

## Effect of Alienation on Academic Achievement Performance of Medical Students of King Faisal University

Abdullah Ibrahim Alamoudi., Abdullatif Waleed Al Arfaj., Abdullah Habib Almeshari., Abdulatif Alom., Azam Abdulwahab ALQuraini., Qussi Jaffer Al-Rebh. Essam Abdelbary

College of Medicine, King Faisal University

### ABSTRACT

**Background:** Alienation is a term used to describe student estrangement in the learning process. It is also defined as a state or experience of being isolated from a group or an activity to which one should belong, or in which one should be involved. The aim of this research is to find out if there is a real effect on alienated students in their academic achievement through biostatistical correlation

**Materials and Methods:** This study was conducted at the college of medicine of King Faisal University in Al-Hasa throughout the period between March and May 2015. The study included 79 students, 59 of them were male, and 20 were female. The alienated students were 20 out of 79 with a percentage of 25.3%. Four of which were females while 16 were males with a ratio of 1:4.

**Results and Discussion:** After the analysis of the results of the study, it's turn out that there is no statistical relationship between alienation & academic achievement. That was an unexpected result, and opposite to old stereotypes about alienation, which believed that academic achievement is affected or influenced by alienation.

**Summary and Conclusion:** This study is about alienation and its effects on the medical student's academic achievements and performance. It argues whether alienation has good or bad consequences on the medical student's academic achievements. The results are impressive, because many people think that alienated students are performing academically better than the other students. However, that is false. Both alienated and non-alienated students are performing at the same level and have the same caliber of academic achievements.

**Keywords:** Alienation, academic achievements, medical students, King Faisal University

### INTRODUCTION

Alienation is a term used to describe student estrangement in the learning process. It is also defined as a state or experience of being isolated from a group or an activity to which one should belong, or in which one should be involved<sup>(1)</sup>.

The concept of alienation is deeply embedded in all the great religions and social and political theories of the civilized epoch, namely, the idea that sometime in the past people lived in harmony, and then there was rupture which left people feeling like foreigners in the world, but sometime in the future this alienation would be overcome, and humanity would again live in harmony with itself and nature<sup>(2)</sup>.

The medical student's achievements are very crucial at every stage of his life, it affects him individually, his family members, and the world<sup>(3)</sup>. Alienation has three factors that affect a student's life, which are curricular, institutional, and socio-cultural<sup>(4)</sup>.

### MATERIALS AND METHODS

This study was conducted at the college of medicine of King Faisal University in Al-Hasa throughout the period between March and May 2015. This study included 79 male and female students.

A well-prepared form of questionnaire, hard and soft copies were prepared by the team of this research. and after consulting the psychology department of the college about the types of

questions that are going to be on the form about alienation, in relation to academic achievements.

These questionnaires were distributed among the students of the college of medicine during their work time intervals and were collected after the students completed them.

Statistical Package for the Social Sciences (SPSS-IBM), software program application version 21, was used for the analysis of the obtained results.

### RESULTS

Seventy nine students shared in this study, 59 males and 20 females. The alienated students' number was 20 out of 79 with a percentage of 25.3%. Four were females and 16 were males with a ratio of 1:4.

The age of students ranged between 19 and 22. With a mean value of 19.8 years and SD 0.662.

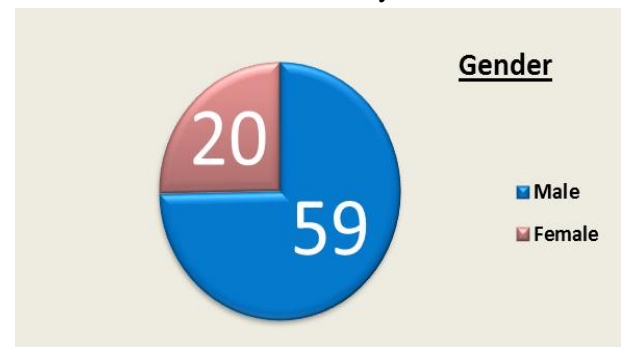
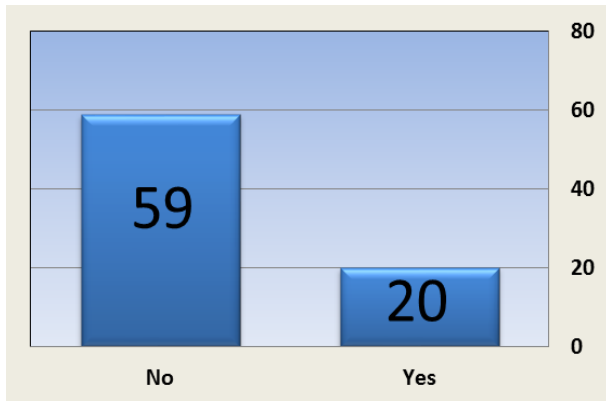


Figure (1): Number of males and females included in the study.



**Figure (2):** Number of alienated students and residents included in this study.

The relationship between the alienation and academic achievements of the students is tabulated down in table 1. Regarding male and female students, there is no significant relationship between them, regarding the alienation and academic achievements.

