

Effect of Academic Achievement, Locus of control and Socio-Economic Status on Social Isolation of Adolescents

*Dr. Ashok K. Kalia

**Dr. Sudhir Sahu

Abstract

The present study was conducted to examine empirically the main and interactive effect of academic achievement, locus of control and socio-economic status on Social Isolation of adolescents. A sample of 350 adolescents was selected randomly from Haryana state and were administered Socio-Economic Status Scale, Social Isolation Scale and Locus of Control Scale. 2 x 2 x 2 factorial design was employed with Two levels of SES: High SES and Low SES, Two levels of Locus of Control: Internal Locus of Control and External Locus of Control and Two levels of Academic achievement: High Academic Achievement and Low academic Achievement. The analysis was carried out by employing three way analysis of variance. The findings suggested that the main effect of academic achievement and locus of control was found to be associated with Social Isolation. All the three, two way Interactions were found significant. Three way interaction was also found significant indicating academic achievement, locus of control and socio-economic status are jointly interacting significantly with Social Isolation of adolescents

• **Key Words:** Social Isolation, Locus of control, Socio-economic Status

Existentialists are of the view that the phenomena of loneliness, isolation, and of apartness, are associated with anxiety (Bugental, 1965; Wiesman, 1965). The issue is twofold, the first is that we can never have direct knowledge of others, due to apartness and being isolated, wherein the individual feels separate from, but always in relation to others, which Bugental (1965) argues is the paradox of man's being. The sense of uniqueness and apartness materializes as isolation and loneliness, resulting in anxiety and threatening of well-being. To this problem can be added that of being psychologically or physically isolated. On the one hand, being ostracised from a work group or performing work that requires little or no contact with work colleagues and, on the other hand, working in a geographically isolated situation. In either case isolation can be said to be the "absence of a sense of membership in an industrial community" (Blauner, 1965). Social identity theory holds that the self-concept is comprised of a personal identity having idiosyncratic traits, abilities and

*Professor of Education, M.S. University, Rohtak

**Lecturer, Navyug College of Education, Sonapat

characteristics together with a social identity comprised of group membership, such as might be found in religious affiliations, sporting teams and so on (Sarbin & Allen, 1968; Walker, Burnham & Borland, 1989). These social affiliations, apart from providing a sense of personal identity, are a source of self-esteem and motivation (Tajfel, Flament, Billig & Bundy, 1971; Turner, Brown & Tajfel, 1979). It might reasonably be assumed that, to some extent at least, employees may identify with their work group or organization. An obvious question is whether, on changing employment and organisations, workers also experience a change in their social identity; presumably this happens, its significance depending on just how central this is to their personal identity. Thus the real question is whether the social identity derived from work and belonging to an organization fits comfortably with the inner or true self.

Alienation refers to a sense of social engagement, an absence of social support or meaningful social connection (Mau, 1992). Alienation can be viewed as deriving from dilemmas associated with issues of common identity, common bond and both. This might occur as a result of stereotype, racism, or eliticism within a school or community. Under these conditions, adolescents perceive that their opinion, beliefs and values differs substantially from those of the groups they are viewed as belonging to. In many schools some students are, some students are marginalized due to some markers such as minority status, physical abnormalities or developmental delays, or as a result of poor social skills and low academic motivation. These students are often typed as “nobodies”, “disengaged”, or “outcasts” (Brown et.al., 1993; Clark, 1962; Rigsby and McDill, 1975). Nisha (1991) found positive relationship of educational levels with alienation. Sharma (2002) in his study found no significant relationship of alienation with residence of students. Effect of socio-economic status, resident and gender on alienation was reported as insignificant in adolescents. Alienation may result from personality characteristics such as shyness, introversion or lack of sociability. Some young persons experience social anxiety, mistrust in others or are cautious in interactions that prevent them from forming interpersonal connection. Gould discussed the personality traits of alienated youth and found that they are characterized by generalized distrust of others, rejection of socially approved “rules” of interpersonal conduct, social introversion, poor impulse control and ambivalence.

