



The Relationship between Frustration, Academic Alienation and Scholastic Achievement in Undergraduate College Students

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Abstract:

In the current world, scholastic achievement is of a paramount importance and all countries pay special attention to scholastic achievement, success and competition. In fact, one of the main objectives of education is to develop the students through providing proper conditions for them so to reach the highest levels of scholastic achievement. Researchers have always showed great interest to find out how factors affect scholastic achievement and progress and what role they play in this regard. No doubt, a set of individual and environmental factors among many others influence the students' academic achievement. It seems scholastic achievement is a multi-dimensional variable, and it is affected by enormous factors like frustration and academic alienation. The present study aimed to exploring about effect of frustration, academic alienation on scholastic achievement of undergraduate students.

Keywords: Academic alienation, Frustration, Scholastic achievement

1. Introduction

One of the most challenging problems faced by the educational administrators today seems to be that of accurate prediction of psychological, sociological and cognitive variables of the students possessing different level of frustration. In psychology, frustration is a common emotional response to opposition, related to anger and disappointment; it arises from the perceived resistance to the fulfilment of individual will. This problem has aroused the attention of many educationists, psychologists, psychiatrists, planners and administrators and is assuming greater importance day by day as our society is advancing industrially and technologically and also as the pattern of education is growing more and more complex.

College students come from across the country. Because they are outstanding person in high school, they have higher self-expectations and clear sense of superiority. But because of the imbalance level of national college education, too many talents in campus, some advantages will be not prominent. On the other hand, teaching method in university is different from the high schools, such as more courses and fewer class hours, flexible teaching methods and so on, which makes the students who may master science learning method in high schools cannot adapt the college life. On the one hand, these student hope to maintain the best like in high school, on the other hand, they cannot stabilize learning emotion, producing lost emotions and boredom and burnout in learning psychology.

2. Under graduate students and exam oriented education system

From the current situation of the country's education, undergraduate students are trained under the system of examination-oriented education. Students live in the long-closed campus; exhaust themselves for the completion of their studies and improvement of test scores, finally lost a lot of

quality educational opportunities and social understanding and hard life experience. Lack of frustration education leads to the university students cannot properly face the new environment and new role. Once they experience major changes in living environment and conflict, they will be overwhelmed and cannot actively face or ask for help. As a result, they can only choose retreat or escape, leading to the final serious psychological problems, or even to unusual behavior.

The responsibility of making history rests on the shoulders of the young generation known as youths. It is only the youth that can and will make the history. Right from the Vedic era down to the modern times, students have played appreciable role in national reconstruction and national integration. But now wide spread frustration among students have been reported from various quarters and they instead of becoming a positive force in nation building, are getting increasingly resentful. They are showing their discontentment by behaving against social norms in a manner which bewilder the elders. Educators should guide the college students to set goals for their own, should encourage students to build self-confidence, to face and find their own strength, and to clear their deficiencies. College educators should guide students to be good at correct attitude towards learning, guide them to carefully learn, reasonably allocate energy and efficiently improve the learning effect. Meanwhile, educators should actively improve the education system and strengthen the building of teaching staff.

3. Undergraduate students and college environment- leads frustration

A bachelor's degree is also life training and the best time to get a amount of that under your belt is in those transition years as you are first forming ideas about what you want to do with your life-- inside and outside of your career. It teaches us to think more critically, to speak and write more articulately, to read with greater understanding, to appreciate the arts (which are important parts of what makes a culture a culture), to understand fundamental principles of science (which we scarcely held onto in high school and which we need to understand to participate in the 21st century society way more than we needed that to participate in the 20th century society. College that does a responsible job in educating youth provides real-world opportunities to apply what today; too many graduates cannot apply what they've learned to real-life situations. Too many colleges let students graduate before those students have proved that they have that ability. The bachelor's degree needs to mean more than putting in three or four years at a college the students are learning. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and, in general, the educational system itself. In fact, it appears as if the, whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the colleges are used for students to achieve better in their scholastic endeavors.