**Table (1):** Relationship between alienation and academic achievement.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.909a	6	.689
Likelihood Ratio	4.766	6	.574
Linear-by-Linear Association	.497	1	.481
N of Valid Cases	79		

From this table we found that there is no significant relation between alienation and academic achievement according to Pearson Chi-Square..

The relationship between the alienation and participation in the collage activities of the students is tabulated in table 2.

**Table (2):** Relationship between alienation and participation in the collage activities.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.365a	2	.833
Likelihood Ratio	.610	2	.737
Linear-by-Linear Association	.360	1	.548
N of Valid Cases	79		

From this table, it's also found that there is no significant relation between alienation and participation in the collage activities according to Pearson Chi-Square.

The relationship between the alienation and the number of free hours per week of the students is tabulated in table 3.

**Table (3):** Relationship between alienation and the number of free hours per week.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.279a	17	.436
Likelihood Ratio	18.038	17	.386
Linear-by-Linear Association	4.047	1	.044
N of Valid Cases	79		

In this table again, we could spot no significant relation between alienation and the number of free hours per week by Pearson Chi-Square.

## DISCUSSION

Further to analyzing the results of the present study, we found out that there is no statistical relationship between alienation & academic achievement which was unexpected, and contrary to the old stereotype assumption about alienation, that was thought to be hard wired to the level of academic achievement.

Alienation comprises sight blurriness and viewing the environment blurredly. Either way, it impacts individuals' level of general satisfaction leading to discontent <sup>(5)</sup>.

In that sense, in 1996, *Shoho et al.* concluded that since alienation usually causes erosion in traditional institutions like family and school, it should in return result in erosion in students individually.

In this sense, it is possible to claim that there will be a decline in the satisfaction of an estranged individual. The same case is experienced concerning the result of the current study. Alienation diminishes the general satisfaction of students.

Similarly, in a study conducted by *El-Mustafa*, it was concluded that alienation is a kind of disappointment and thus the possibility of a disappointed individual to be satisfied -hence productive -is quite low which is usually accompanied a higher chance to develop mental attrition in emotion and thought basis <sup>(6)</sup>.

In 2012, a study by *Deep et al.* reported the claim that it is of significant importance for the universities aiming at increasing general satisfaction of students to develop sustainable policies preventing alienation. It must be a priority for the universities to create an environment

meeting the students' needs and keeping them away from alienation <sup>(7)</sup>.

Contrary to the findings of the old theory and in light of the results of the present study, alienation was not a contributing factor in the participating students' academic achievements. This could be due to the fact that advancements of technology has significantly fostered communication regardless of the remote distances between the two connectors.

Furthermore, we could find no relationship between the gender of the alienated students and their academic achievements. That's because there isn't any unique factors that would cause a difference between them, despite the cultural segregation of the two genders.

## CONCLUSION

This study is about the alienation and its effect on the medical student's academic achievements and performance. It argues whether alienation has good or bad consequences on the medical student's academic achievements. We did that by distributing a questionnaire among medical students of our college at King Faisal University. Our results were impressive, a lot of people think that the alienated students are doing better than the others, but that's not right. Both alienated and non-alienated students, have no difference in academic achievements and performance according to our study. We recommend to do further research in this filed with more number of students from other colleges of the university.

## ACKNOWLEDGMENT

The study wish to thank Dr. Sayed Ali Ibrahim, assistant professor of biostatistics for his kind to help and assistance with the statistics used in this work, also we appreciate the effort of Dr. Abdul-Wahab, assistant professor of psychology for his kind to help in preparing the questionnaire form.

## REFERENCES

1. **Mann SJ (2001):** Alternative Perspective on the Student Experience: Alienation and Engagement. *Studies in Higher Education*, 26: 7-13.
2. **Brown M, Higgin K, Paulsen K (2003):** Adolescent alienation: What is it and what can educators do about it? *Intervention in School & Clinic*, 39: 3-7
3. **Huffman T (2001):** Resistance theory and the transculturation hypothesis as explanations of college attrition and persistence among culturally traditional American Indian students. *Journal of American Indian Education*, 40: 1-23.
4. **Rokach A, Bauer N, & Oreck T (2003):** The experience of loneliness of Canadian and Czech youth. *Journal of Adolescence*, 26(3):267-82.
5. **Kacire I (2015):** The Impact of The University Students' Level Of Alienation on Their Perception of General Satisfaction. *International Journal of Higher Education*, 5(1):38.
6. **El-Mustafa A (2005):** Youth And The Crisis Of Social Alienation, A Seminar In The Sixth Season Of Tuesday Cultural Forum. Al- Qatif, Saudi Arabia. [ajbasweb.com/old/ajbas/2012/August/546-563.pdf](http://ajbasweb.com/old/ajbas/2012/August/546-563.pdf)
7. **El-Deep HAE (2012):** Analytical Study Of Alienation Of Rural And Urban College Students In Sharkia Governorate After The Revolution Of 25th Of January 2011. *Australian Journal Of Basic And Applied Sciences*, 6(8): 546-563.