

Acculturative stress and Academic Achievement among Students: A Comparative study

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Abstract

The current study explored the relationship between Acculturative stress and Academic achievement. Acculturative stress can be psychological, social or physical and can lead to a reduction in health status for ethnic minorities. Acculturation is the process of adaptation to another culture that involves learning development and competence in adjusting to the new culture and facing new challenges. A sample of about 300 students were considered for the study with 3×2 factorial design structure involving six potential categories was used to select equal number of students who differed in terms of their three levels of migration status and two types of courses. A survey method was used to collect the data using a questionnaire and the scales were adapted from existing studies. The ANOVA results indicated that students who have migrated from Kashmir to Bhopal reported significantly more acculturative stress as compared to their counter parts. Furthermore, the students who have migrated from Kashmir to Bhopal reported significantly low academic achievement as compared to their counter parts, who have not migrated from Kashmir and Non- Kashmiri students who have migrated to Bhopal. Implications of the study was discussed.

Keywords: Acculturative stress, Courses, Education, Students, Academic Achievement.

Introduction

Acculturation leads to the change in original culture of either or both the countries and it is a way to adopt a different and diverse culture of countries towards the dominant culture and this leads to the acculturative stress commonly known as stressors of immigration (Berry, 2006). There are various stressors of immigration that leads to acculturative stress which includes the condition within which one lived before immigration, the separation of families and motivation for immigration etc evidence exist that the immigrant child suffers from distress that disrupts whole family (Suarez-Orozco. 2001). An extensive research has been done on the acculturative stress occurrence among the students who migrate from one country to another. At present it has been seen from the previous few years that students from India go to upgraded places for their higher studies (Altbach, 2004). The students always try to find better opportunities of education in order to develop their skills to compete in this fierce competitive world. There has been a paucity of research on the acculturative stress

within country immigration. Furthermore, a very less research has been done on the acculturative stress of rural students migrating to urban areas within a state. While they share the common nationalist and ethnicity but have different sets of values beliefs and attitudes. The migrant students are not aware and are not equipped to deal with the acculturation process thus they suffer from acculturative stress.

India is a multi-cultured and religious country having different languages, food and customs etc that differ from place to place within the country. The shifting from one place to another place is associated with acculturative stress. In some studies the negative impact of acculturative stressors on the mental health of immigrant children has been explained by (Fine and Sirin 2007; Garcia Coll and Marks 2009; LaFromboise *et al.*, 1993). Academic achievement reflects the overall performance of the students, specifically in schools, colleges, and universities. The academics system encompasses different domain of learning and thereby academic achievement is associated with multifaceted dimensions. Since the academic achievement is very wide-ranging field associated with the different outcomes of education, therefore it is defined on the basis of indicators that are used to measure it. The procedural and declarative knowledge acquired in an educational system are the general indicators to define the academic achievement (Steinmayr *et al.*, 2014). Academic achievement can influence the future education and career choices of children and adolescents (Rana and Mahmood, 2010; Flashman, 2012). Academic achievement was positively correlated with life satisfaction and negatively correlated with negative affect at the country level. Studies of high school students in Germany and the USA have shown that academic achievement is positively correlated with life satisfaction (Suldo *et al.*, 2008; Crede *et al.*, 2015).

Acculturation is a process of adaptation to another culture that involves learning, development and competence in adjusting to the new culture and facing new challenges (Berry, 2006). Acculturative stress refers to stress induced by the adaptation or acculturation process due to a change in cultural environment where a person has to make a number of personal, social and environmental changes (Jang and Chiriboga, 2010). Acculturation is, “a process of cultural and psychological adjustment resulting from contact between cultural groups and their individual members” (Berry, 2005). A number of International students studying in a foreign country can compel a number of challenges including linguistic, accommodation, dietary, academic, financial, interpersonal and intra-personal problems (Mori, 2000). The language problems can encompass challenges with