Mohan, et.al. (1999) found that, adolescents high on alienation differed significantly from those who are low on alienation on all the dimensions of personality viz Psychoticism, Extraversion, Neuroticism, and lie scale as well as on aesthetic values, home, social emotional, and total adjustment and self-esteem. Personality, Values and Locus of Control were found positively related with alienation (Nisha, 1991)

**Professor of Education, M.S. University, Rohtak*
***Lecturer, Navyug College of Education, Sonapat*

Integrated educational experiences are particularly important because of the negative consequences on alienation itself. Coleman (1996) and his associates, found that educational achievement was strongly related to the child's sense of control over his own fate. Children who felt that they have little power over their own lives did not learn well. Learning alienation demonstrated an inverse relation to academic achievement. In most cases, significant predictive relationship between academic achievement and student use of WebCT were curvilinear (Johnson, 2007).

Advocates of student-Institution Fit Perspective Model regard alienation as the manifestation of maladjustment or lack of fit between minority student and the institution (Loo & Rolison, 1986; Smith, 1989; Thompson & Fretz, 1991). Feelings of not belonging and unpleasantness at an institution are some of the elements commonly mentioned as comprising alienation from the institution (Munoz, 1986 and Smith, 1989). Kaplan et al. (1977) reported that, alienation could be a source of adjustment problems even though it does not occur as frequently as it is generally assumed. The problems of personal and social adjustment are frequently marked by display of guilt and alienation.

Alienation is a major problem of Indian adolescents and is increasing day by day and is becoming a greater threat to the society (Mohan, et al.). It is most probably because of the technical advancement, industrialization, urbanization and excessive competition in urban areas. While in rural areas it seems to be byproduct poverty, social and cultural discrimination, and economic exploitation, a sense of deprivation and growing unemployment (Sharma, 2002). 'Alienation' is a major factor associated with society, minority, group as well as individuality, personality, adjustment and educational achievement etc (Sahu, Kiran and Kalia, 2007). The teachers are also frequently in the habit of describing of their student as 'unmotivated', 'uninterested', 'lacking in concentration', or disruptive.

A perusal of literature on social isolation among adolescents indicates that the studies were primarily conducted in western countries and other parts of the world. Hence the reported findings and conclusions can not be generalized in ditto in Indian context. Indian studies of such nature are scattered, equivocal and inconsistent. Hence, it is imperative to arrive at some clear, comprehensive and valid understanding. Since there is paucity of such studies in Indian set up, it is appropriate to investigate empirically whether Academic Achievement, Locus of Control and Socio-Economic Status independently or in interaction with each other are accountable for differences in social isolation among Adolescents.

Objectives

The following objectives were set forth in the present study:

**Professor of Education, M.S. University, Rohtak*
***Lecturer, Navyug College of Education, Sonapat*

- I. To determine the impact of Academic Achievement, Locus of Control and Socio-Economic Status on Social Isolation of Adolescents.
- II. To study the interaction effect of academic achievement and locus of control, Academic achievement and socio- economic status, locus of control and socio- economic status on Social Isolation of adolescents.
- III. To investigate the interaction effect of Academic Achievement, Locus of Control and Socio-Economic Status on Social Isolation of Adolescents.

Hypotheses

The following hypotheses were framed for verification in the present study:

- I. There will be no significant difference on Social Isolation among high achieving and low achieving adolescents.
- II. Adolescents with Internal Locus of Control will be higher on Social Isolation in comparison to External Locus of Control.
- III. Adolescent's Social Isolation will vary with their Socio-Economic Status.
- IV. There will be significant interaction effect of Academic Achievement and Locus of Control on Social Isolation of Adolescents.
- V. There will be significant interaction effect of Academic Achievement and Socio-Economic Status on Social Isolation of Adolescents.
- VI. There will be significant interaction effect of Locus of Control and Socio-economic status on Social Isolation of Adolescents.
- VII. There will be significant interaction effect of Academic Achievement, Locus of Control and Socio-Economic Status on Social Isolation of Adolescents.

Method

The study was undertaken to ascertain the impact of Academic Achievement, Locus of Control and Socio-Economic Status individually and jointly on Social Isolation of Adolescents. Academic Achievement, Locus of Control and Socio- economic status were independent variables and Social Isolation was dependent variable. Accordingly descriptive survey method was employed to conduct the study. The detailed methodology and procedure of the present study is given below.

**Professor of Education, M.S. University, Rohtak*
***Lecturer, Navyug College of Education, Sonapat*

Sample

The initial data was collected from 350 adolescents selected randomly from higher secondary schools of Haryana. 2x2x2 factorial design was employed with two levels of each independent variable i.e. Academic achievement, Locus of Control and Socio-Economic Status. High academic achievers and low academic achievers, internal locus of control and external locus of control and high socio-economic status and low socio-economic status Adolescents were selected on the basis of Kelley's (1939) criteria of top 27% and bottom 27%. Thus final sample constituted 120 adolescents.

