Educational Adjustment Problems And Anxiety Level Of Adolescent Transitional Students From Self Financing To Government Schools In Kerala

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Abstract.

Educational adjustment problems and anxiety are the two major psychological issues facing the students in their adolescent period. This study helps to find out the level of educational adjustment problems and anxiety level of adolescent transitional students from self-financing to government schools in Kerala. In this study investigator defined the term transitional students as those who students undergo change their school in terms of curriculum. That is, from self- financing to Govt. Schools. Self-financing schools follows NCERT syllabus and rigid curriculum while Govt. Schools follows SCERT curriculum with constructivist approach. NCERT curriculum is more teacher-centered but SCERT curriculum is more student-centered. Purposive sampling technique was used in this study with sample size of three hundred (N=300) students from various districts of Kerala. In this study, the investigator administered Educational Adjustment Scale and anxiety scale for adolescent students those who undergo transition from self-financing to Govt. Schools. The present study reveals also that the relationship between educational adjustment problems and anxiety among adolescent transitional students from self-financing to Govt. schools.

Keywords: Educational adjustment problems, Anxiety and Adolescent transitional students.

I.   INTRODUCTION

Adolescent period is one of the crucial stages of life which needs proper physical and mental care and development. This stage of life is very sensitive as the children and lack decision making power because of their being underdeveloped (Adams &Bennion, 1990). During the stage of adolescence -physical, sexual, social and emotional growth and development happens among the students. During this potentially chaotic period, many adolescents have problems, making adjustments without unnecessary stress to themselves, family or friends, and society. In this adolescent period the students are facing two major problems are personal adjustment and anxiety. An adjustment problem occurs when an individual is unable to adjust or cope with a particular stress or major life event. Anxiety is caused in the young people, who experience excessive fear , worry , or nervousness. It may become worse over time. The intellectual development of adolescents with anxiety disorder hinders the development of creativity, originality of thought, and curiosity (Karimova&Valeeva, 2014; Saricam&Canatan, 2015; Demir&Kutlu, 2016).The main feature of school maladaptation in pupils to the educational environment is emotional trouble of adolescents in secondary school (Kostyunina&Valeeva, 2015). As for school anxiety, according to A. V. Miklyaeva and P. V. Rumyantseva (2004), it is the specific type of anxiety characteristic of a certain type of situations -situations of the child's interaction with the various components of school educational environment: the physical space of the school; human factors forming the school subsystem "student - teacher - administration - parents"; training program. B. N. Phillip's (1978) school anxiety diagnostic tests has eight factors, such as general anxiety at school experience of social stress, frustration of the need to succeed, the fear of self-expression, the fear of knowledge examination, fear of failing to meet the expectations of others, resistance to stress, fear in relationships with teachers.

Adjustment is an essential characteristic of living a happy and peaceful life. It is a life-long continuous process. Adjustment problem starts right from the birth of and continues till death. Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. Home and school play pivotal role in the adjustment of an individual. Thus adjustment between two things means

modify one or both of them to correspond to each other. Adolescence stage of life is full of stresses and strains. Adolescence period of human life is full of adjusted problems which are due to various physical changes, psychological changes, behavioral changes, cognitive changes etc. it becomes difficult for the adolescent to cope up with the various adjustment problems. Adolescent currently face problems at home, school, society and with peer-group (Pooja Bhagat, 2017).Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs (Shaffer, 1961). Ark off (1968) view that "Adjustment is the interaction between a person and his environment. An individual is adjusted if he is adjusted to himself and to his environment. "Adjustment would be a harmonious relationship of an individual to his environment which affords him comfortable life devoid of strain, stress, conflict and frustration." (Satish Gill, 2014).Education is the process of acquiring knowledge, skills, values, beliefs and habits which makes a person into good citizen. Educational adjustment means the physical and mental involvement of children in to the particular educational settings including with the respective curriculum.