language acquisition of the host language as well as retention and use of immigrant's primary language (Trickett and Birman, 2005). Family environment stress may be experienced due to inter-generational conflict among family members and a shift in roles within the family structure (Arbona *et al.*, 2010). Acculturation stress during childhood and adolescence also occurs within school and social settings and in youth's peer relationships and within the school settings among peers immigrant and refugee adolescents must determine if developing relationships with those from the host culture as well as home culture (Berry, *et al.*, 2006; Trickett and Birman, 2005). Developing relationships with peers and teachers at school may require the acquisition of new social knowledge and norms, some of which may be opposing to home culture norms (Cho and Haslam, 2010). A study designed to determine the stress experienced by African Immigrants to the United States found concerns in the domain of language (e.g. accent being mistaken for lack of fluency) and differences in cultural values (e.g. adjusting to an individual vs. communal worldview) as the factors responsible for acculturative stress other than many difficulties related to prejudices and discrimination (Beru, 2010). Academic achievement prepares students for future career and also allow them enter competitive fields. It can also affect student's opportunities for further education and future occupation (Strenze, 2007; Jonsdottir, 2012). Lubienski and Lubienski, (2006) compared academic achievement among charter, private and public schools and the findings revealed that students from private schools scored higher than charter and public schools related. The positive perception of parent adolescent interactions has a positive effect on the academic achievement of adolescent males (Shearin, 2002; Thomas, 2002). Lizzio *et al.*, (2002) reported that the perception of good teaching was positively associated with academic grades, whereas the perception of a heavy workload and inappropriate assessment were negatively associated. Teacher support was also found to be positively correlated with achievement (Patrick *et al.*, 2007).

Methods

Objective

The main objective of this research is to examine the relationship between the acculturative stress and academic achievement among students who were pursuing different types of courses (technical and conventional) outside their states.

Sample & Design

The sample consists of 300 students who were pursuing their higher education in different technical and conventional colleges in Bhopal and Kashmir. The purposive random sampling technique involving 3×2 factorial design was used to select equal number of students who differed in terms of their migration status (migration of Kashmiri students to Bhopal, migration of Non-Kashmiri students to Bhopal and No- migration of students pursuing two types of courses (technical and conventional). The age range of the sample was 18-25 years.

Instrument

Demographical Assessment: The survey instrument consisted of some preliminary questions regarding age, gender, marital status, type of family, duration of the course, parents income, year of migration, major sources of financial support.

A questionnaire was developed by Singh and Ayoub, (2010) was used for assessment of acculturative stress among the students. The scale comprised thirty nine items and the respondents were asked to read each of the 39 items one by one and record their responses for each item on a 5 point likert scale. A response of '0' would mean that the value under considered is not at all important to the respondent and a response of '4' would mean that the value under consideration is very important. The internal consistency reliability measured in terms of (Cronbach's alpha) of the scale entitled Social, Attitudinal, Familial and Environmental Scale has been found to be 0.90.

Academic achievement: Student academic achievement was measured through previous academic record in terms of percentage and (GPA) grade point average.

Procedure

The data was collecting by administering the scale in a group to the student participation. The respondents were instructed to complete the scale. Informed consent was taken and all the respondents were assured that the data would be kept confidential. After getting data scoring and analysis were done.

Results

The means, standard deviation and F- ratio across migration status on acculturative stress are presented in table 1. Inspection of ANOVA results revealed that significant mean differences was found among all the eight components of acculturative stress like homesickness, perceived hate, insecurity, acculturative strategies, cultural shock, guilty feeling and language

barrier. In other words Kashmiri students who have migrated to Bhopal reported significantly more homesickness, feeling of insecurity and more prejudices than their counter parts. Furthermore, the Kashmiri students who have migrated to Bhopal reported significantly more using acculturative strategies, more cultural shock, guilty feeling and language barrier followed by Non- Kashmiri students who migrated to Bhopal and Kashmiri students who did not migrate from Kashmir. Finally students who migrate from Kashmir to Bhopal reported significantly more total acculturative stress followed by Non-Kashmiri students who also migrated to Bhopal while minimum stress was reported by students who were residing in Kashmir.

Table 1: ANOVA results depicting Mean differences and F- ratio of components of acculturative stress as a function of main effects on migration status.