INSTRUMENTS USED:

The following instruments were used for the Collection of data.

INDEPENDENT MEASURES

(1) Socio-Economic Status Scale (SESS)

SESS constructed and standardized by Kalia and Sahu (2012) was used to assess SES of adolescents. The Scale Comprised of 40 questions in all based on five different dimensions of SES i.e. Socio-Cultural, Economic, Possession of goods and Services, Health and Education. The Scale according to authors is highly reliable and valid having reliability co-efficient through split half method .68 and test-retest method .86. The factor analysis of the inter item correlation matrix by varimax with Keiser normalization identified five factors having Eigen value greater than unity. SESS can be scored accurately by hand and no key or stencil is required.

(2) Locus of Control Scale (LCS)

Locus of Control Scale constructed and standardized by Hasnain and Joshi (1992) was used for determining externality and internality. The scale comprised of 41 items having 18 positive items and 23 negative items. It is a three point scale and the Ss have to respond in terms of "always", "Sometimes", and "Never". Score of 2, 1, and 0 are given to positive items for "always", "Sometimes", and "Never" respectively. The scoring on negative items is done in reverse order. The highest score on the scale is 72 and lowest score is 0. Higher the score on the scale, the more internally oriented the individual will be. The scale according to the authors is highly reliable and valid having reliability co-efficient 0.55 and co-efficient of temporal stability 0.76.

**Professor of Education, M.S. University, Rohtak*
***Lecturer, Navyug College of Education, Sonapat*

(3) Academic Achievement

Academic achievement refers to scores obtained by Senior Secondary School students in annual examination of Xth class conducted by Board of School Education, Haryana.

DEPENDENT MEASURE

(1) Social Isolation Scale

Student Alienation Scale constructed and standardized by Sharma (1988) was used in the present study. It is a 54 item scale with two alternatives i.e. Agree or Disagree. It deals with five aspects of alienation such as powerlessness, meaninglessness, normlessness, social isolation and self estrangement. In the present study Social Isolation dimension of Alienation scale was used. The test according to the author is highly reliable as the scale has a Test Re-test reliability co-efficient 0.75 (over a three month period) and co-efficient of correlation 0.61(split half)

Result and Discussion

The number of respondents in different possible combinations of three independent variables namely Academic Achievement ,Locus of control and socio-economic status along with mean scores are presented in table 1

Table 1 Number of respondents and Mean Social Isolation Score of all the Groups

Groups	A1		A2	
	B1	B2	B1	B2
C1	2.07(15)*	7.13(15)*	3.33(15)*	4.93(15)*
C2	2.07(15)*	4.00(15)*	5.47(15)*	7.07(15)*

As per factorial design of 2x2x2, three-way analysis of variance was performed on the scores of Social Isolation to find out the main and interaction effects of three independent variables namely Academic Achievement, Locus of Control and Socio-Economic Status. The obtained statistics in this regard has been shown in table 2

*Professor of Education, M.S. University, Rohtak
**Lecturer, Navyug College of Education, Sonapat

Table 2: 2x2x 2 ANOVA Summary of Effect of Academic Achievement, Locus of Control and Socio Economic Status on Social Isolation

Source of Variance		Sum of Squares	df	Mean Squares	F	Level of Significance
MAIN EFFECTS						
Academic Achievement	A	54.408	1	54.408	24.491	.01
Locus of Control	B	195.075	1	195.075	83.221	.01
Socio-Economic Status	C	2.408	1	2.408	1.027	N.S
TWO WAY INTERACTIONS						
Academic Achievement x Locus of Control	AxB	27.075	1	27.075	11.551	0.01
Academic Achievement x Socio-Economic Status	AxC	102.675	1	102.675	43.802	.01
Locus of Control x Socio-Economic Status	BxC	18.408	1	18.408	7.853	.05
THRE WAY INTERACTION						
Academic Achievement x Locus of Control x Socio-Economic Status	AxBxC	18.408	1	18.408	7.853	.01
Error		262.533	112	2.344		
Total		3123.000	120			
Corrected Total		683.992	119			

MAIN EFFECTS

As per factorial design three main effects having two levels each have been analyzed and have been reported below:

