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Alienation, the Price of Education: The Dual Impact of Education and the Roles of Educators

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Abstract

Formal education plays a dual role in both empowering individuals and creating feelings of alienation, particularly among those from traditional and working-class backgrounds. This study analyzes Richard Hoggart's *The Uses of Literacy* and Tara Westover's memoir *Educated* to examine how education promotes literacy and socioeconomic mobility while simultaneously leading to cultural displacement and emotional estrangement. By addressing the alienation faced by students from marginalized backgrounds, this research offers insights for educators and policymakers to design more inclusive academic environments that support student success and well-being. The research is guided by two perspectives: that education and alienation are negatively associated among individuals with modern value orientations, and second, education and alienation are positively associated among individuals with traditional orientations. Drawing on personal narratives of working-class scholars, the paper highlights the struggles of students who feel disconnected from their roots and face challenges in navigating academic spaces. The psychological and emotional tolls of these experiences, such as class conflict and a sense of rootlessness, are explored in depth. By focusing on the intersection of education and alienation, this study provides valuable recommendations for improving curriculum design, teaching strategies, and student engagement. It calls for greater awareness and action from educators and policymakers to mitigate the alienating effects of education, fostering more inclusive and supportive learning environments for students from diverse backgrounds.

Keywords: Displacement, Engagement, Inclusive, Values, Working-Class