

ALIENATION AND SCIO-ECONOMIC STATUS AS CORRELATES OF ACADEMIC STRESS AMONG HIGH SCHOOL STUDENTS

Dr. Neeru Rathee¹ & Sushila Sharma²

¹ Assistant Professor, Department of Education, M.D.University, Rohtak.

²Senior Research Fellow, Department of Education, M.D.University, Rohtak.

Received: August 29, 2018

Accepted: October 17, 2018

ABSTRACT

The objective of the present study is to explore the relationship of Academic Stress with Alienation and Socio-economic Status among high school students. A sample of 600 male and female high school students was collected from Haryana State by selecting one district each out of the four administrative divisions. Multistage random sampling technique was employed to collect the data from each selected district. Descriptive survey method was employed to conduct the present investigation. The results revealed that Alienation was found to be significantly positively correlated with Academic Stress while Socio-economic Status was found to be negatively associated with Academic Stress.

Keywords: Academic Stress, Alienation and Socio-economic Status

Introduction

The world of 21st century is the century of development, technologies and facilities. But the cut throat competition has made life extremely stressful. No one is escaped by stress. The term stress was first used in biological filed by the famous endocrinologist Hans Selye in the 1930s. The word 'stress' refers to the response of an individual while facing circumstances that force him to act, change, or adjust in his environment to maintain a balance. Oxford Dictionary defined stress as, "A state of affair involving demand on physical or mental energy". In medical aspect, "Stress is defined as a perturbation of the body's homeostasis which occurs when our body and mind tries to cope with incessant changes in life", (Irshad, Seema 2017). People from every field experience stress by certain potential stressors. Educational field is also not an exceptional to stress. Students have to face many academic burden/load, for example, school examination, answering questions in the class and showing progress in school subjects. Lee & Larson (2000) explained stress as, "An interaction between environmental stressors, student's appraisal and reactions for the same". Stress has been declared as a "career stopper" (Kadapatti & Vijayalaxmi, 2012). Students have to compete with other class mates, fulfilling teachers and parent's academic expectations (Lal, 2014). These demands may tax or exceed available resources of the students (Sunita Ghatol,2017). The educational system is also playing a major role in creating and enhancing stress among students. Stress pertaining to the field of education is known as 'Academic Stress'. Academic stress is defined as the anxiety and stress that comes from schooling and education (Sonali, 2016) which impose extra academic workload (Awino J. O & Agolla J. E. (2008) upon students beyond their capacities and capabilities like- over expectation of parents, teachers, inadequate study facilities at school or home, inadequate teaching methods and lack of supportive environment etc. (Sonali, 2016). The high expectations of parents for their children to achieve higher grades and to perform better, is becoming a big burden which is unbearable for them to carry out anymore (Deb et al., 2015). Parents and institutions relentlessly instill the fear of failure among students which affects their self-esteem (Dixit and Singh (2015) as well their confidence. The academic stress faced by most students is attributed to poor study habits, such as poor time management, difficulties in study matter, lack of concentration, coursework, and avoidance of study, which may eventually lead to poor academic performance (Jain,2017). Therefore, Lee and Larson (1996) explored that, "Stress is a mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure". Some of the sources which lead to academic stress among students are overcrowded lecture halls, semester grading system, inadequate resources and facilities (Awing& Agolla, 2008), vast syllabus (Agrawal &Chahar, 2007; Sreeramareddy et al., 2007), long schedule and expectations of parents (Deb et al., 2015). Ang & Huan (2006) reported that increased self expectation is also one of the several factors which is responsible for enhancing the level of stress. It has been found that stress lead to several psychological and physical symptoms among the students like getting headache, nausea, anxiety and sleep disorders etc. (Verma and Gupta, 1990). It is therefore, stress has become a significant cause of symptomatic rising of mental health issues among Indian students (Nadamuri & Ch,2011). According to the statistics published by National Crime Records Bureau, there is one student

every hour that commits suicide (**Saha,2017**). The bureau registered 1.8% students who committed suicide due to failing in examinations. A 2012 Lancet report also quoted that the 15-29 age group bracket in India has the highest rate of suicide in the world (as cited in "India has the Highest Suicide Rate", (**Irshad Seema,2017**).

