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Transition Loss among Adolescents at Secondary Level as Function of Emotional Intelligence, Need level and Stress resistance

DECLARATION

I do hereby declare that this research work entitled “*Transition Loss Among Adolescents at Secondary Level as Function of Emotional Intelligence, Need Level and Stress Resistance*” is my own work.

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Abstract

**Transition Loss among Adolescents at Secondary Level as Function of
Function of Emotional Intelligence, Need level and Stress Resistance.**

The research primarily aims to find out to understand the phenomenon of transition loss of the adolescents transiting from Secondary level to higher /post secondary level and to identify the extent of role of emotional intelligence, need level and stress resistance play in it. The research was conducted in the government school of Chhattisgarh of class X, to find the reason of Transition Loss -non-transition of students to class to class XI from class X / The research findings imply that transition do not happens for two main reasons: one for students who are not successful in class X Board examination and the other reason for students not taking admission and non-transition to class XI even after being successful in class X .This is due to due to academic and non academic reasons . The non -academic reason has a psychological lining. Research findings suggests that emotional intelligence , growth need level and stress resistance have a positive correlation with students success and transition to next grade , whereas transition loss have anegative correlation with emotional intelligence , growth need level and stress resistance. Non-transient students were found to be low in emotional intelligence , need level and stress resistance score.

Key words: Transition, Emotional Intelligence, Need level, Stress Resistance.

1.1 INTRODUCTION

Education is a strong determinant factor of living quality life in human society. Increasing levels of education helps in increase individual wage earnings systematically (Blaug et al., 1969; Kothari, 1970; Tilak, 1987; Mehta, 1990) and Secondary education is important for reduction in poverty, in improving infant mortality and life expectancy, and for economic growth (Tilak, JB, 2005) too. It's the Higher Secondary education which helps the student to the world of work; hence it is necessary that students of High school transit to higher secondary school. The Transition from High School level to Higher Secondary level is an issue of great concern and receiving great attention due to the realization worldwide that universalization of secondary education is an essential determinant for transiting to the world of work and higher education.

Although the returns of secondary education is significantly high than elementary education (Kingdon, 1998, Kingdon & Unni, 2001) but most available established research literature indicates that at whatever age transition has been made in secondary schools, there has been always a drop in academic achievement and attainment and many young adolescents academically experience a decline in grades and attendance (Carvel, 2000; Collins and Harrison, 1998, Galton, Gray and Rudduck, 1999, Mizelle, 1995) during the transition phase and may not take admission to next grade or may not qualify to get transited to next grade. World Bank statistics found that fewer than 40 percent of adolescents in India attend secondary schools.

Although universalization of secondary education is a policy imperative, but in many states of the country secondary education is confined to middle and elite class, the Government is making all quests to make it as a mass education and universalize. Poverty is the main reason behind it but ironically as research suggests in the last couple of decades (e.g., Fields, 1980a, 1980b; Tilak, 1978, 1986, 1989a, 1994) clearly shows that its education of Secondary level which can eradicate poverty. Higher level of education provides better work opportunity and higher wages. Moreover, it is the secondary education which consolidates the gain of primary and elementary education and validates the Right to Education Act.

The higher Secondary education scenario is very challenging in the current economic system, wherein with the invent of ICT and technology, new demand in job market and skilled human capital are underpinning goal of the education system. The recent increase in public spending per student for secondary education is linked to improvements in the education condition as secondary education helps in innovating technology and in sustaining growth and income. It is secondary (higher) education that provides skills, career direction that could be useful in the job and labor market (Benhabib and Spiegel 1994).

Under the Ministry of Human Resource Development's national funded scheme, Rastriya Madhyamik Shiksha Mission sincere efforts are been made to universalize secondary education. But maintaining high quality standard and universalizing secondary education are two imperative, which seems to be very difficult to achieve in the Government setting. In Secondary Education, the quality of education is particularly low and ensuring and completion is a challenging issue as it caters the educational needs of children from the poor economic background and or below the poverty line and disadvantaged groups where parents are mostly illiterate. When the relationship between education and poverty needs to become negative by imparting education and the negative relationship becomes stronger when the level of education is raised to secondary (and above (Mathur, 1990).

It is worldwide known that secondary education is a stepping-stone in the life of all adolescents. Secondary education has a very important significance as it is associated with the economic and social development of the adolescents as well as human capital development. World Bank policy paper on secondary education states that investing in secondary education is surely one of the best investments a country can make for its economic growth, career advancement and higher median income, if equally available to all young people regardless of gender, income, or ethnic group (World Bank 2006). Unfortunately, equity is an issue in many states, including Chhattisgarh.

In India, Secondary education is imparted to students aged about 14-18 years. The Secondary includes Class IX and X and Higher/Senior or Post-Secondary consisting Class XI and XII. Here it is important to mention that secondary education is not an age-related factor but the expansion of secondary education depends on the completion and transition of the High School Graduates. It is also imparted in the critical period of adolescence, when students go through many physical, mental and emotional developments and are to make important life choices for the future regarding career and his/her becoming.

Cuadra and Moreno, co-leaders of the World Bank team, who wrote the new report, put it,

“Not only does secondary education open up more opportunities and aspirations for young people,” it can also build tolerance and trust among a group of young citizens who are crucial to maintaining cohesive, open societies”.

World Bank Team

In addition to fostering engaged citizenship in today’s young people, in their paper, they have also pointed out that secondary education can reduce the likelihood that youngsters will join street gangs, abuse drugs, or engage in other risky or anti-social behaviors.

Thus one of the main challenges countries around the world faces is to equip their young people to find employment in constantly changing workplace environments, and to cope with and respond to change throughout their lives. Countries need to respond to this challenge with approaches that are appropriate to their capacities and long-term development objectives and encourage children to complete postsecondary education i.e. encouraging all children to transit to Higher Secondary school.

