



Research Article

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Received: 14 March 2022 / Accepted: 13 April 2022 / Published: 5 May 2022

Psychological Alienation between Adolescent and its Relationship to Their Academic Achievement: An Applied Study on Public Schools in Amman

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DOI: <https://doi.org/10.36941/jesr-2022-0088>

Abstract

The study aims to identify Psychological Alienation between Adolescent and its Relationship to their Academic Achievement on Public Schools in Amman. A quantitative questionnaire survey was adopted and data collected from (330) Adolescent in public schools in Amman, The results revealed that the degree of Psychological alienation among adolescent was moderate, Furthermore, the level of academic achievement of adolescents was also moderate. Our research mainly contributes positively and significantly to highlighting the role of pedagogical departments, which can carry out inclusion processes among students, and take steps to avoid or mitigate the negative effects of isolation, which is the main cause of many failed educational outcomes.

Keywords: Psychology, Alienation; Adolescent, Academic Achievement; Applied study, Public Schools, Amman

1. Introduction

Psychological Alienation is one of the phenomena that arise with man and accompany him in all ancient, modern and contemporary eras (Tomé, 2016). This situation differs from one individual to another, according to the nature of the circumstances in which he lives within the societal environment to which he belongs, and it is acceptable at times and negative at other times (Öksüz & Öztürk, 2017). Rayce, Holstein & Kreiner (2009) considered that Psychological alienation is one of the important human phenomena that have different dimensions on all psychological, social and economic aspects, as its severity varies according to the availability of the factors causing Psychological alienation in the individual.

Kim, Chen, Wang, Shen & Orozco-Lapray (2013) indicates that the phenomenon of psychological alienation is of multiple types and dimensions, and its severity increases whenever the factors and causes that are prepared for it become available Rudolph et al (2014). offered a definition of psychological alienation as an emotional psychological experience characterized by the individual's dissatisfaction with the general conditions (Yukse & Solakoglu, 2016), and rejection of the prevailing trends, values and foundations, which are translated by behaviors (Kocayörük & Şimşek, 2016) such as withdrawal from society and acquiescing to it outwardly or rebellion and revolution against it. Toren (2013) adds that psychological alienation refers to cases in which the unity of the personality is

subjected to rupture, weakness or collapse due to the influence of cultural and social processes that take place within society. On the other hand, Iorfa, Ugwu, Ifeagwazi & Chukwuorji (2013) indicated that psychological alienation affects the personality of the individual, and distorts the growth of the human personality, as the elements of an integrated sense of existence and permanence are lost.

Psychological alienation is a negative aspect of students' lives as it is followed by damaging behaviors such as forcefulness, harm, school alienation, and other forms of irregular behavior (Tomé et al., 2018). In academia, expatriate students are supposed to underestimate school activities or find them meaningless to participate in them (Clarke, Meredith & Rose, 2020; Punia & Berwal, 2017). Navitha & Sreedevi (2019) defined psychological alienation as a person's feeling of separation from others or from oneself or both. Some scholars (Shehata et al., 2021; Park & Lee, 2018) believe that the feeling of psychological alienation comes as a result of psychological factors related to the growth of the individual, and social factors related to the society in which he lives, which makes him unable to overcome life's problems, as psychological alienation occurs as a result of the interaction between psychological and social factors. According to Gupta (2018), psychological alienation consists of three distinct categories, including social isolation, helplessness, and lack of standards.

Researchers recognize that the rising number of expatriate students presents certain challenges to educational institutions and the surrounding societies (Jeno, Danielson & Raaheim, 2018). Expatriate students experience dual and ambivalent feelings both on and off campus (Gehlbach et al., 2016). Social factors and personal attitudes contribute to the severity of their psychological alienation such that there is a type of exclusion, racial discrimination, and negative social stereotypes (Seider, Clark & Graves, 2020). Moreover, with regard to these problems, research has indicated that psychological alienation contributes to lower academic achievement among students (Delgado, Ettekal, Simpkins & Schaefer, 2016). The results of the study Morinaj, Hadjar & Hascher (2020) indicated that the students' feeling of isolation and exclusion from peers makes their ideas dispersed and thus reflects negatively on their academic achievement.

This article tries to find answers to the following questions:

- **Question 1:** What is the degree of psychological alienation among adolescent in public schools in Amman ?
- **Question 2:** What is the level of academic achievement of adolescents in public schools in Amman ?
- **Question 3:** Is there a correlation relationship between psychological alienation and the academic achievement of adolescents in public schools in Amman ?