ALIENATION

Stressed students generally get depressed and isolate themselves from their society. The state of getting estranged of an individual from his surrounding is known as alienation (**Harre & Lamb, 1983**). Alienation has become one of the greatest problems confronting everyone today (**Mohan, et al., 1999**). Therefore, it is important to understand the term alienation also. Alienation is nothing but a negative relationship that an adolescent has with his environment. In the field of psychology alienation is defined as, "A state of psychological isolation, interpersonal distrust, lack of feelings of competence, uncrystallised sense of identity and the feeling that the individual lacks meaning and authenticity in his life," **Irshad Seema,2017**. Some researchers has found that alienation is related to antisocial behaviour (**Wynne, 1978; Young, 1985**) and has been associated with a withdrawal from participation in social institutions, such as the school (**Calabrese & Seldin, 1986; Rafalides & Hoy, 1971**). Many researchers viewed alienation as a combination of powerlessness, isolation, and meaninglessness (**Dean, 1961**). According to **Yilmaz and Sarpkaya (2009)**, each of these dimensions; powerlessness, normlessness, meaninglessness and isolation actually points to an end in itself. It has been found that the students who want to get high grades but have low academic achievement feel themselves powerless (**Akar and Aydin, 2015**). **Mau (1992)** revealed that students who experience social isolation regard the school and classroom environment as disordered, crowded and complicated.

SOCIO-ECONOMIC STATUS

There are lots of sources which cause stress among the students. Socio-economic Status has also considered to an important stressor amongst all and plays an important role in the academic performance of students (**Jain,2017**). It is commonly conceptualized as the social standing or class of an individual or group. According to American Psychological Association (APA), " Socio-economic status is defined as a measure of one's combined economic and social status that focuses on the three common measures education, income, and occupation", (**Sonali, 2016**). On these basis people are classified into different classes and status. Researches done in this field indicates that children from low Socio-economic Status households and communities develop academic skills more slowly compared to children from higher Socio-economic Status groups (**Morgan, Farkas, Hillemeier, and Maczuga, 2009**). Many low socio-economic students are found to be suffered with emotional trauma and social instability. The lack of emotional nurturing can lead to feelings of alienation, inadequacy, depression and anxiety and social instability leading to insecurity during the early childhood years (**Van et.al, 2004**) Being poor socio-economic status of the family sometimes innocent brain of adolescents feel motivated for better academic performance, on the other hand, some students feel depressed and perform weak academic result. Similarly, in cases of higher socioeconomic status, some students feel as they don't need hard work, higher ranks so they avoid sincere study and some of them are not impacted by status (**Jain,2017**). Parents from low-SES communities may be unable to afford resources such as books, computers, or tutors to create this positive literacy environment as a result students become stressed due to inadequate study facilities (**Sonali,2016**) Therefore, further investigation is necessary to find out the relationship between these variables. Keeping in view the importance of the above variables the investigator had done effort to investigate whether stress among high school students is associated with alienation and socio-economic status?

VARIABLES:

Academic Stress, Alienation and Socio-economic Status.

OBJECTIVES:

- O₁**. To study the relationship between Alienation and Academic Stress of high school students
- O₂**. To study the relationship between Socio-economic Status and Academic Stress of high school students

HYPOTHESES

- H₁**. There exists no significant relationship between Alienation and Academic Stress of high school students
- H₂**. There exists no significant relationship between Socio-economic Status and Academic Stress of high school students

METHOD AND PROCEDURE:

The study was undertaken to ascertain the relationship of alienation and socio-economic status with Academic Stress among high school students of 9th class. The investigator had employed descriptive survey method of research for the present study. In order to collect the data, Academic Stress, Student Alienation scale and socio-economic status scales were administered on male and female students. The scores of high school students in these scales were tabulated and analyzed by using appropriate statistical techniques.

SAMPLE

A sample of 600 male and female High school students of 9th class was randomly selected from 32 secondary schools located in Haryana state. In order to select the sample of 600 students, multistage random sampling technique was employed. One district each was chosen out from the four administrative divisions of Haryana state.

