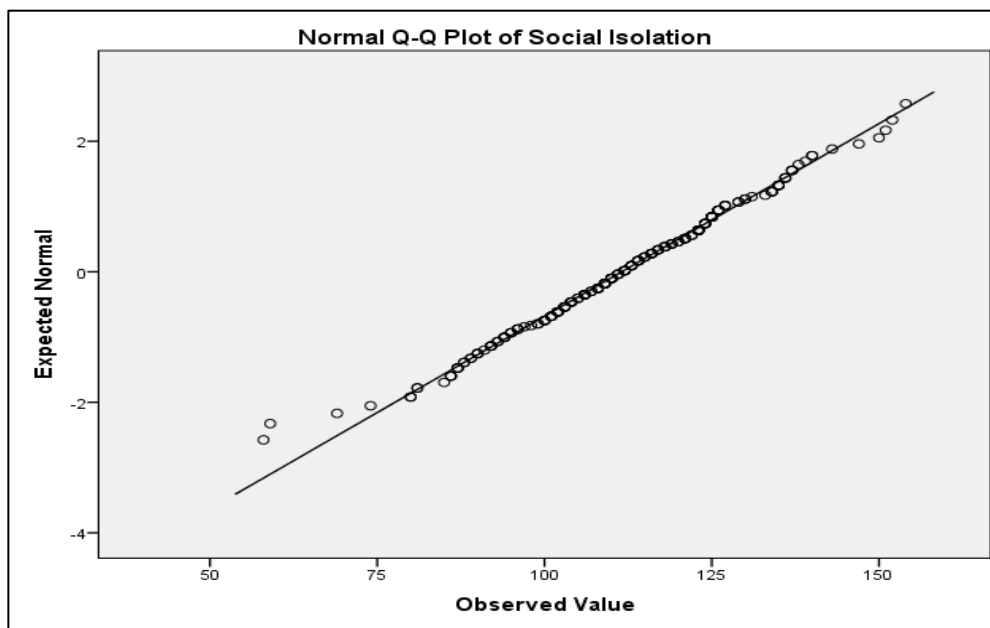


Figure 1, Histogram of Normality Test on Social Isolation and Figure 2, Normal Q-Q Plot of Normality Test on Social Isolation shows that the data is normally distributed.

Analysis and interpretations

Testing of H_{01} : There is no significant difference between the attitude of Male and Female P.G. level Students towards Social Isolation.

Table 2: Difference between the attitude of Male and Female P.G. level Students towards Social Isolation

Pair	N	Mean	S.D.	Mean Difference	df	t-value	Sig. (2-tailed)	Remark
Male	81	110.62	17.420	1.544	197	.631	.529	Null hypothesis accepted
Female	118	112.16	16.646					

According to Table 2, the significant value is .529, which is greater than .05. That means the null hypothesis is accepted. So it can be said that there is no significant difference between the attitude of male and female P.G. level students towards social isolation.

Testing of H₀₂: There is no significant difference between the attitude of Rural and Urban P.G. level Students towards Social Isolation.

Table 3: Difference between the attitude of Rural and Urban P.G. level Students towards Social Isolation

Pair	N	Mean	S.D.	Mean Difference	df	t-value	Sig. (2-tailed)	Remark
Rural	168	112.64	16.386	7.127	197	2.172	.031	Null hypothesis is rejected
Urban	31	105.52	18.834					

According to Table 3, the significant value is .031, which is less than .05. That means the null hypothesis is rejected here. So it can be said that there is a significant difference between the attitude of rural and urban P.G. level students towards social isolation.

Testing of H₀₃: There is no significant difference between the attitude of Arts and Science stream P.G. level Students towards Social Isolation.

Table 4: Difference between the attitude of Arts and Science stream P.G. level Students towards Social Isolation

Pair	N	Mean	S.D.	Mean Difference	df	t-value	Sig. (2-tailed)	Remark
Arts	144	111.72	16.233	.686	197	.255	.799	Null hypothesis is accepted
Science	55	111.04	18.813					

According to Table 4, the significant value is .799, which is greater than .05. That means the null hypothesis is accepted. So it can be said that there is no significant difference between the attitude of arts and science P.G. level students towards social isolation.