The present situation in Kerala is that most of the children start their formal education in self-financing schools with NCERT curriculum, later, in high school level they will go to Govt. schools due to high fees. If a child is unable to adjust with Govt. school settings or with SCERT curriculum, the children's mind feels a conflict between conditioned or previous pattern of educational settings and new mode. There starts the educational adjustment problems in children and it lead to the over anxiety. Moreover satisfaction of the child with the behavior in of his class-fellow, teachers, and head of the institution, methods of teacher, discipline, time-table, co-curricular activities influences his adjustment. Hence the present paper discusses that the educational adjustment problems and anxiety level of adolescent transitional students from self-financing to government schools in Kerala

II.   METHODS

The current study possesses two variables such as Educational adjustment problems and anxiety. Among these, educational adjustment problem is the independent variable and anxiety is the dependent variable. In this study, the investigator administered Educational Adjustment Scale and anxiety scale for adolescent students those who undergo transition from self-financing to Govt. Schools. The reliability of personal adjustment scale and anxiety scale was 0.7 and 0.67 respectively.The population of this study was adolescent high school students those who undergo transition from self-financing to Govt. Schools. The investigator adopted purposive sampling and sample was 300 students from various districts of Kerala. T-test and Carl Pearson's product moment correlation are used for the statistical analysis of the data.

Hypothesis of the study
1. There is significant difference in the level of educational adjustment problems of adolescent transitional students from self-financing to government schools in Kerala based on gender and locale.
2. There is significant difference in the level of anxiety of adolescent transitional students from self-financing to government schools in Kerala based on gender and locale.
3. There is significant relationship between the level of educational adjustment problems and level of anxiety of adolescent transitional students from self-financing to government schools in Kerala.

Objectives of the study
1. To find out the level of educational adjustment problems of adolescent transitional students from self-financing to government schools in Kerala.
2. To find out the level of anxiety of adolescent transitional students from self-financing to government schools in Kerala.
3. To find out the level of educational adjustment problems of adolescent transitional students from self-financing to government schools in Kerala based on gender and locale.
4. To find out the level of anxiety of adolescent transitional students from self-financing to government schools in Kerala based on gender and locale.

5. To find out whether there exist any relationship between the level of educational adjustment problems and level of anxiety of adolescent transitional students from self-financing to government schools in Kerala.

III. RESULTS AND DISCUSSION

Table 1. Level of Educational adjustment among Adolescent transitional students

Level of Educational adjustment	N	Percentage
Low	156	52
High	144	48

From Table 1, it is clear that 52% of Adolescent transitional students have low level of Educational adjustment. 48% of Adolescent transitional students have high level of Educational adjustment.
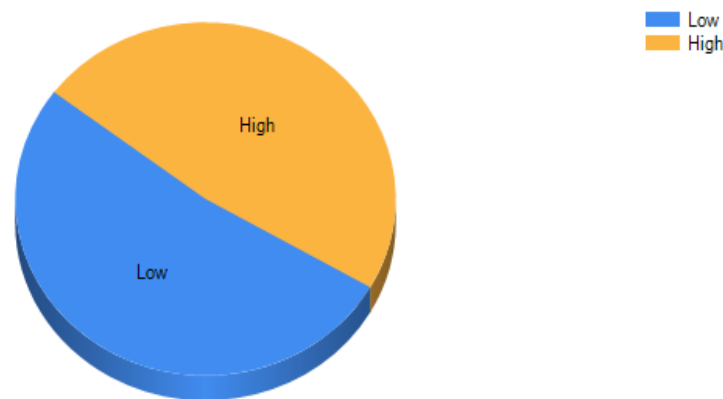

Fig 1. Level of Educational adjustment among Adolescent transitional students

Table 2. Level of Anxiety among Adolescent transitional students

Level of Anxiety	N	Percentage
Low	142	47.33
High	158	52.67

From Table 4, it is clear that 47.33% of Adolescent transitional students have low level of Anxiety. 52.67% of Adolescent transitional students have high level of Anxiety.
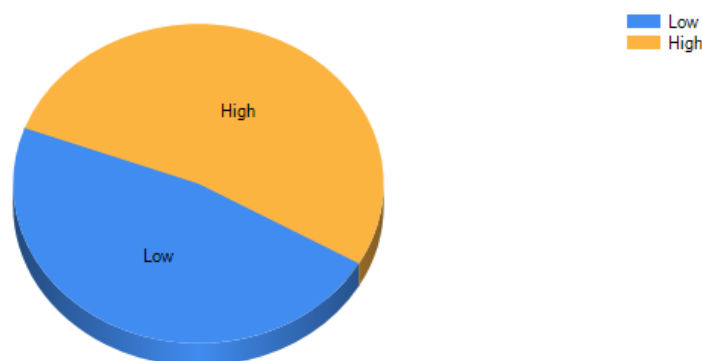