TOOLS USED:

Following Scales were administered to collect the data:

- Student Stress Scale: Tool is constructed and standardized by **Singh and Rani (2008)**
- Student Alienation Scale by **Sharma R.R (1988)**
- Socio-economic Status Scale (SESS) developed by **Kalia and Sahu(2012)**

STATISTICAL TECHNIQUES EMPLOYED:

Pearson Moment Correlation was used for analyzing the data of present investigation.

ANALYSIS AND INTERPRETATIONS:

The interpretation of the collected data is as follows:

Table 1. Correlation Profiles of Alienation and Socio-economic Status with Academic Stress

Correlations			
		ALIEN	SES
Academic Stress	Pearson Correlation	.219**	-.111**
	Sig. (2-tailed)	.000	.006
	N	600	600
**. Correlation is significant at the 0.01 level (2-tailed).			

It is quite evident from table 1. that the obtained 'r' (.219) value between Alienation and Academic Stress is significantly positive in nature at 0.01 level of significance. Therefore, it can be deduced that Academic Stress is positively correlated with Alienation. This indicates that higher the Alienation, higher will be the Academic Stress among the high school students. Therefore, the proposed hypothesis that, "There exists no significant relationship between Alienation and Academic Stress of High School Students", **has been rejected (shown in fig. 1)**

Fig1. Scatter Diagram showing Relationship Between Academic Stress and Alienation

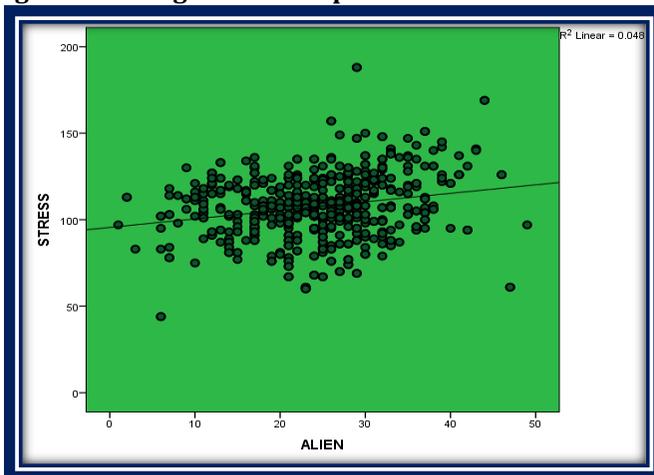
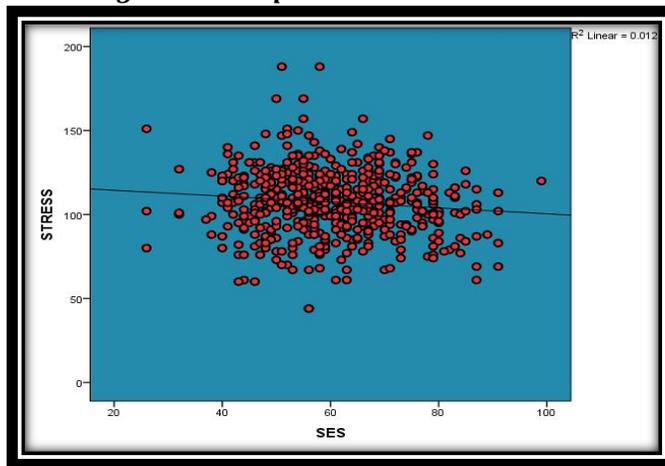


Table 1. is also indicating that Socio-Economic Status is significantly but Negatively correlated (r= -.111) with Academic Stress of High School Students at 0.01 level of significance. This indicates that lower the Socio-Economic Status higher will be the Academic Stress among high school students. Therefore, the

proposed hypothesis that, "There exists no significant relationship between Socio-Economic Status and Academic Stress of High School Students", **has been rejected (as shown in Fig 2)**

Fig2. Scatter Diagram Showing Relationship Between Academic Stress and Socio-Economic Status



DISCUSSION OF THE RESULTS.