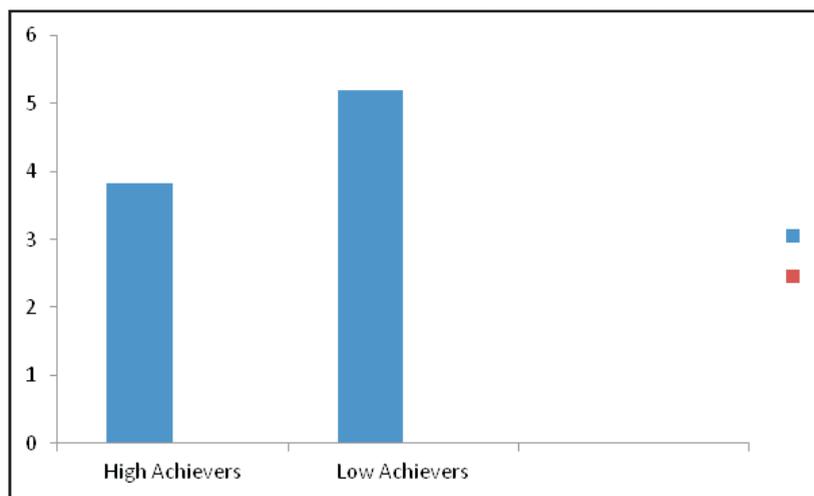
Academic Achievement (A)

A cursory look at table 2 indicated that F-ratio for the main effect of academic achievement is 24.491 which is significant at .01 level ($p < .01$ for df 1 and 112). It means that academic achievement has significant effect on Social Isolation among

*Professor of Education, M.S. University, Rohtak
**Lecturer, Navyug College of Education, Sonapat

adolescents. From this, it may be inferred that means of both the groups (A1 and A2) differed significantly. Further the mean score of High Achieving adolescents (A1) came out to be 3.82 and low achieving adolescents (A2) is 5.20. Obviously, the mean difference was in favor low achievers (A2). Thus, it can be interpreted to mean that low achieving adolescents are high on Social Isolation than high achieving adolescents. Hence the research hypothesis that, “There will be significant difference on Social Isolation among high achieving and low achieving adolescents”, stands accepted.

BAR DIAGRAM OF HIGH ACHIEVERS AND LOW ACHIEVERS

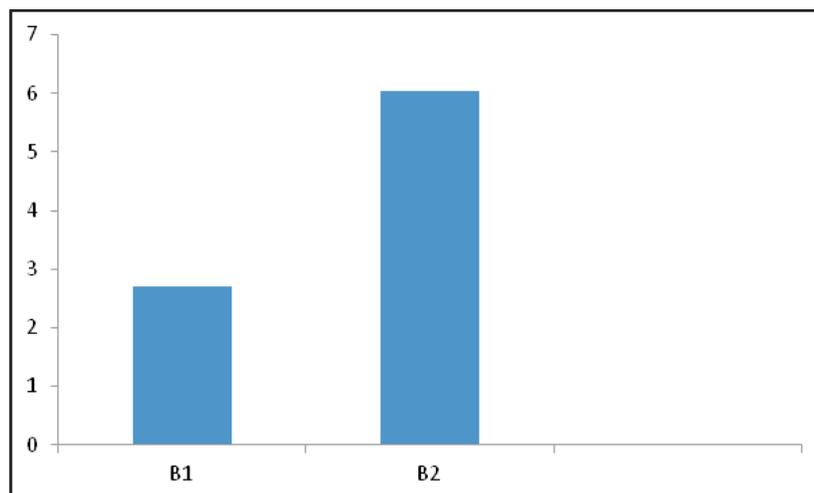


Locus of Control (B)

A scrutiny of table 2 indicated that F- ratio for locus of control was found out to be 83.221 which is significant at .01 level ($p < .01$ for df 1 and 112). It may be inferred that means of both the groups i.e. Internally controlled (B1) and externally controlled (B2) differed significantly. Further, the mean score of externally controlled group of adolescents is 5.78 and for internally controlled group of adolescents came out to be 2.23. Obviously, the mean difference was in favor of externally controlled group of adolescents. Thus, the research hypothesis that, “Adolescents with Internal Locus of Control will be higher on Social Isolation in comparison to External Locus of Control”, stands rejected.