Fig 2. Level of Anxiety among Adolescent transitional students

Table 3. Test of significance for difference between means of Educational adjustment of girls and boys

Gender	Number	Mean	Standard deviation	C.R.	Level of significance
girls	157	40.06	14.53	0.07	Not significant
boys	143	39.95	13.88		

The calculated value of C.R. is 0.07 and is not significant at 0.05 level (C.R. = 0.07; p>0.05). Since the mean of the girls do not differ significantly from that of the boys, girls and boys are more or less equal in Educational adjustment.

Tenability of hypothesis

Test of significance for difference between means of Educational adjustment of girls and boys revealed that there is no significant difference between girls and boys in Educational adjustment. Hence the null hypothesis formulated in this context is not rejected.
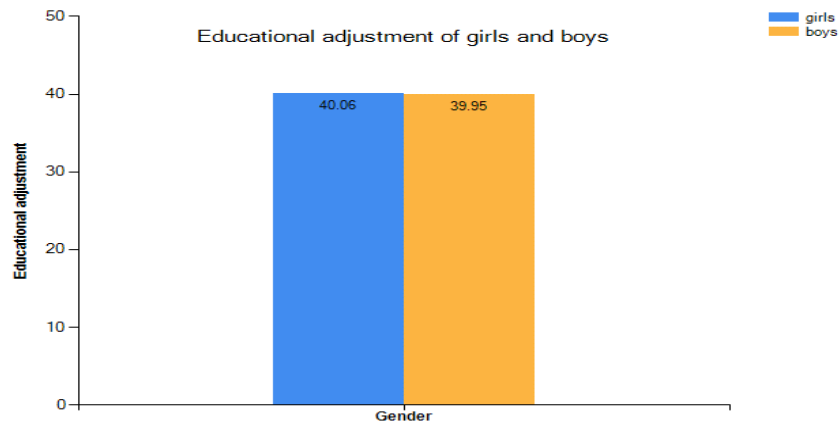

Fig 3. Educational adjustments of girls and boys

Table 4. Test of significance for difference between means of Anxiety of girls and boys

Gender	Number	Mean	Standard deviation	C.R.	Level of significance
girls	157	41.05	15.52	0.65	Not significant
boys	143	39.91	14.93		

The calculated value of C.R. is 0.65 and is not significant at 0.05 level (C.R. = 0.65; p>0.05). Since the mean of the girls do not differ significantly from that of the boys, girls and boys are more or less equal in Anxiety.

Tenability of hypothesis

Test of significance for difference between means of Anxiety of girls and boys revealed that there is no significant difference between girls and boys in Anxiety. Hence the null hypothesis formulated in this context is not rejected.
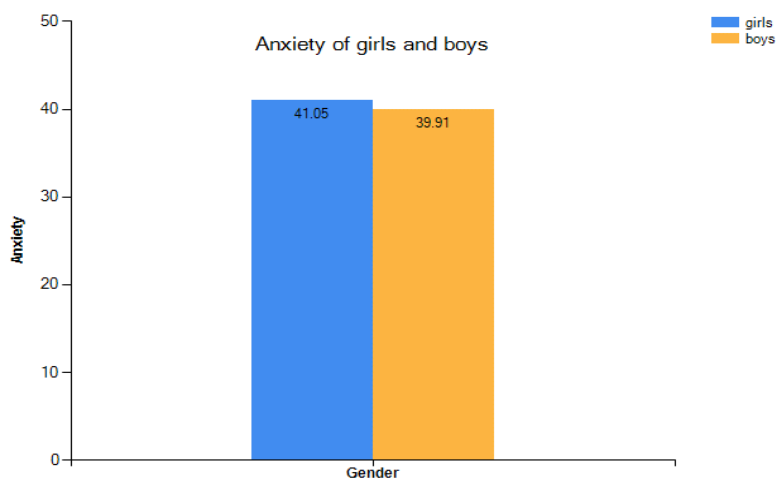