The present investigation was an effort to find out that whether there is any association between exits between Academic Stress and Alienation. Results indicates a positive relationship between both the variables. This may be due to that increasing level of alienation lead the students to estranged more and students feel themselves being separated from their environment fall prey of stress as they feel nobody to share their feelings. The result of the present findings is in the consonance of **Irshad, S (2017)**. Therefore, it leads to the fact that increasing the level of academic stress also enhances the chances of getting the high students more alienated. The another finding of the study is that Academic Stress has been found to be negatively associated with socio-economic status. This indicates that low socio-economic status students experienced high academic stress. Similarly **Jain et.al (2017)** also established that Academic Stress was associated with socioeconomic status. High socio-economic status students were found to be less stressed. **But Wajire (2017)**. Found a positive coefficient of correlation between both the variables which is opposite to the findings of the present study.

Conclusions:

- ❖ A significant negative relationship was found between alienation and Academic Stress of high school students
- ❖ A significant negative relationship was found between socio-economic status and Academic Stress of high school students.

References

- Agrawal R. K & Chahar S. S. Examining role stress among technical students in India. Social Psychology of Education. 2007;10(1):77-91
- **Ang R. P & Huan V. S. (2006)** Relationship between academic stress and suicidal ideation Testing for depression as a mediator using multiple regression. Child psychiatry and human development. ;37(2):133-143.
- **American Psychological Association Report of the APA Task Force on Socioeconomic Status.** First Street, NE Washington, DC. 2006. 20002 - 4242(202-336-6050) Available online at <http://www.apa.org/pi>.
- **Awino J. O & Agolla J. E. (2008).** A quest for sustainable quality assurance measurement for universities: case of study of the University of Botswana. Res. Rev. ;3(6):213-218.
- **Aydin, S., & Akar, H. (2015).** Öğretmen Adaylarının Yabancılaşma Düzeylerine Fakülte Yaşam Niteliğinin Etkisinin İncelenmesi. Eğitim ve Öğretim Araştırmaları Dergisi, 4(2), 161-172.
- **Calabrese, R. L., & Seldin, C. A. (1986).** Adolescent alienation: An analysis of the female response to the secondary school environment. The High School Journal, 69, 120 - 125.
- **Crime in India National Crime Records Bureau. (2014).** Retrieved from <http://ncrb.nic.in/cii2008/cii-2008/figure%20at%20a%20glance.pdf>.
- **Dean, D. G. (1961).** Alienation: Its meaning and measurement. American Sociological Review, 26(4), 753 - 758.
- **Deb S., Strodl E & Sun J (2015).** Academic stress, parental pressure, anxiety and mental health among Indian high school students. International Journal of Psychology and Behavioral Sciences. 5(1):26-34.
- **Harre,R. and Lamb, R. (1983).** The Encyclopedia Dictionary of Psychology. 1, 19