*Professor of Education, M.S. University, Rohtak
**Lecturer, Navyug College of Education, Sonapat

**BAR DIAGRAM OF INTERNALLY CONTROLLED
AND EXTERNALLY CONTROLLED ADOLESCENTS**



Socio-Economic Status(C)

The table 2 shows that F-ratio for the main effect of Socio-Economic Status is 1.027 which is not significant at any level. It means that Socio-Economic Status has no significant effect on Social Isolation among adolescents. Hence the hypothesis that, “Adolescent’s Social Isolation will vary with their Socio-Economic Status”, has been rejected in this study.

Two way Interactions

Two way interactions of three factors were found out and are presented below:-

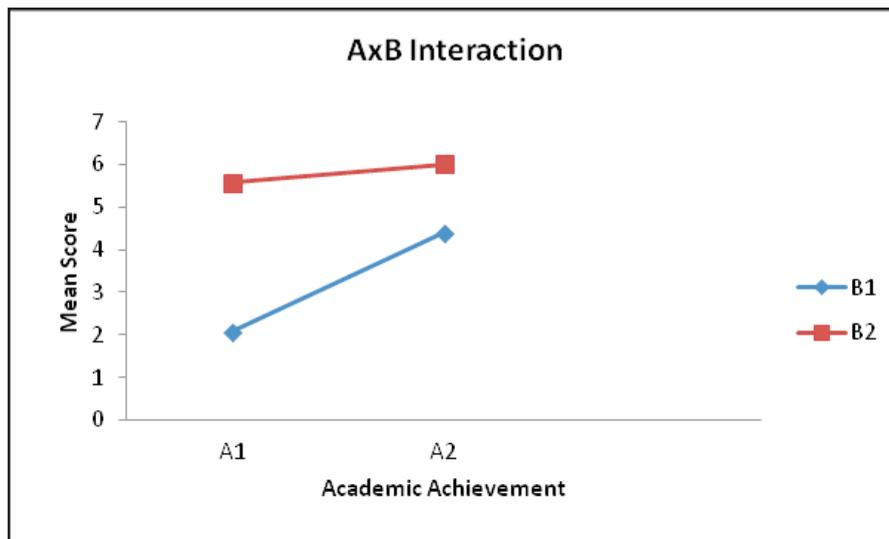
A x B Interaction

The table 2 indicates that F ratio for A x B interaction came out to be 11.551 which is significant at .01 level ($p < .01$ for df_1 and 112). It indicates that difference between means of High Achieving (A1) and Low Achieving adolescents (A2) for internally controlled adolescents (B1) is significantly different from the difference between means of high achieving (A1) and low achieving adolescents (A2) for externally controlled adolescents (B2). Thus, the research hypothesis that, “There will be significant interaction effect of Academic Achievement and Locus of Control on Social Isolation of Adolescents”, stands accepted.

*Professor of Education, M.S. University, Rohtak
**Lecturer, Navyug College of Education, Sonapat

Table3 Interaction between Academic Achievement and Locus of Control (AxB)

Sr.No.	GROUP	MEAN	S.D	S _{EM}
1.	A ₁ B ₁	2.07	0.91	0.91
2.	A ₁ B ₂	5.57	2.42	2.42
3.	A ₂ B ₁	4.40	1.90	1.90
4.	A ₂ B ₂	6.00	1.91	1.91