Fig 4. Anxiety of girls and boys

Table 5. Test of significance for difference between means of Educational adjustment of rural and urban students

Locale	Number	Mean	Standard deviation	C.R.	Level of significance
rural	150	40.1	14.77	0.11	Not significant
urban	150	39.92	13.67		

The calculated value of C.R. is 0.11 and is not significant at 0.05 level (C.R. = 0.11; p>0.05). Since the mean of the rural students do not differ significantly from that of the urban students, both rural and urban students are more or less equal in Educational adjustment.

Tenability of hypothesis

Test of significance for difference between means of Educational adjustment of rural and urban students revealed that there is no significant difference between rural and urban students in Educational adjustment. Hence the null hypothesis formulated in this context is not rejected.
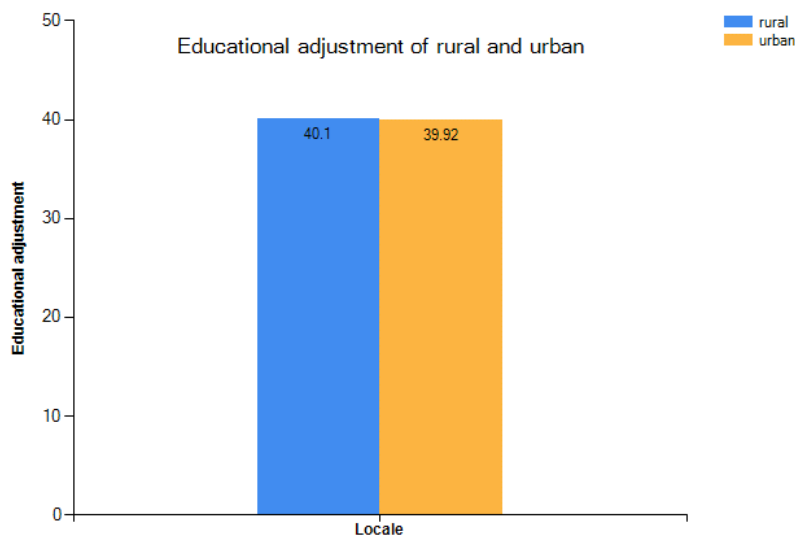

Fig 5. Educational adjustment of rural and urban students

Table 6. Test of significance for difference between means of Anxiety of rural and urban students

Locale	Number	Mean	Standard deviation	C.R.	Level of significance
rural	150	39.2	15.54	1.49	Not significant
urban	150	41.81	14.85		

The calculated value of C.R. is 1.49 and is not significant at 0.05 level (C.R. = 1.49; p>0.05). Since the mean of the rural students do not differ significantly from that of the urban students, both rural and urban students are more or less equal in Anxiety.

Tenability of hypothesis

Test of significance for difference between means of Anxiety of rural and urban students revealed that there is no significant difference between rural and urban students in Anxiety. Hence the null hypothesis formulated in this context is not rejected.
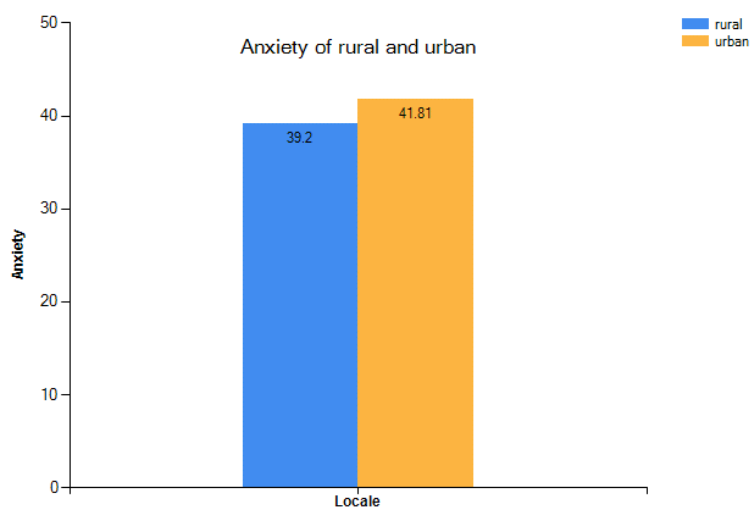