When the child starts his education, he takes admission in the pre-primary class I.e. nursery class, and study there according to the schedule of the class and syllabus of the different class subjects continues till he passes 12th class. When the student enters in graduation, he is very excited and worried about his future education. Students confess that the move from school to college represents a major milestone in their young lives. This marks a point where he or she has come of age - where old childhood habits must now be cast aside and replaced with more mature behaviour.

The work in college is harder, there is more of it, it must be completed in a shorter period of time and most of it must be done outside the school environment. The second stage is to help them identify and value the knowledge, skills and attitudes (KSAs) they will need to adapt to their new academic environment. But when he enters in the college life then he found sudden change. Classes are not regular, discipline is not there and the colleges are closed frequently for insignificant and frivolous reasons.

Astin (1968) first wrote about the campus setting more than thirty years ago in his book, the college environment. He postulated that individual achievement, behavior, self-esteem, and feelings of loneliness and alienation are often the result of a mismatch between the student and the environment. Crisis like “close it down”, “on strike” are a routine.

Indian Express newspaper quoted on 30 January 2016 that “After participating in the candle light march with the protesting students at University of Hyderabad (UoH) campus on Friday night, Congress Vice President, Rahul Gandhi joined the students at mass hunger strike on Saturday morning”

NDTV with the tag lines-“.NU Row: Teachers Join Strike, To Take Nationalism Classes” broadcast its news on 16 February 2016 that New Delhi: Jawaharlal Nehru University (JNU) teachers today joined the students in boycotting classes in protest against arrest of its student union leader in a sedition case and said they would take classes on "nationalism" in the varsity lawns.

It is said that teachers are not interested in teaching and they did not come in their lectures regularly to teach. There is a lack of universities and institutes for education but one most important fact is that the quality of education is absent in higher education. There are very few teachers and their knowledge is very insufficient. Most of the teachers are making money with tuitions. All these activities result in frustration among students.

For many years people have been speaking about the crisis in higher education or university education. J. D. Sethi's book, “The crisis and the college of higher education in India”, is detailed and comprehensive exposure of the crisis. He said in 1983 that the atmosphere in the college was more of violence than of peace. The standard of education has drastically declined. The universities were crowded with activities of political parties. The whole system had become a business propositions with the administrations, the teachers and the students all engaged in deals by means of which degrees were brought and sold. Many people in the country feel that teaching has become a rare activity in the institutions of higher education in India. In fact higher education in India is passing through its greatest time of troubles. It is extremely disappointing to note that the rising rate of disturbances in the universities and colleges and the belief by some academicians that the campuses should be the sanctuaries have brought about a crisis in confidence on the part of public. The breakdown of the higher education system in India is attributed to the changes that have taken place in the socio-political ecology of the institutions of higher education. Teacher's militancy, alienation and low sense of responsibility, irregular classes, and other antisocial activities are found to be the consequences of the kind of socio-political environment in which they are made to function. It was also seen that, during the time of college election, a great number of indiscipline is found in students, teachers as well as management. A feeling of meaninglessness, powerlessness and normlessness experienced both by the teachers and the students. It is generated in them by the socio-psychological and political contact which leads them to be alienated from academic pursuit forcing them to be, militant, aggressive and activists. They perhaps, feel that scholastic achievement, sincerity and devotion to work are worthless and serve no purpose in the kind of academic situation they are placed to study.

All kind of educational ills such as poor quality of teaching, irregular lectures, indiscipline in college class and campus, examination related corruption, students and teachers agitations, campus lawlessness, may be found rooted in the alienation, lack of interest in education, and frustration among undergraduate students. Alienation is a term used to describe student estrangement in the learning process (Brown, Higgins, & Paulsen, 2003). Mann (2001) defined alienation as “the state or experience of being isolated from a group or an activity to which one should belong or in which one should be involved” (p. 7). The scholastic achievement of students also affected by frustration and academic alienation in the same way. In fact, such frustration and academic alienation affected scholastic achievement of an undergraduate student.