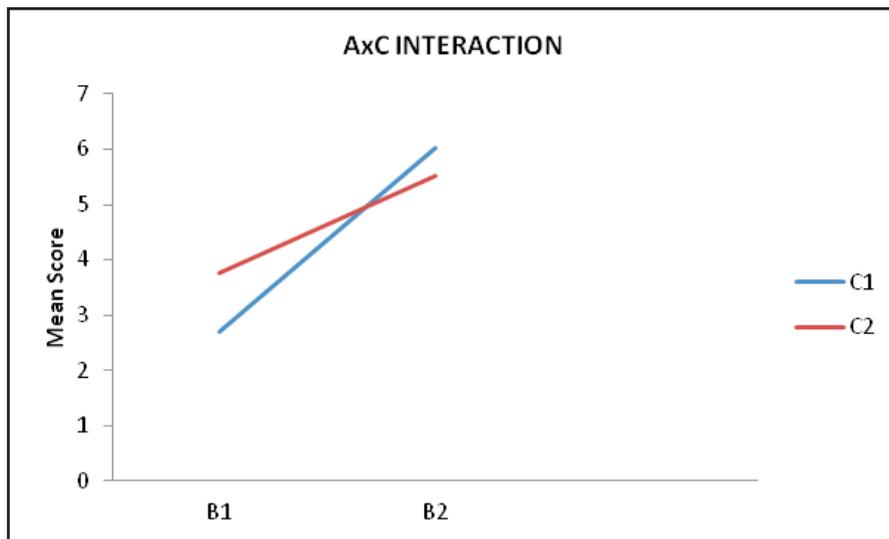
Ax C Interaction

The table 2 indicates that F ratio for A x C interaction came out to be 43.802 which is significant at .01 level .It indicates that difference between means of high achieving adolescents (A 1) and low achieving adolescents (A 2) for High socio-economic status adolescents (C1) is significantly different from the difference between means of high achieving (A 1) and low achieving adolescents (A 2) for low socio-economic status adolescents (C2).Thus, the research hypothesis that, “ There will be significant interaction effect of Academic Achievement and Socio-Economic Status on social isolation of Adolescents”, stands accepted.

Table 4 Interaction between Academic Achievement and Socio-economic Status (AxC)

Sr.No.	GROUP	MEAN	S.D	S _{EM}
1.	A ₁ C ₁	4.60	3.17	0.58
2.	A ₁ C ₂	3.03	1.30	0.24
3.	A ₂ C ₁	4.13	1.53	0.28
4.	A ₂ C ₂	6.27	1.98	0.36

*Professor of Education, M.S. University, Rohtak
**Lecturer, Navyug College of Education, Sonapat



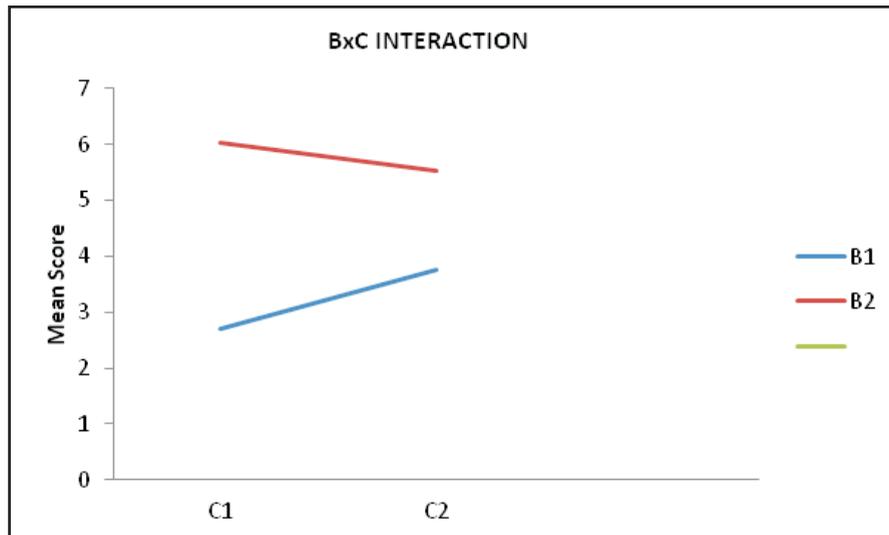
BxC Interaction

It is evident from table 2 that F ratio for B x C interaction came out to be 7.853 which is not significant even at .05 level. It indicates that difference between means of internally controlled (B1) and externally controlled adolescents (B2) for High socio-economic status adolescents (C1) is not significantly different from the difference between the means of internally controlled (B1) and externally controlled adolescents (B2) for low socio-economic status adolescents (C2). Thus, the research hypothesis that, “There will be significant interaction effect of locus of control and Socio-Economic Status on Powerlessness of Adolescents”, stands rejected.

Table 5 Two way Interaction between Locus of Control and Socio-Economic Status (BxC)

Sr.No.	GROUP	MEAN	S.D	S _{EM}
1.	B ₁ C ₁	2.70	1.37	0.25
2.	B ₁ C ₂	3.77	2.19	0.40
3.	B ₂ C ₁	6.03	2.20	0.40
4.	B ₂ C ₂	5.53	2.15	0.39

*Professor of Education, M.S. University, Rohtak
 **Lecturer, Navyug College of Education, Sonapat



Three way Interaction

The way interaction effect of Academic Achievement, Locus of Control and Socio-Economic Status was also analyzed using three way analysis of variance. The result of analysis of variance as entered in table 2 indicate that F- ratio of 18.408 for Academic Achievement, Locus of Control and Socio-Economic Status (A x B x C) is significant for df 1 and 112. It can be inferred that the magnitude of A x B interaction differ significantly for high socio –economic status and low socio –economic status adolescents and magnitude of B x C interaction at A1 was different from the means of same interaction at A2 level. Similarly magnitude of A x C interaction differs significantly at B1 and B2 level.

