

Study of Academic Performance among College Students in Relation to Student Alienation

Sukandhya Kumari and Parmod Kumar

¹Research Scholar

²Assistant Professor

Corresponding author: sukanhyasangra@gmail.com

ABSTRACT

Student Alienation is a condition with in the minds of human beings that starts behaving in different manner when they are unable to cop up with the social environment. The present paper is a genuine attempt to study the Academic Performance in relation to Student Alienation. In the present study descriptive survey method was employed on a sample of 150 college arts students of second year degree course from govt. degree colleges of Jammu District. Student alienation scale prepared by Dr. R.R. Sharma (1988) was employed for collecting the data of student alienation and for academic performance previous class result record was used. The collected data was analyzed with the help of critical ratio. The results of the study showed that students who are highly alienated shows significant differences in their academic performance and same results were also indicated by highly alienated female college arts students of second year degree course.

Keywords: Student alienation, academic performance

In the life cycle of a person, college life of a student is the important phase of life. This is the stage of adolescent which is a period of transition from childhood to adulthood. It is characterized by rapid biological, physical and hormonal changes resulting in to psychosocial, behavioural and sexual maturation between the ages of 10-20 years in an individual. Adolescence is often described as a phase of life that begins in biology and ends in society. Adolescents are likely to play a significant role in determining the future size and growth pattern of India's population. The quality of the relationship that students have in class with their peers and teachers is important to their success in life. Education includes academic activities and programmes, other than classroom instruction of communicated information. The aim of education is also all round development of personality of the individual but major emphasis is on intellectual development. But now a day's students are quite alienated from the studying environment. Alienation

is a condition with in the minds of human beings that starts behaving in different manner when they are unable to cop up with the social environment. Student alienation is a global problem. It is not confined to the boundaries of under developing countries and developed countries. Phenomenon of alienation is slow and systematic at the affective level. It may have some specific Psychological reinforces, which might be present in certain types of personalities.

Actually it was Marx, who for the first time introduced the concept of 'Alienation' in social sciences. He defined alienation as a condition in which man in his everyday life denies part of his being in order to survive or estrange or alienate form the kind of life of which he is capable. It was Marx's contention that the industrial workers of nineteenth century were an alienated individual because of the role he was forced to play. Such alienation took place at several levels. First, the labourers become alienated from the product of

his labour and the organizational system, which produce these products. Secondly, since the workers had to reject his desire for expression and control in order to survive in the factory system he becomes estranged from these parts of himself and wanted self-control and meaningful experience. Thus, according to Marx, alienation of an individual is just splintering of human nature into number of parts (Finifter 1970).

Freud (1914) used the term ‘alienation’ in the general sense of turning away from reality. Freudian explanation observes that the young child mostly lives in a world of wishes disconnected from repeated experiences of frustration to tolerate the frustration of their wishes, whereas others due to congenital facts fail to learn frustration, tolerance and develop a feeling of estrangement or isolation from the world that they perceive as inadequate.

‘Alienation’ has been used by the philosopher, Psychologists and sociologists to refer to an extra ordinary variety of Psycho-social disorders, including loss of self anxiety state, anomic, despair, depersonalization, ruthlessness, apathy, social disorganization, loneliness, atomization, powerlessness, meaninglessness, isolation, pessimism and the loss beliefs and values (Josephson & Mary 1962, Seeman (1959).

From the foregoing account of alienation it becomes clear that alienation, regardless of types, is a dependent variable in sociological terms and the assumption should be made explicit that specific conditions give, rise to specific kinds of alienation.

Seeman (1959) has given five meanings of alienation. The same is given in following Fig. 1.

1. **Powerlessness:** The perception that one cannot control what is happening to him.
2. **Meaninglessness:** The perception that one is unclear as to what one ought to believe.
3. **Normlessness:** High expectancy that socially unapproved behaviour is required to achieve the given goals.
4. **Isolation:** The assignment of low reward value to goals or beliefs that is usually highly valued in a society.
5. **Self- Estrangement :** The failure to find self-rewarding activities.