Factors related to Acculturative stress	Migration of Kashmiri students to Bhopal		Migration of Non- Kashmiri students to Bhopal		No Migration of Kashmiri students		F
	Mean	SD	Mean	SD	Mean	SD	
Homesickness	12.29	1.71	8.44	1.71	5.01	1.48	521.07**
Perceived hate	9.15	1.53	4.93	1.70	3.62	0.93	413.21**
Insecurity	27.83	1.96	18.26	3.04	11.67	1.93	1175. 0**
Prejudices	18.28	1.86	10.89	2.25	7.73	1.53	808.15**
Acculturative Strategies	15.70	1.74	13.46	2.12	11.98	4.21	644.76**
Cultural Shock	15.62	1.52	10.35	1.73	5.84	1.57	928.91**
Guilty Feeling	6.44	1.24	3.89	1.50	2.91	0.71	234.11**
Language Barrier	15.42	2.26	11.06	2.14	7.83	1.67	358.95**
Overall Acculturative Stress	120.73	5.17	81.28	4.30	56.59	4.23	5.855**

**P < .01

The means, standard deviation and F- ratio across two types of courses (technical and conventional) on acculturative stress is presented in table 2. Inspection of ANOVA results revealed that of the eight components of acculturative stress significant mean differences was found only two components namely homesickness and guilty feeling. The students who opted for conventional course reported significantly more homesickness and guilty feeling as compared to students who opted for technical course. Finally, no difference was found

onacculturative stress across students who were studying conventional courses or were pursuing technical courses.

Table 2: ANOVA results depicting mean differences and F- ratio of components of Acculturative stress as a function of main effects of course

Factors related to Acculturative stress	Course pursuing				
	Technical		Conventional		F
	Mean	SD	Mean	SD	
Homesickness	8.38	3.57	8.78	3.21	4.714*
Perceived hate	6.01	2.76	5.79	2.76	1.689
Insecurity	19.25	7.16	19.26	6.97	0.002
Prejudices	12.36	4.77	12.24	4.88	0.298
Acculturative Strategies	12.10	4.18	11.85	4.26	1.363
Cultural Shock	10.52	4.35	10.69	4.29	0.808
Guilty Feeling	4.24	1.88	4.59	1.93	6.355*
Language Barrier	11.41	4.01	11.47	3.42	0.067
Overall Acculturative Stress	84.27	29.60	84.67	28.10	0.600

**P < .05

The means, standard deviation and F-ratio across migration status on academic achievement are presented in Table 3. Inspection of ANOVA results revealed that significant mean differences was found among all the eight components of academic achievement namely higher secondary percentage and higher secondary grade, first year percentage and first year grade, second year percentage and second year grade, and third year percentage and third year grade. The results also revealed that students who did not migration from Kashmir to Bhopal and were residing in Kashmir reported significantly among all the components of academic achievement followed by Non- Kashmiri students who migrated to Bhopal and Kashmiri students who also migrated to Bhopal. Finally, students who did not migration from Kashmir and were residing in Kashmir reported significantly more total academic achievement followed by Non-Kashmiri students who migrated to Bhopal while low achievement was reported by students who have migrated from Kashmir to Bhopal.

Table 3: ANOVA results depicting mean differences and F- ratio of components of academic achievement as a function of main effects on migration status.

Factors related to Academic Achievement		Migration of Kashmiri students to Bhopal		Migration of Non-Kashmiri students to Bhopal		No Migration of Kashmiri students		F
		Mean	SD	Mean	SD	Mean	SD	
Higher secondary performance	Percentage	2.41	0.51	2.53	0.50	3.08	0.34	61.43**
Under Graduate performance	First Year Percentage	2.20	0.45	2.35	0.50	3.18	0.44	129.98**
	Second Year Percentage	2.23	0.49	2.64	0.48	3.14	0.38	103.67**
	Third Year Percentage	2.39	0.57	2.94	0.45	3.19	0.39	74.97**
Overall achievement		21.76	2.95	23.94	2.43	28.23	2.23	178.35**

**P < .01.

The means, standard deviation and F- ratio across two types of courses (technical and conventional) on academic achievement are presented in Table 4. Inspection of ANOVA results revealed that of the eight components of academic achievement significant mean differences was found only four components namely second year percentage, second year grade, third year percentage and third year grade. The students who opted for technical course are reported significantly more percentages and grades in second year percentage and grades, third year percentage and grades as compared to students who opted for conventional course. Finally, significant difference was found on academic achievement across students who were studying technical courses or were pursuing conventional courses.

