

Effects of migration and types of courses on acculturative stress and academic achievement

¹Showket Ahmad Wani, ²Dinesh Nagar

¹Research Scholar, Department of Psychology, Barkatullah University, Bhopal, (MP) India

²Professor, Department of Psychology, Barkatullah University, Bhopal, (MP) India

Email - ¹showketwani801@gmail.com

Abstract: Migration is a universal concept which comes in different types depending on the nature and the reason of the movement mostly people does migrate for the better quality of life. Acculturation is a change that occurs in an individual or a group of individuals when they come in contact with another culture. The trend of increase in student's migration is prominently visible in the developing and under developing countries. The students from Jammu and Kashmir not only migrate from their states to other parts of the country but they also move abroad for education. Within this back drop the present study was planning with the major objective to examine the effect of migration on acculturative stress and academic achievement. Of the total sample of 300 students 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. The major ANOVA results revealed 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 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 were discussed.

Key Words: Migration, Stress, Acculturative stress, Courses, Education, Academic Achievement.

1. INTRODUCTION:

Migration is an important concept that is always associated with the stress and is defined as the movement of people from one place to another especially in search of suitable environment. Migration is a universal concept which comes in different types depending on the nature and the reason of the movement. Mostly people migrate for the better quality of life and the major reasons of migration may be economic, social, political or environmental. The migration is both permanent as well as temporal. Stress is psychological phenomenon that is commonly viewed as negative emotional, cognitive, behavioral and physiological process, in which a subject tries to adjust or to deal with stressors (Bernstein, *et al.*, 2008). Stress is observed in both biological as well as psychological environment which is viewed as a feeling of tension or fear of failure and is also defined as any change in the equilibrium of the body (Keil, 2014). 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. This leads to the acculturative stress commonly known as stressors of immigration (Berry, 2006). Academic achievement is the extent to which a student, teacher or institution has achieved their short or long-term educational goals (Ames, 1992). Cumulative Grade point average (CGPA) and completion of educational benchmarks such as secondary school diplomas and bachelor's degrees are potent indicators of academic achievement.

Acculturative stress is impacted by the migratory grief and losses immigrants experience while interacting in a new system that has different values and beliefs, as well as demands for a shift in social roles and customs (Casado *et al.*, 2010). Immigrants are most likely to experience this form of stress but it is also seen in later generations including later-generation college students (Mena, *et al.*, 1987; Padilla *et al.*, 1986). The children of immigrants acculturate more quickly than their parents. Second-generation youth may feel caught between the opposing values of their parents and peers or experience conflict between their own values and those of their less acculturated parents (Miranda, 2006; Padilla *et al.*, 1986). Acculturation is, "a process of cultural and psychological adjustment resulting from contact between cultural groups and their individual members" (Berry, 2005). 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; Sandhu and Asrabadi, 1994). 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, *et al.*, 2006). In other words, it is a modification of a culture as a result of contact with other cultures (Schwartz *et al.*, 2010). Stress affects student's academic achievement leads to mental and psychological problems and impact of stress on academic achievements many studies have been found Saipanish, (2003) studied that the stress influences negatively learning and memory. Mohzan *et al.*, (2013) predicted that no significant

relationship was found between emotional intelligence and student’s academic achievement. The students get to socialize with different types of people and suffer psychological development and the studies illustrate that entering university may get stress (Gall, Evans and Bellerose, 2000). Academic achievement is the extent in which a student, teacher or institution has achieved their educational goal and has been influenced by the quality of adolescent’s relationship with his parents and other family members (Dorn Busch *et al.*, 1987; Stevenson and Baker, 1987; Taj, 1999). Parent’s involvement boosts academic performance of the students (Grolnick and Slowiaczek, 1994).

2. METHODS:

Objective

One of the major objectives of this research is to examine the effects of migration of J&K students who are pursuing different types of courses outside their states on acculturative stress and academic achievement.

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 3x2 factorial design was used to select equal number of students who differed in terms of their migration status (migration of Kashmiri students, migration of Non-Kashmiri students and No- migration of students pursuing two types of courses. 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.

3. 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 on acculturative 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 courses.

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	
	Grade	2.42	0.52	2.53	0.50	3.09	0.32	63.09**
Under Graduate performance	First Year Percentage	2.20	0.45	2.35	0.50	3.18	0.44	129.98**
	First Year Grade	2.21	0.41	2.36	0.48	3.18	0.44	138.34**

	Second Year Percentage	2.23	0.49	2.64	0.48	3.14	0.38	103.67**
	Second Year Grade	2.25	0.44	2.64	0.48	3.14	0.38	108.32**
	Third Year Percentage	2.39	0.57	2.94	0.45	3.19	0.39	74.97**
	Third Year Grade	2.40	0.51	2.95	0.44	3.19	0.39	81.68**
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

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
	Grade	2.73	0.53	2.63	0.55	3.193
Under Graduate performance	First Year Percentage	2.61	0.63	2.54	0.63	1.882
	First Year Grade	2.62	0.62	2.55	0.61	2.047
	Second Year Percentage	2.74	0.57	2.60	0.59	7.338**
	Second Year Grade	2.74	0.57	2.61	0.55	6.549*
	Third Year Percentage	2.90	0.59	2.78	0.57	4.834*
	Third Year Grade	2.91	0.58	2.79	0.53	5.378*
Overall achievement		23.97	3.67	25.32	3.63	22.60**

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

4. 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. However, in the case 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. 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, Zhang and Sheldon, 2018) and discrimination (Araujo, 2011) are among the terrible challenges for international students in the host community.