Testing of H₀₄: There is no significant difference between the attitude of Rural Male and Urban Male P.G. level Students towards Social Isolation.

Table 5: Difference between the attitude of Rural Male and Urban Male P.G. level Students towards Social Isolation

Pair	N	Mean	S.D.	Mean Difference	df	t-value	Sig. (2-tailed)	Remark
Rural Male	75	112.04	16.817	19.207	79	2.699	.009	Null hypothesis is rejected
Urban Male	6	92.83	16.117					

According to Table 5, the significant value is .009, which is less than .05. That means the null hypothesis is rejected. So it can be said that there is a significant difference between the attitude of rural male and urban male P.G. level students towards social isolation.

Testing of H₀₅: There is no significant difference between the attitude of Rural Female and Urban Female P.G. level Students towards Social Isolation.

Table 6: Difference between the attitude of Rural Female and Urban Female P.G. level Students towards Social Isolation

Pair	N	Mean	S.D.	Mean Difference	df	t-value	Sig. (2-tailed)	Remark
Rural Female	93	113.13	16.105	4.569	116	1.221	.225	Null hypothesis is accepted
Urban Female	25	108.56	18.423					

According to Table 6, the significant value is .225, which is greater than .05. That means the null hypothesis is accepted. So it can be said that there is no significant difference between the attitude of rural female and urban female P.G. level students towards social isolation.

Testing of H₀₆: There is no significant difference between the attitude of Rural Male and Rural Female P.G. level Students towards Social Isolation.

Table 7: Difference between the attitude of Rural Male and Rural Female P.G. level Students towards Social Isolation

Pair	N	Mean	S.D.	Mean Difference	df	t-value	Sig. (2-tailed)	Remark
Rural Male	75	112.04	16.817	1.089	166	.427	.670	Null hypothesis is accepted
Rural Female	93	113.13	16.105					

According to Table 7, the significant value is .670, which is greater than .05. That means the null hypothesis is accepted. So it can be said that there is no significant difference between the attitude of rural male and rural female P.G. level students towards social isolation.

Testing of H₀₇: There is no significant there is no significant difference between the attitude of Urban Male and Urban Female P.G. level Students towards Social Isolation.

Table 8: Difference between the attitude of Urban Male and Urban Female P.G. level Students towards Social Isolation

Pair	N	Mean	S.D.	Mean Difference	df	t-value	Sig. (2-tailed)	Remark
Urban Male	6	92.83	16.117	15.727	29	1.917	.065	Null hypothesis is accepted
Urban Female	25	108.56	18.423					

According to Table 8, the significant value is .065, which is greater than .05. That means the null hypothesis is accepted. So it can be said that there is no significant difference between the attitude of urban male and urban female P.G. level students towards social isolation

Testing of H₀₈: There is no significant difference between the attitude of Arts Male and Arts Female P.G. level Students towards Social Isolation.

Table 9: Difference between the attitude of Arts Male and Arts Female P.G. level Students towards Social Isolation

Pair	N	Mean	S.D.	Mean Difference	df	t-value	Sig. (2-tailed)	Remark
Arts Male	50	111.92	17.274	.303	142	.106	.916	Null hypothesis is accepted
Arts Female	94	111.62	15.745					

According to Table 9, the significant value is .916, which is greater than .05. That means the null hypothesis is accepted. So it can be said that there is no significant difference between the attitude of arts male and arts female P.G. level students towards social isolation.

Testing of H₀₉: There is no significant difference between the attitude of Science Male and Science Female P.G. level Students towards Social Isolation.

Table 10: Difference between the attitude of Science Male and Science Female P.G. level Students towards Social Isolation.

Pair	N	Mean	S.D.	Mean Difference	df	t-value	Sig. (2-tailed)	Remark
Science Male	31	108.52	17.733	5.776	53	1.132	.263	Null hypothesis is accepted
Science Female	24	114.29	20.029					

According to Table 10, the significant value is .263, which is greater than .05. That means the null hypothesis is accepted. So it can be said that there is no significant difference between the attitude of science male and science female P.G. level students towards social isolation.