2. Literature Review

2.1 Psychological Alienation

With the tremendous technological revolution that the world has witnessed in recent years, which has produced a number of changes in the lives of individuals and societies, not all of these changes were positive, but also had many negative changes on individuals (Hofhuis et al., 2019). Especially in the developing countries of the world, which has been affected by a rapid and sudden contagion that has exceeded all expectations, and this may result in many psychological problems that may be among the most important and most common manifestations of anxiety, tension, psychological depression, rebellion and internal and external conflicts between the individual and others (Keyhan & Kazemzadehbeytali, 2018).

Psychological alienation is a human phenomenon whose existence has extended to include various patterns of social, economic, political, religious and psychological life in all cultures (Vinokurov & Kozhina, 2020). As feelings of psychological alienation increased and multiplied because of the nature of the age in which man lives, which is characterized by contradictions, competition and successive changes, which led to the emergence of a number of problems and disorders. foremost of which came psychological alienation, and the most prominent symptoms of

which are disability, lack of strength, isolation, loss of standards, and loss of the meaning of life (Keyhan & Kazemzadehbeytali, 2018).

Mirzaei & Afsharian (2018) believe that psychological alienation is one of the phenomena that arise with the human being, as this situation differs from one individual to another, according to the nature of the conditions in which he lives within the societal environment to which he belongs. The researchers considered it one of the important human phenomena that have different dimensions on all psychological and social aspects (Shehata et al., 2021). The person with psychological alienation suffers from a number of social problems, such as his inability to feel effective in the society in which he lives, as he sees that he has no influence in the society with which he interacts, in addition to his feeling that he lacks someone to guide him psychologically and socially (Abed & Thanoon, 2021).

Hofhuis et al. (2019) emphasize that individuals with psychological alienation also feel that the social values to which they are subject have become relative, contradictory and unclear, and change permanently and continuously, which leads to a feeling of lack of self-realization and tends to isolation and alienation from the surrounding society.

Psychological alienation can be defined as an individual's feeling of isolation and loneliness, lack of belonging, loss of self-confidence, feelings of anxiety and tension, rejection of social values and standards, distance from family life, and suffering from psychological pressures, where psychological alienation is represented in a set of dimensions: social and normative isolation and powerlessness (Al-Dreesawy et al., 2020). In addition, the inability to immerse themselves in the surrounding community. Mirzaei & Afsharian (2018) has also provided a definition of psychological alienation as the manifestations that the individual suffers from such as loss of the sense of belonging, lack of commitment to standards, helplessness, lack of sense of value, loss of purpose, loss of meaning, and self-centeredness.

Psychological alienation is of multiple types and dimensions, and its severity increases whenever the factors and reasons are available for it, as an emotional psychological experience characterized by the individual's dissatisfaction with the general conditions, rejection of trends, and the prevailing values and foundations, which are translated by behaviors such as withdrawal from society and acquiescence to it ostensibly, or rebellion and revolution against it (Jones & Nangah, 2021). Among these types are: psychological alienation, which refers to cases in which the unity of the personality is subjected to rupture, weakness or collapse due to the influence of cultural and social processes that take place within the community, thus affecting the personality of the individual (von Boch-Galhau, 2018). This means a distortion of the growth of the human personality, as the elements of an integrated sense of existence and permanence are lost (Wong et al., 2017).

Psychological alienation occurs in particular as a result of the interaction between psychological factors and social factors, where we find psychological factors in the conflict between motives and controls (desires), between social standards and moral values, values conflict, social and professional roles, in addition to the cultural conflict between generations (Abed & Thanoon, 2021). These conflicts are among the causes that lead to emotional tension, anxiety and personality disorder (Vinokurov & Kozhina, 2020).

Psychological alienation is a multi-dimensional phenomenon, and these dimensions can be summarized as follows (Alghamdi, 2019):

- powerlessness: is the inability of the individual to control and direct his life, and an explicit expression of the loss of the ability to achieve goals, and this is what makes the individual characterized by a state of frustration, due to the lack of effectiveness of the individual and the inability to activate life and positive presence in public life.
- meaningless: It means the lack of awareness and understanding of all the meanings associated with the aspects of life, the inability of the individual to understand and explain things makes him unable to give a real meaning to his behavior.
- Non-formativeness: These are social situations in which standards are completely absent as a result of social and cultural changes that outweigh the normal behavioral expectations of the individual.