- **India has the highest suicide rate among youth (2017)** Retrieved from <https://www.thebetterindia.com/108700/suicide-prevention-a-growing-public-health-concern-in-india/>.
- **Irshad, S. (2017)**, A Comparative Study of Stress and Alienation among Orphans and Normal, International Journal of Indian Psychology, Volume 4, Issue 2, No. 93, ISSN:2348-5396 (e), ISSN:2349-3429 (p), DIP:18.01.138/20170402, ISBN:978-1-365-78193-3]
- **Jain, P., Billaiya, R., & Malaiya, S. (2017)**. A correlational analysis of academic stress in adolescents in respect of socio-economic status. International Journal of Physical Sciences and Engineering, 1(1), 68-71. <https://doi.org/10.21744/ijpse.v1i1.1471>
- **Kadapatti M.G & Vijayalaxmi A. H. M.(2012)**. Stressors of Academic Stress- A Study on Pre-University Students. Indian Journal of Scientific Research;3(1):171-175.
- **Kalia, A.K. and Sahu, S. (2012)**. Manual for Socio-economic Status Scale (Urban & Rural). National Psychological Corporation, Agra, U.P, India
- **Khan S. A. & Khan F. A.** To Study the Relationship of Academic stress and Socio-economic status among ix Standard Students of Raipur city. Journal on Educational Psychology. 2013; 7 (1): 34. 9.
- **Lal, Krishan(2014)**. Academic Stress Among Adolescent In Relation To Intelligence And Demographic Factors. American International Journal of Research in Humanities, Arts and Social Sciences, 5(1), pp-123-129
- **Lee M & Larson R. (2000)**. The Korean 'Examination Hell' Long Hours of Studying Distress and Depression.
- Lee, M., & Larson, R. W. (1996). Effectiveness of Coping in Adolescence: The Case of Korean Examination Stress. International Journal of Behavioral Development, 19, 851-869.
- **Mau, R.Y. (1992)**. The validity and devolution of a concept: student alienation. Adolescence, 27 (107), ERIC: EJ451214.
- Mohan, J., Mahajan, N. and Kakkar, N. (1999). A study of alienation among adolescents. Asian Journal of Psychology & Education, 32 (1), 11-16.
- **Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2009)**. Risk factors for learning-related behavior problems at 24 months of age: Populationbased estimates. Journal of Abnormal Child Psychology; 37 (3): 401-413, DOI: 10.1007/s10802-008-9297-8. 10.
- **Nandamuri P. P & Ch G. (2011)**. Sources of Academic Stress, A Study on Management Students. Journal of Management and Science. 1:31-42.
- **Rafalides, M. and Hoy, W. (1971)**. "Student Sense of Alienation and Pupil Control Orientation of High Schools." The High School Journal 55, 101-111.
- **Saha D.(2017)**. Every hour one student commits suicide in India. Hindustan Times. Retrieved from <http://www.hindustantimes.com/health-and-fitness/every-hour-one-student-commits-suicide-in-india/story>.
- **Sharma, R. R. (1988)**. Student Alienation Scale (SAS). Lucknow, Ankur Psychological Agency.
- **Singh, N and Dixit, M (2015)**. **Academic Stress of school stuents in relation to their self-esteem.** GJRA-Global Journal for Research Analysis. Vol.4, Issue-3.
- **Sreeramareddy C. T., Shankar P. R., Binu V. S., Mukhopadhyay C., Ray B & Menezes R. G. (2007)**. Psychological morbidity, sources of stress and coping strategies among undergraduate medical students of Nepal. BMC Medical education;7(1):26.
- **Sweta Sonali (2016)**. Role of Socio-economic Status in Academic Stress of Senior Secondary Students. International Journal of Advanced Education and Research ISSN: 2455-5746
- **Van Ijzendoorn, M. H., Vereijken, C. M. J. L., Bakermans-Kranenburg, M. J. & Riken- Walraven, M. J. (2004)**. Assessing attachment security with the attachment of sort Meta-analytic evidence for the validity of the observe AQS. Child Development, 75(4), 1188-1213
- **Verma S. Sharma D & Larson R. W.** School stress in India: Effects on time and daily emotions. International Journal of Behavioral Development. 2002;26(6):500-508. Doi: 1080/01650250143000454.
- **Wajire, G. Laxman (2017)**. To Study The Relationship of Academic Stress and Socio-Economic Status Among IX Standard Students of Aurangabad City. Aayushi International Interdisciplinary Research Journal (AIIRJ) Vol - IV Issue-VIII, ISSN 2349-638x.
- Wynne, E. (1978). "Behind the Discipline Problem: Youth Suicide as a Measure of Alienation." Phi Delta Kappan, 59, 307-315.
- **Yilmaz, S., Sarpkaya, P. (2009)**. Eğitim Örgütlerinde Yabancılaşma ve Yönetimi. Uluslararası İnsan Bilimleri Dergisi, 6(2), 314-333.
- **Yücel Öksüz1, Melek Baba Öztürk (2017)**. Relationship Between Levels Of Student Alienation And Hemsehrilik Attitudes Of University Students: A Study Onkyrgyz-Turkish Manas University Students. Universal Journal of Educational Research 5(7): 1182-1191, <http://www.hrpub.org> DOI: 10.13189/ujer.2017.050711.
- **Young, T. J. (1985)**. Adolescent suicide: The clinical manifestation of alienation. High School Journal, 69, 55-59