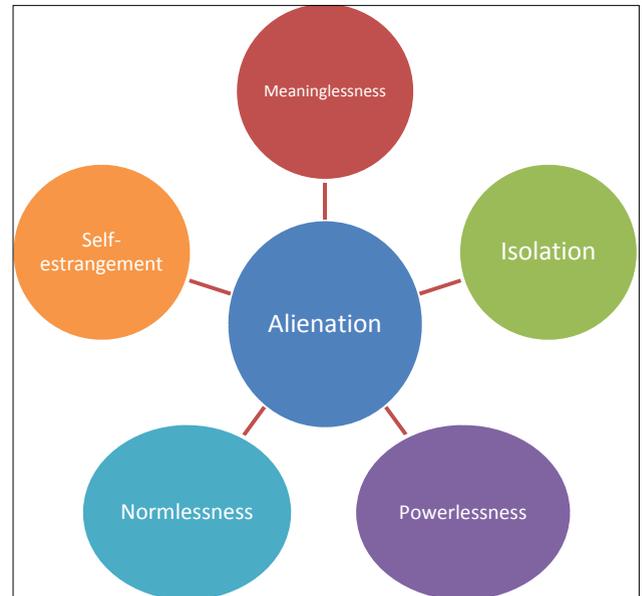


Fig. 1: Five Meanings of Alienation

Causes of Student Alienation

Behaviors that indicate a student may feel alienated are numerous and varied. Such behaviors could include disruptiveness in class, absenteeism, missing homework, poor grades and lack of investment in the learning process, belligerent attitude, social withdrawal, and suspensions (Schulz, 2007). These behaviors are in response to a student’s academic and social experience in school. A school environment may become toxic for some students, a constant source of failure and frustration, at a time of development when a sense of success and a growing, positive self-concept is needed. How schools contribute. According to Goodwin (2000), there are specific ways in which schools and school personnel contribute to the alienation and academic failure of students. He identifies six main areas of concern:

- ◆ Weak or inappropriate curricula,
- ◆ Ineffective instruction,
- ◆ Disengaging classroom discourse,
- ◆ Poor student self-concept,
- ◆ Unsuccessful adjustment to school culture, and

Prejudice of teacher towards students

Self is that organized system within the personality which is the collection of attitudes, opinions and

beliefs and individuals holds about him. So it may be possible in college stage that the students may be alienated by the emotional stress and deprived physical setting which leads him towards the stage of alienation which will results in low achievement

Need and Significance

Problems of adolescents are becoming serious and increasing day by day with its increasing rates of population. It brings challenges in every parts of life viz. Personal, Professional, Social, Economical, etc. Alienation is a major problem of Indian as well as World adolescents of is increasing day by day and becoming a greater threat of these days (Mohan *et al.*, 1999). 'Alienation' is a major factor which associated with society, minority, group as well as individuality, personality, emotions, self-esteem, adjustment, class-room, educational achievement etc. Brown (2003) study on secondary students' perception of school life with regard to alienation, the effects of disability gender and race.

Whereas Keniston (1967) studied alienation of college students and found recent years have seen an increase in number of talented, articulate, imagination young people who have rejected many of the operation values of the main stream of society and have no wish to participate in it. Similarly student alienation has also been analyzed various researchers viz. Bhatt (1987), Brown (2003), Kumar (2011) Taines (2012).

No doubt various researchers have been conducted on student alienation and vocational maturity but less emphasis have been laid on student alienation and academic achievement. It is hoped that the present study would be of paramount importance to educational field and to reduce the problem of student alienation. The findings of the study will be helpful to the guidance workers who are engaged in providing educational guidance to students.

Objectives of the Study

1. To study the differences in academic performance of high and low alienated college arts students.
2. To study the differences in academic performance of high and low alienated male college arts students.
3. To study the differences in academic

performance of high and low alienated female college arts students.

Hypotheses of the Study

1. There will be no differences in academic performance of high and low alienated college arts students.
2. There will be no differences in academic performance of high and low alienated male college arts students.
3. There will be no differences in academic performance of high and low alienated female college arts students.

Delimitation of the Study

1. The present study was delimited to Jammu district only.
2. The present study was confined to 150 college arts students of second year degree course only.
3. The present study was confined to study the student alienation and academic performance as the main variable only.

Research Method

For the present study descriptive survey method was employed.

Sample

For drawing the sample of the present study, Multi stage random sampling technique was employed. At the first stage, out of 10 districts of Jammu Division, only one district namely Jammu was selected on lottery method. At the second stage, out of total Government degree colleges (having arts stream) in the sample district 3 Government degree colleges were selected on simple random sampling. At the third stage, out of 3 degree colleges, 150 arts students were selected on simple random technique.

Variable Studied

- ♦ Dependent variable
Academic performance
- ♦ Independent variable
Student alienation
Gender

Tools Used

1. Student alienation scale prepared by Dr. R.R. Sharma was used to studied student alienation.
2. Academic performance of the students from their previous class was used to study their academic performance.

Statistical Techniques Used

1. Mean
2. Standard Deviation
3. Critical ratio

DISCUSSION OF THE RESULTS

Keeping in view the first objective i.e., to study the differences in academic performance among high and low alienated college arts students. The discussion of data is given under table 1.