- Social isolation: It means the individual's withdrawal and separation from the current of the prevailing culture in his society, and the feeling of loneliness and psychological emptiness, even if he is with others.
- Rebelliousness: is the individual's feeling of being far from reality, his attempt to deviate from the norm, non-compliance with prevailing customs and traditions, rejection, hatred, and hostility to all that surrounds the individual in terms of values and standards (Li & Chen, 2018).
- Aimlessness: The individual feels the lack of a clear and specific goal for his life, and he does not have any future ambitions, but lives only in the present moment, and this results in a disturbance in the individual's behavior and lifestyle.

Educational institutions also have a significant role in deepening or reducing alienation among students because of their role in the students' present and future, as they help in psychological and social growth and maturity in addition to their role in preparing young students and pushing them to the fields of production and giving (Ketonen, 2017). Educational alienation means the inability of the educational institution (student, teacher, administration) to adapt to the data of knowledge integration provided by the advanced educational communication technology: computer & Internet & rapid means of communication (Jeno et al., 2018). Acquisition of knowledge while the primary task of education is to raise the level of ability to use the technology available in it and employ it for the benefit of society (Morinaj & Hascher, 2019).

Psychological alienation greatly affects academic achievement, because there are a group of interrelated and interacting factors affecting both variables and the degree of their relationship to each other, it is possible that psychological alienation affects the level of academic achievement of the student (Ketonen, 2017). It can be said that the lower the degree of psychological alienation in the student, the more stable his life, and this leads to an increase in his interest in academic achievement and planning for a good future (Buzzai et al., 2021).

When the student's level of psychological alienation rises, he begins to enter the dangerous stage, and this represents a negative level because it affects his personality (Ketonen, 2017). The high level of psychological alienation leads to the emergence of some undesirable behaviors such as social isolation, lack of a clear goal for the student's life, closing his life from normative controls that legally and morally bind him to the principles of society, and the individual's lack of a sense of responsibility, which in turn may push him to some abnormal behaviors such as hostility, rebellion and others (Kalogeropoulos et al., 2019).

3. Research Methodology

The descriptive analytically approach was used in this study to determine psychological alienation among adolescent and its relationship to their academic achievement: an applied study on public schools in Amman.

3.1 Research Participation

A random sample of the Adolescent in Public Schools was selected, and their number is (330) Adolescent, as it is classified into its demographic characteristics in the tables below:

Table 1: Demographic characteristics for the Research Participation (Gender)

Gender	Sample	
	Frequency	Percentage
Male	140	41.2
Female	190	55.9
Total	330	100%

Table (1) illustrate the percent of males was (41.2 %) meanwhile it was for females (55.9%).

3.2 The Research Instrument

3.2.1 Instrument 1 : Questionnaire

The first study Instrument was a questionnaire and it consisted of (20) questions to measure the psychological alienation among Adolescent in Public Schools in Amman.

3.2.2 Instrument 2: Academic Achievement Test

The second study Instrument was Academic Achievement Test and it consisted of (3) main questions (Reading, Vocabulary and Grammar, Comprehension) to measure the Academic Achievement among Adolescent in Public Schools in Amman.

3.2.3 Validity of the Instrument no. 1: Questionnaire

The test was given to professors' work in the Jordanian University to judge the extent to which the test was valid and reliable. For this reason, the test was considered to meet such requests of the validity of the test. The experts were chosen according to their broad experiences in the field of teaching translation.

3.2.4 Reliability of the Instrument no. 1: Questionnaire

The researcher used reliability testing of measuring instruments. The reliability of the scale highlights the consistency with which the instrument measures the concept and helps to assess the "quality" of the scale, for a comparison of students' achievement of stability.

Table 2: Cronbach's alpha for the Questionnaire (Psychological Alienation)

Variable number	Variable	Value of (α)
First Variable	Psychological Alienation	0.966

The table above describe the total Cronbach's alpha for the Questionnaire (Psychological Alienation) was higher than (0.60) which will prove that the results are stable.

3.3 Study Findings

To analyze the data and answer questions, to explore Psychological Alienation among Adolescent and its Relationship to their Academic Achievement in Public Schools in Amman, tests performed used as shown as follow:

- **Question 1:** What is the degree of psychological alienation among adolescent in public schools in Amman ?