**Fig 6.** Anxiety of rural and urban students

Table 7. Correlation between Educational adjustment and Anxiety

N	Coefficient of correlation (r)	t	Level of significance	SEr	95% CI Lower	95% CI Upper	Shared variance
300	0.83	26.16	0.05	0.02	0.8	0.87	69.67

The calculated value of r = 0.83 and is significant at 0.05 level. (r = 0.83; p<0.05). Hence it can be concluded that there is significant positive relationship between Educational adjustment and Anxiety. The value of shared variance is obtained as 69.67. This means that 69.67% of the variance in one variable can be explained by the other variable.

Tenability of hypothesis

The test of significance of relationship between Educational adjustment and Anxiety revealed that there is significant relationship between Educational adjustment and Anxiety. Hence the null hypothesis formulated in this context is rejected.
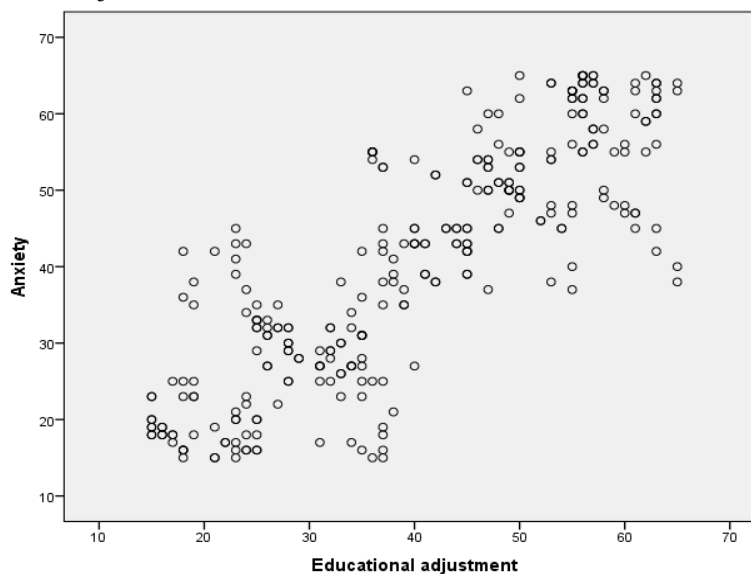
Fig 7. Scatter plot of Educational adjustment and Anxiety

IV.   CONCLUSION

By this study, the investigator found that there is no significant difference in the level of educational adjustment problems among adolescent students who undergo transition from self-financing to Govt. schools based on gender and locale. Moreover, there is no significant difference in the level of anxiety problems among adolescent students who undergo transition from self-financing to Govt. schools based on gender and locale. While, there is significant relationship between the level of educational adjustment problems and level of anxiety among adolescent students who undergo transition from self-financing to Govt. schools.The present study reveals that the relationship between educational adjustment problems and anxiety among adolescent transitional students from self-financing to Govt. schools.

When a student, undergo transition from self-financing to govt. schools, here changing his or her curriculum pattern, instructional strategies etc. Thereby student feels educational adjustment problems with new syllabus and method of instruction. Because self-financing schools follows NCERT curriculum and Govt. schools follows SCERT curriculum. Both are comparatively same but method of instruction and medium of instruction is entirely different. Lecture method and rote memorization is the teaching and learning method of most of the self-financing schools. But Kerala state curriculum follows social constructivism as the method of instruction. These educational adjustment problems lead to the increasing of level of anxiety. Hence, we can say that the levels of educational adjustment problems among adolescent transitional students are directly proportional to the level of anxiety.

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