Testing of H₁₀: There is no significant difference between the attitude of Arts Male and Science Male P.G. level Students towards Social Isolation.

Table 11: Difference between the attitude of Arts Male and Science Male P.G. level Students towards Social Isolation

Pair	N	Mean	S.D.	Mean Difference	df	t-value	Sig. (2-tailed)	Remark
Arts Male	50	111.92	17.274	3.404	79	.853	.396	Null hypothesis is accepted
Science Male	31	108.52	17.733					

According to Table 11, the significant value is .396, which is greater than .05. That means the null hypothesis is accepted. So it can be said that there is no significant difference between the attitude of arts male and science male P.G. level students towards social isolation.

Testing of H₁₁: There is no significant difference between the attitude of Arts Female and Science Female P.G. level Students towards Social Isolation.

Table 12: Difference between the attitude of Arts Female and Science Female P.G. level Students towards Social Isolation

Pair	N	Mean	S.D.	Mean Difference	df	t-value	Sig. (2-tailed)	Remark
Arts Female	94	111.62	15.745	2.675	116	.701	.485	Null hypothesis is accepted
Science Female	24	114.29	20.029					

According to Table 12, the significant value is .485, which is greater than .05. That means the null hypothesis is accepted. So it can be said that there is no significant difference between the attitude of arts female and science female P.G. level students towards social isolation.

FINDINGS

- i. There is no significant difference in social isolation between male and female P.G. level students. Here the significant value is .529. It is seen that since the significant value is greater than .05, so the null hypothesis is accepted.
- ii. There is a significant difference in social isolation between rural and urban P.G. level students. Here the significant value is .031. It is seen that since the significant value is less than .05, so the null hypothesis is rejected.

- iii. There is no significant difference in social isolation between arts and science P.G. level students. Here the significant value is .799. It is seen that since the significant value is greater than .05, so the null hypothesis is accepted.
- iv. There is a significant difference in social isolation between rural male and urban male P.G. level students. Here the significant value is .009. It is seen that since the significant value is less than .05, so the null hypothesis is rejected.
- v. There is no significant difference in social isolation between rural female and urban female P.G. level students. Here the significant value is .225. It is seen that since the significant value is greater than .05, so the null hypothesis is accepted.
- vi. There is no significant difference in social isolation between rural male and rural female P.G. level students. Here the significant value is .670. It is seen that since the significant value is greater than .05, so the null hypothesis is accepted.
- vii. There is no significant difference in social isolation between urban male and urban female P.G. level students. Here the significant value is .065. It is seen that since the significant value is greater than .05, so the null hypothesis is accepted.
- viii. There is no significant difference in social isolation between arts male and arts female P.G. level students. Here the significant value is .916. It is seen that since the significant value is greater than .05, so the null hypothesis is accepted.
- ix. There is no significant difference between science male and science female P.G. level students. Here the significant value is .263. It is seen that since the significant value is greater than .05, so the null hypothesis is accepted.
- x. There is no significant difference between arts male and science male P.G. level students. Here the significant value is .396. It is seen that since the significant value is greater than .05, so the null hypothesis is accepted.
- xi. There is no significant difference between arts female and science female P.G. level students. Here the significant value is .485. It is seen that since the significant value is greater than .05, so the null hypothesis is accepted.

CONCLUSION

After all these findings the researchers can say that social isolation has many effects on individuals. Social isolation has a great impact on male-female, rural-urban, and arts-science. This research work shows that male-female and arts-science students are equal in attitude towards social isolation but no equal attitude exists in rural-urban students. It is widely shown that rural male and urban male students are very different on the basis of attitude towards social isolation. After all that discussion it can be said that social isolation complex nature of students which leads to illness along with feelings of loneliness. Loneliness and social isolation put individuals with high blood pressure, cholesterol, depression, inferiority complex. Social isolation is the past state of being detached from society and feeling alone. Social isolation is a serious problem among university students that causes adverse health conditions. Social isolation and loneliness can be alleviated by identifying the causes and leading to appropriate interventions. They will be encouraged to share their social isolation and loneliness with everyone.

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