4. What is frustration?

In psychology, **frustration** is a common emotional response to opposition, related to anger and disappointment, it arises from the perceived resistance to the fulfillment of individual will. The greater the obstruction, and the greater the will, the more the frustration is likely to be. Causes of frustration may be internal or external. In people, internal frustration may arise from challenges in fulfilling personal goals and desires, instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations. Conflict can also be an internal source of frustration; when one has competing goals that interfere with one another, it can create cognitive dissonance. External causes of frustration involve conditions outside an individual, such as a blocked road or a difficult task. While coping with frustration, some individuals may engage in passive-aggressive behavior, making it difficult to identify the original cause(s) of their frustration, as the responses are indirect. A more direct, and common response, is a propensity towards aggression.

Frustration is psychological state which results from the blocking of a goal-directed activity (Kisker, 1964); thwarting of a need or desire (Coleman, 1974) as a hypothetical construct produced either by some type of inhibitory condition or by an excitatory tendency leading to accumulation of strength (Brown and Farber, 1951). Frustrated behavior lacks goal-orientation, feeling of intensive need deprivation and have a different set of behavior mechanism which appears more or less senseless due to compulsive nature (Chouhan and Tewari, 1973)

5. Academic Alienation

Karl Marx's theory of alienation describes the estrangement (Ger. Entfremdung) of people from aspects of their Gattungswesen as a consequence of living in a society of stratified social classes. The alienation from the self is a consequence of being a mechanistic part of a social class, the condition of which estranges a person from their humanity.

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Scholastic achievement- Scholastic achievement has been defined and described by many educators in different ways.

According to Malavka Ganguly achievement is the accomplishment of acquired efficiency in the performance of an individual in a given skill f body of knowledge. It may mean knowledge attained or skills developed in the school subjects usually designated by test scores or by marks assigned by the teacher or by both since scholastic achievement is the criterion for selection, promotion or recognition in various walks of life, the attention of educators are being increasing down to it.

The development of human resources and maximum utilization of the resources are necessary for the growth and prosperity of any society. The colleges /institutions of learning mainly the colleges are the principal means of socialization to develop children into useful citizens so that they fit into adult roles and also different occupational roles. It is only students who are high in their scholastic achievement who can be molded to occupy strategic positioning society and thereby determine the destiny of society (Manocha, 1993). Hence scholastic achievement occupies a very important place in education as well as in the learning process. Scholastic achievement has become an index of child's future in this highly competitive world. It is only a drop in the vast sea of education and great many students would appear not to give themselves credit commensurate with their known or rated abilities. (Katyal and Bindra, 1995). So it can be whispered that teachers must consciously create opportunities for college students to exercise their ability, carefully arrange for appropriate social activities for them, and enhance students' strength of competition in the future. College educators should guide students to be good at correct attitude towards learning, guide them to carefully learn, reasonably allocate

energy and efficiently improve the learning effect. Meanwhile, educators should actively improve the education system and strengthen the building of teaching staff. Thus the need of studying students using psychological techniques involving standardized tests is required. The evidence provided by the present investigator emphasizes that as frustration has close association with factors like academic alienation and scholastic achievement, study of these factors is also needed. The teacher has to grant special attention to the students who are high on frustration, high on academic alienation and low in scholastic achievement. This will help in ensuring most favorable level of scholastic achievement of them. Implementation of frustration education in colleges and universities is useful to cultivate good psychological quality and improve the level of mental health of college students.

As we all know that, today as never before, meeting our society's challenges demands educational excellence. Reinvigorating the economy, achieving energy independence with alternative technologies and green jobs, and strengthening our health care system require a skilled youth that is ready for the critical challenges they face. There is widespread consensus, however, that our education systems are failing to adequately prepare all students with the essential 21st century knowledge and skills necessary to succeed in life, career and citizenship.

Thus, this study has offered suggestions, strategies & management for avoiding the frustration and alienation from undergraduate students and also improving and maintaining class and college educational environment for making it more relevant for college students to face the challenges of 21st century Indian society.

To sum up it can be understood that a research work related to the phenomenon of frustration, academic alienation and scholastic achievement among undergraduate students is significant with many positive implications for the formulation of a national policy aimed at creating a healthy and pollution-free college campus environment conducive to its proper development. This research, related to frustration, academic alienation and scholastic achievement among undergraduate students, definitely, offers a virgin field for teachers, students, educationists, psychologists and other social scientists. Its potential for theoretical as well as applied profitability waits to be thoroughly explored.

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