Table 1: Showing differences in academic performance among high and low alienated college arts students

Groups	N	M	S.D	S _{EM}	S _{EDM}	C.R	Level of significance
High alienated students	49	45.16	2.77	0.47			Significant at 0.01 level
Low alienated students	41	51.84	9.28	1.45	1.52	3.94	

Table 1 indicates that, the mean score of academic performance of highly alienated students is 45.16 With S.D. 2.77. The mean score of academic performance of low alienated students is 51.84 with S.D. 9.28. The C.R comes out to be 3.94 which is significant a0.01 level. Thus, the null hypothesis No. 1 stating that "There will be no differences in academic achievement of high and low alienated college arts students of second year degree course" is rejected. Further the mean score of highly alienated students is low it means students who are alienated having poor academic performance than the students who are low alienated students. sme results were found by Lee (2004) and Johnson (2005).

Keeping in view the second objective i.e. To study the differences in academic performance among

high and low alienated male college arts students. The discussion of data is given under table no. 2

Table 2: Showing differences in academic performance among high and low alienated male college arts students

Groups	N	M	S.D	S _{EM}	S _{EDM}	C.R	Level of significance
High alienated male students	11	47.8864	2.96	.892			Not significant at 0.05 level
Low alienated male students	8	53.5125	9.72	3.438	3.55	1.58	

Table 2 indicates that, the mean score of academic performance of highly alienated students is 47.8864 With S.D. 2.96. The mean score of academic performance of low alienated students is 53.5125 with S.D. 9.72. The C.R comes out to be 1.58 which is not significant a 0.05 level. Thus, the null hypothesis No. 2 stating that "There will be no differences in academic achievement of high and low alienated male college arts students of second year degree course." is accepted. Further the mean score of highly alienated students is low it means male students who are alienated having poor academic performance than the students who are low alienated students.

Keeping in view the third objective i.e., to study the differences in academic performance among high and low alienated female college arts students. The discussion of data given under table 3.

Table 3: Showing the differences in academic performance among high and low alienated female college arts students

Groups	N	M	S.D	S _{EM}	S _{EDM}	C.R	Level of significance
High alienated female students	38	45.89	4.58	0.74			Significant at 0.01 level of significance
Low alienated female students	33	51.43	9.28	1.616	1.77	3.139	

Table 3 indicates that, the mean score of academic performance of highly alienated students is 45.89

With S.D. 4.58. The mean score of academic performance of low alienated students is 51.43 with S.D. 9.28. The C.R comes out to be 3.139 which is significant at 0.01 level. Thus, the null hypothesis No. 3 stating that "There will be no differences in academic performance of high and low alienated female college arts students of second year degree course" is rejected. Further the mean score of highly alienated students is low it means female students who are alienated having poor academic performance than the female students who are low alienated students.

CONCLUSION

- ◆ There were differences in academic performance of high and low alienated college arts students. Students who are low academic performers are highly alienated, this may be due to the fact students are concerned about their academic results and there is high pressure of parents and teachers on them regarding their results. This situation of dilemma among students leads them towards the alienation.

Tough competition among students for highest achievement should be discouraged and only healthy competition mixed with cooperation should be encouraged.

Teachers and parents should not force students for achievement beyond their intellectual abilities.

Teachers should adopt effective methodology for creating interest of the children towards learning environment and institution.

- ◆ There were no differences in academic performance of high and low alienated male college arts students.
- ◆ There were differences in academic performance of high and low alienated female college arts students. Children should be free to express their feelings without any fear and any apprehension. Teacher should be approachable and they ought to give emotional support to students in hours of crisis.
- ◆ Strategies to reduce feelings of alienation

There are variety of possible activities that could be reduce such type of situation.

- For instance, to reduce social estrangement,

allows culturally estranged adolescents to participate in social action project working with local governmental agency may cause an adolescent to examine his/her often simplistic view of their social culture.

- Adolescents who feel incapable of controlling their environment and who possess a higher sense of personal incapability need to develop skills and tools that the effective individual able to cause change in their environment by their action.
- The school can develop instruction sequences that eliminate personal incapacity in variety of ways.
- A viable curriculum would consist of a series of interrelated learning experiences constructed to help adolescents negotiate their surroundings for instance, at their adolescent age they can provide service to custodian institutions such as day care centre and senior citizen homes.

However, through proper engaging of students in creative ways they can easily overcome their feelings of alienation that is helpful for students' performance and their upcoming life. So, that the academic performance of the students may improve which is ultimately helpful for quality of higher education.

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