The ANOVA results indicate that majority of the Kashmiri students who migrated to Bhopal for pursuing technical and conventional education experienced low academic achievement. However, in the 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 and 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.

5. 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.

REFERENCES:

1. Agolla, J. E., & Ongori, H. (2009). An assessment of academic stress among undergraduate students: The case of University of Botswana.
2. Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of educational psychology*, 84(3), 261.
3. Araujo, A. D. (2011). Adjustment issues of international students enrolled in American colleges and universities: A review of the literature. *Higher education studies*, 1(1), 2-8.
4. Bernstein. A., Penner A, Stewart C, Roy E. J. (2008). Psychology (8th edition). Houghton Mifflin Company Boston: New York.
5. Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International journal of intercultural relations*, 29(6), 697-712.
6. Berry, J. W. (2006). Acculturative stress. In *Handbook of multicultural perspectives on stress and coping* (pp. 287-298). Springer, Boston, MA.
7. Berry, J. W., Phinney, J. S., Sam, D. L., & Vedder, P. (2006). Immigrant youth: Acculturation, identity, and adaptation. *Applied psychology*, 55(3), 303-332.
8. Casado, B. L., Hong, M., & Harrington, D. (2010). Measuring migratory grief and loss associated with the experience of immigration. *Research on Social Work Practice*, 20(6), 611-620.
9. Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., & Fraleigh, M. J. (1987). The relation of parenting style to adolescent school performance. *1987*, 58, 1244-1257.
10. Eweniyi, G. B. (2009). Stress Management Skills and University Students' Academic Behaviour: Implications for Counselling. *The Social Sciences*, 4(1), 139-142.
11. Gall, T. L., Evans, D. R., & Bellerose, S. (2000). Transition to first-year university: Patterns of change in adjustment across life domains and time. *Journal of Social and Clinical Psychology*, 19(4), 544-567.
12. Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child development*, 65(1), 237-252.
13. Jang, Y., & Chiriboga, D. A. (2010). Living in a different world: Acculturative stress among
14. Kegel, K. (2015). Homesickness and Psychological Distress in Asian International Students: The Potential Mediating Roles of Social Connectedness and Universal-Diverse Orientation.
15. Keil, R. M. (2004). Coping and stress: a conceptual analysis. *Journal of advanced nursing*, 45(6), 659-665.
16. Korean American elders. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 65(1), 14-21.
17. Kumari, R., & Gartia, R. (2012). Relationship between stress and academic achievement of senior secondary school students. *Asian Journal of Multidimensional Research*, 1(3), 152-160.
18. Mena, F. J., Padilla, A. M., & Maldonado, M. (1987). Acculturative stress and specific coping strategies among immigrant and later generation college students. *Hispanic Journal of Behavioral Sciences*, 9(2), 207-225.
19. Miranda, A. O., Bilot, J. M., Peluso, P. R., Berman, K., & Van Meek, L. G. (2006). Latino families: The relevance of the connection among acculturation, family dynamics, and health for family counseling research and practice. *The Family Journal*, 14(3), 268-273.
20. Mohzan, M. A. M., Hassan, N., & Halil, N. A. (2013). The influence of emotional intelligence on academic achievement. *Procedia-Social and Behavioral Sciences*, 90, 303-312.
21. Mori, S. C. (2000). Addressing the mental health concerns of international students. *Journal of counseling & development*, 78(2), 137-144.

22. Padilla, A. M., Alvarez, M., & Lindholm, K. J. (1986). Generational status and personality factors as predictors of stress in students. *Hispanic Journal of Behavioral Sciences*, 8(3), 275-288.
23. Poyrazli, S., & Lopez, M. D. (2007). An exploratory study of perceived discrimination and homesickness: A comparison of international students and American students. *The Journal of psychology*, 141(3), 263-280.
24. Saipanish, R. (2003). Stress among medical students in a Thai medical school. *Medical teacher*, 25(5), 502-506.
25. Sandhu, D. S., & Asrabadi, B. R. (1994). Development of an acculturative stress scale for international students: Preliminary findings. *Psychological reports*, 75(1), 435-448.
26. Schwartz, S. J., Unger, J. B., Zamboanga, B. L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: implications for theory and research. *American Psychologist*, 65(4), 237.
27. Stevenson, D. L., & Baker, D. P. (1987). The family-school relation and the child's school performance. *Child development*.
28. Taj, H. (1999). Academic-achievement as a function of social-class, parent-child interaction, dependency behaviour and school management. *Psycho-lingua*, 29(2), 153-158.
29. Yang, Y., Zhang, Y., & Sheldon, K. M. (2018). Self-determined motivation for studying abroad predicts lower culture shock and greater well-being among international students: The mediating role of basic psychological needs satisfaction. *International Journal of Intercultural Relations*, 63, 95-104.
30. Yeh, C. J., & Inose, M. (2003). International student's reported English fluency, social support satisfaction, and social connectedness as predictors of acculturative stress. *Counselling Psychology Quarterly*, 16(1), 15-28.