The researcher calculated both the arithmetic mean and the standard deviation for each item in psychological alienation, and Table (3) shows the results:

Table 3: Descriptive Statistics for psychological alienation

Rank	Std. Deviation	Mean	Question	Question number
6	0.97	3.65	Most of the time, I feel unhappy without any reason	1
9	0.98	3.63	I have my own identity	2
10	0.95	3.62	Sometimes, I get upset about the surrounding environment	3
5	0.82	3.69	I usually feel anxious	4
19	0.99	3.42	This world is selfish	5
14	1.00	3.53	I try to spend my free time alone	6
7	0.90	3.64	I feel isolated, lost and lonely	7
12	1.28	3.54	I feel like people are willing to lie in order to achieve their goals	8
3	0.89	3.75	I believe that nothing is absolutely reliable	9
1	1.04	4.12	I feel like there is no one to rely on	10
20	1.23	3.32	I feel like I'm doing something unacceptable to others	11
18	1.28	3.48	I feel watched	12
13	1.29	3.54	I only give friendship to those who ask for it	13
8	1.31	3.63	I feel that life is like a jungle, the strong eat the weak	14
2	1.39	3.77	I always fail to achieve my goals	15
15	1.26	3.51	We must rebel against the circumstances we live in in order to change for the better	16
17	1.26	3.48	If I had the chance, I would destroy everything in my path	17
11	1.31	3.55	I prefer violence to peace, and attack those who oppose me	18
16	1.32	3.51	I feel a strong hatred towards the prevailing values in society	19
4	1.18	3.74	I do not agree with the present norms of society	20
	0.89	3.60	Psychological Alienation	

As it seen from the above table the the degree of psychological alienation among adolescent in public schools in Amman was (3.60) and with a standard deviation (0.89). The question (10) which is I feel like there is no one to rely on. came first with a mean (4.12) and standard deviation (1.04) with a high level of response. In other hand, the question (11) which is I feel like I'm doing something unacceptable to others with mean (3.32) and standard deviation (1.23) came in the final rank.

- **Question 2:** What is the level of academic achievement of adolescents in public schools in Amman ?

The researcher calculated both the arithmetic mean and the standard deviation for each field of academic achievement test and Table (4) shows the results:

Table 4: Descriptive Statistics for each field of academic achievement test

Std. Deviation	Mean	Maximum Score	Minimum Score	Sample Size	Field	question number
6.15	9.88	21.00	0	330	Reading	F1-1
19.74	38.86	69.00	0	330	Vocabulary and Grammar	F1-2
3.36	4.42	10.00	0	330	Comprehension	F1-3
27.80	53.17	100.00	0	330	Total	

As it seen from the above table that the mean of Reading field came (9.88) and a standard deviation (6.15). The mean of Vocabulary and Grammar field came (38.86) and a standard deviation (19.47). The mean of Comprehension field came (4.42), and a standard deviation (3.36). Therefore the mean of independent variable achieved (53.17), and a standard deviation (27.80).

- **Question 3:** Is there a correlation relationship between psychological alienation and the academic achievement of adolescents in public schools in Amman ?

Pearson's correlation test was used to determine whether there was any relationship between psychological alienation and academic achievement for adolescents, revealing the strength or degree of the relationship between the two variables. The level of relationship between any two variables comes between (+1 and -1), the higher the degree of correlation close to 1, it means that there is a positive correlation, and the higher the degree of correlation close to -1, it means that there is a negative relationship. To determine their relationship shown in Table (5):

Table 5: Pearson Correlations Coefficients for psychological alienation and the academic achievement of adolescents in public schools in Amman

Academic achievement	Coefficients	Psychological Alienation
Reading	Pearson Correlation	-.828**
	Sig. (2-tailed)	.000
	N	330
Vocabulary and Grammar	Pearson Correlation	-.845**
	Sig. (2-tailed)	.000
	N	330
Comprehension	Pearson Correlation	-.629**
	Sig. (2-tailed)	.000
	N	330
Academic achievement	Pearson Correlation	-.859**
	Sig. (2-tailed)	.000
	N	330

As it shown from the above table, there is a negative significant relation between psychological alienation and the academic achievement of adolescents in public schools in Amman, the value of Pearson Correlation (-0.859) and the sig-value was (0.000) less than significance level ($\alpha = 0.05$).

For the correlation between psychological alienation and the academic achievement fields of adolescents in public schools in Amman it is a negative relation.