Thus, the hypothesis that, “There will be significant interaction effect of Academic Achievement, Locus of Control and Socio-Economic Status on Social Isolation of Adolescents,” has been accepted in this study.

Summary and Conclusion

The present study was carried out to address the following questions. Does academic achievement, locus of control and socio-economic status have significant influence on social isolation?

Is there any interaction between academic achievement, locus of control and socio-economic status with respect to social isolation?

On the basis of analysis of result the following conclusions can be drawn:

*Professor of Education, M.S. University, Rohtak
**Lecturer, Navyug College of Education, Sonapat

1. Academic achievement of adolescents has significant impact on social isolation. Low achieving adolescents were found higher on social isolation than high achieving adolescents.
2. Locus of control of adolescents has significant effect on social isolation. Externally controlled group of adolescents were found higher on social isolation in comparison to internally controlled adolescents.
3. Socio-economic status of students do not account for substantial amount of variance on social isolation. Low socio-economic status adolescents and high socio-economic status adolescents were found similar on social isolation.
4. Academic achievement and locus of control appear to interact to yield significant results on social isolation.
5. Academic achievement and socio-economic status and locus of control and socio-economic status appear to interact to yield significant result on social isolation
6. Academic Achievement, Locus of Control and Socio-Economic Status interact with each other with reference to social isolation.

REFERENCES

- Brown, B.B., Mounts N., Lamborn, S.D., and Steinberg, L (1993) Parenting practices and peer group affiliation in adolescence. *Child Development*, 64,467-482
- Clark, B (1962). *Educating the expert society*. Chandler and Sharps, Novato, CA.
- Coleman, et.al. (1966).*Equality of Educational Opportunity*. Washington, D.C .Office of Education, Department of Health, Education and Welfare
- Hasnain and Joshi (2007).*Manual of Locus of Control Scale*. Agra: National Psychological Corporation
- Johnson, G.M (2007). Student Alienation, Academic Achievement and WebCT use. *Journal of Educational Technology and Society*, 8(2) 179-189
- Kalia.A.K and Sahu, Sudhir (2012). *Manual of Socio-Economic Status Scale*.

**Professor of Education, M.S. University, Rohtak*
***Lecturer, Navyug College of Education, Sonapat*

Agra: National Psychological Corporation

- Kaplan, Robert. and Harari, H. (1997). Psychology: Personal and Social Adjustment. New York, Harper and Row
- Loo, C. M. and Rolison, G (1986). Alienation of Ethnic Minority Students at a Dominantly White University. *Journal of Higher Education*, 57(1), 58-77
- Mau, R. Y (1992). The Validity and devolution of a concept: student alienation. *Adolescence*, 27:731-744
- Mohan, J.et.al.(1999). A Study of Alienation among Adolescents. *Asian Journal of Psychology and Education*, 32(1), 11-16
- Munoj, D.G (1986). Identifying Areas of Stress for Chicano Undergraduates. New York Columbia University. In Olivias, M.A(Ed). *Latino College Students*, 131-156
- Nisha (1991). A Study of Adolescents Alienation in relation to Personality ,Values, Adjustment, Self Esteem, Locus of Control and Academic Achievement. Ph.D Thesis in Psychology. Punjab University, Chandigarh.
- Sharma, P.N (2002). Academic Alienation among University Students in relation to Sex, Social Class, Residential Background and Discipline. *Asian journal of Psychology and Education*, 35(5-6), 16-22
- Sharma .R. (1988). Student Alienation Scale (SAS). Lucknow, Ankur Psychological Agency.
- Smith, D.G. (1989) The challenge of Diversity: Involvement or Alienation in the Academy? In J.D.Fife 9Ed) ASHE-ERIC Higher Education Reports .Washington, D.C: The George Washington University Press
- Thompson, C and Fretz, B.R. (1991) Predicting the Adjustment of Black Students at Predominantly White Institutions. *Journal of Higher Education*, 62(4), 437-450



**Professor of Education, M.S. University, Rohtak*
***Lecturer, Navyug College of Education, Sonapat*