Table 4: ANOVA results depicting mean differences and F- ratio of components of academic achievement as a function of main effects of courses.

*P< .05, **P< .01

Discussion

The present work explored the effect of acculturative stress on migration status among students who are pursuing technical and conventional courses. The results from ANOVA revealed that majority of the Kashmiri students who migrated to Bhopal for pursuing technical and conventional education experienced high acculturative stress. However, incase of Non-Kashmiri students who also migrated to Bhopal for receiving education, an acculturative stress was found to be moderate with in case of technical and conventional courses respectively. Whereas in case of Kashmiri students who were receiving their education in Kashmir experienced low acculturative stress as compared to above mentioned two groups. Based on the 8 (eight) factors, the results clearly show that homesickness is the top most reported source of acculturative stress among all the three categories of students followed closely by language barrier. Overall, in our study, we find that acculturative stress is significant at 0.05 level of significance. The above results are fully supported by the finding based on acculturative studies by (Mori, 2000; Yeh *et al.*, 2003) and are largely consistent with the previous studies Poyrazli and Lopez, (2007) shows that homesickness is a major concern to international students. Sandhu and Asrabadi, (1994) put forth the generalization that the students are more vulnerable to stress that is derived from cross-cultural adjustment. Previous findings have also asserted that homesickness (Kegel, 2015), culture shock (Yang, *et al.*,2018) and discrimination (Araujo, 2011) are among the terrible challenges for

Factors related to Academic Achievement		Course pursuing				F
		Technical		Conventional		
		Mean	SD	Mean	SD	
Higher secondary performance	Percentage	2.72	0.53	2.63	0.55	3.145
Under Graduate performance	First Year Percentage	2.61	0.63	2.54	0.63	1.882
	Second Year Percentage	2.74	0.57	2.60	0.59	7.338**
	Third Year Percentage	2.90	0.59	2.78	0.57	4.834*
Overall achievement		23.97	3.67	25.32	3.63	22.60**

international students in the host community.

The results also indicate that majority of the Kashmiri students who migrated to Bhopal for pursuing technical and conventional education experienced low academic achievement. However, in case of Non-Kashmiri students who also migrated to Bhopal for education, an academic achievement was found to be moderate with in case of technical and conventional courses respectively. Whereas in case of Kashmiri students who are receiving their education in Kashmir experienced academic achievement as compared to the above mentioned two groups. Based on the Percentages or Grades of the 12th standard and Under-graduate streams, it was noticed that all the three categories of students reported same mean and no significant difference in the mean scores by their academic achievement. A number of cross-cultural studies on achievement studies were fully supported our results by Eweniyi, (2009), where he reported an insignificant gender difference in the stress level and academic achievement of Nigerian undergraduate students. Kumari and Gartia, (2012) studied that a positive correlation between stress and academic achievement and the finding revealed that significant difference was found in the academic achievement of students having high, moderate and less stress. Students with high and moderate stress performed better than the students having less stress and it was also found that stress and academic achievement are not mediated by gender.

Conclusion

Migration is an important concept that is always associated with the stress of an individual. The findings of this study indicate that two major variables impact upon levels of acculturation: Homesickness and Language Barrier. More acculturative stress was found among the Kashmiri students who migrated to Bhopal than their counter parts. On the other hand low academic achievement was found among the students who migrated to Bhopal as compared to their counterparts. Thus we conclude from the current study that acculturative stress affects the achievement of the students. So, there is a need to address these stressors by applying different strategies through educational institutions and health centers.

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Conflict of Interest

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