4. Discussion

Through the researcher's development of a questionnaire about the psychological alienation of Jessor and Jessor in line with the Jordanian environment, this research sought to measure the feelings of psychological alienation among adolescents and their relationship to their academic achievement (Zhu et al., 2021). The search for the causes of psychological alienation among students is essential because of the interrelationships between psychological alienation and the emergence of negative behaviors that affect the individual and society as well, which were identified in previous studies (Morinaj, Marcin & Hascher, 2019). In this study, the relationship between feelings of psychological alienation in adolescents and their impact on their academic level and orientation towards learning was determined. Although some previous studies found that psychological alienation does not directly affect academic achievement, this study showed differences in viewpoints (Tomaszek, 2020; Öksüz & Öztürk, 2017).

We found that psychological alienation rates among high school teens were moderate. A possible explanation for the high levels of psychological alienation among adolescent students may be that their frames of reference and culture are still in the process of forming and thus they are more vulnerable to the trauma of conflict of values and traditions than others. At this point in life, engaging in social relationships with friends and family is a major concern for young people. The study showed that students at this stage felt separated from others in their thoughts and attitudes and felt isolated in this changing environment (Morinaj, Hadjar & Hascher, 2020; Rayce, Holstein & Kreiner, 2009). At this stage of education, if students do not feel that school activities do not provide

them with tangible benefit in their working life, and do not express their personalities and ideas, their sense of isolation is exacerbated and affects their school performance (Tripathy, 2019; Toren et al., 2013).

The results of this study are in line with the previous studies conducted by Marcin, Morinaj & Hascher(2019), Kaleybar & Bahadorikhosroshahi (2017), Rayce, Holstein & Kreiner (2009), Rudolph et al., (2014), Yuksek & Solakoglu (2016) and Kocayörük, E., & Şimşek (2016).

The main results of this study were as expected, Academic achievement was moderate. The tests of the tenth graders showed that their achievement level is below the acceptable levels. One of the possible explanations for this result is that there are external factors that affect students and distract them so that this is reflected in the results of their achievement. The student's academic achievement is determined by his desire to obtain knowledge, and the quality of the material provided. Every school should provide formal training programs for teachers (including academic advisors) so that they have the ability to teach and direct students in a rigorous way (Park & Lee, 2018). Every teacher and academic advisor needs to instill awareness of students' problems, and provide channels of communication between students so that they can better receive their education in a healthy environment (Clark, Meredith & Rose, 2020).

In general, the results showed that there is a correlation between psychological alienation and academic achievement. Pearson's coefficient methods showed that the greater the severity of psychological alienation among adolescents, the greater its negative impact on their academic achievement. Although this research found a significant relationship between feelings of psychological alienation and academic achievement, we recognize that there may be differences between lonely adolescents in terms of their social backgrounds, gender, and other demographic variables, and classifying all adolescents as alienating can lead to bias. The result. We also need to acknowledge that the occurrence of feelings of psychological alienation is a serious problem; This feeling can be associated with common mental illnesses. Students with Asperger syndrome feel different from others, have more difficulties in making friends, and are at risk of isolation and social withdrawal (Gupta, 2018). The above issues need further investigation in future research on health-related psychological alienation.

5. Limitations

This qualitative study included participants from the tenth grade in public schools in Jordan only, which may hinder the generalization of the results. Future studies should seek to apply an empirical study to consider international students' perceptions of psychological alienation that is complementary to our study and includes a large number of respondents. Among other limitations, the study was applied to public schools, and the views of private school students, which are a large segment of society, were neglected. Future research could study the role of parents and society in increasing the rate of psychological alienation.

6. Conclusion

The aim of this study was to study the role of psychological alienation and its effects for adolescents on their academic achievement, especially their achievement in English because it is considered a second language and a major challenge in public schools in Jordan. The results showed that psychological alienation negatively affects the educational outcomes of tenth grade students. The respondents who were suffering from psychological alienation had significantly low academic achievement. Other latent variables affect the feeling of psychological alienation among students and must be taken into consideration among teachers and educational administrations, especially that the adolescence stage is one of the transitional phases in the life of students in which they experience conflicting feelings. These findings have important implications. For example, based on these findings, pedagogical departments can carry out inclusion processes among students, and take steps

to avoid or mitigate the negative effects of isolation, which is the main cause of many failed educational outcomes.

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