Thus Transition from Secondary level to Higher Secondary level is an issue of great concern and its very important to understand and identify different psychological aspects of transition loss of the Secondary graduates whether its due to academic failure or otherwise.

1.2 Phenomenon of Transition in Secondary Education

Transition from secondary school to higher secondary school has been identified as a significant issue for young adolescents (Vinson, 2006), in two prospect: first due transiting from general education to specific stream education, secondly, this period is associated with a range of behavioural problems (Howard & Johnson, 2004) and a substantial decline in academic performance (NTCOGSO, 2005), resulting huge transition loss to next grade.

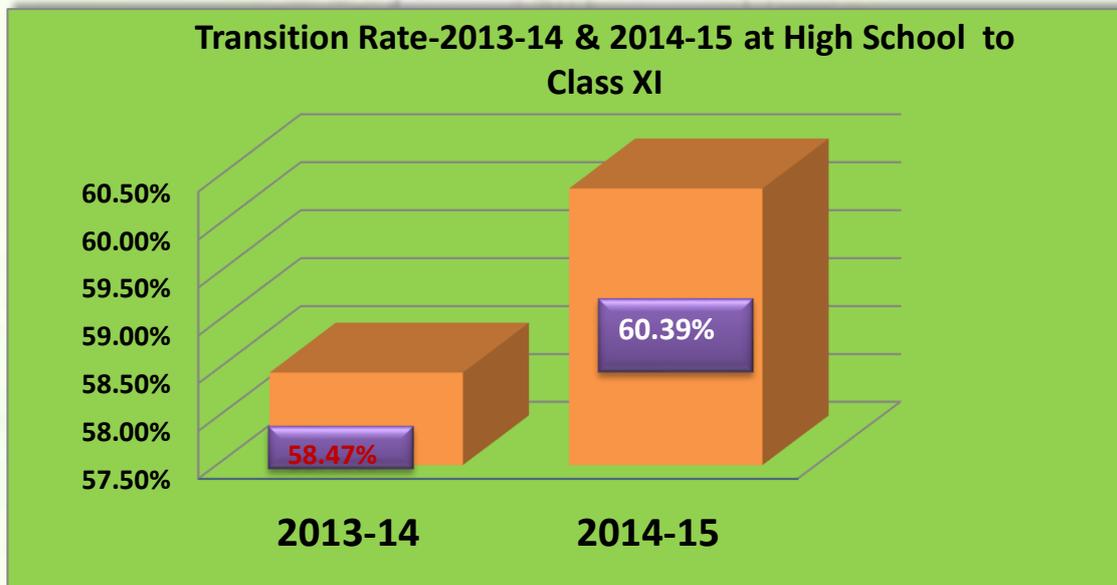
The term transition means to the students’ moving or promoting out of one particular grade to the next grade of schooling successfully from the previous grade in which he/she is enrolled.

In this research study, the term ‘Transition’ is used to address the process of passing out of adolescents studying in class X and who will transit to Higher Secondary/Senior Secondary level after getting through their Board examination.

The term Transition loss is coined by the researcher and used in the research by the researcher is for students not transiting to grade level after class X to class XI.

Fig No 1.1

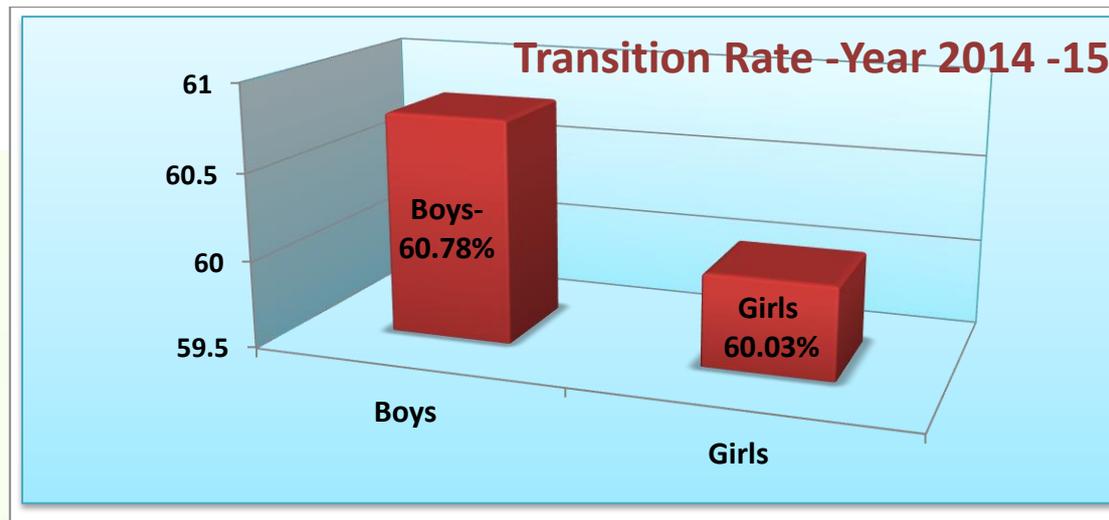
Transition Rate – A Glance at Chhattisgarh



From the above **Fig.No 1.1** it is evident that in 2013-14 only 58.47 % of the pass high school students transited to Higher Secondary Education, which literary means that 41.53 % of the high school children never reached to higher secondary education and in the year 2014 -15, only 60.39 % students passed out in class X, and causing a loss of 39.61% students could not transit to class XI.

Fig no 1.2

Transition Rate -2014-15 Boys and Girls.



Transition and Universalisation of Secondary Education

The above **Fig. No. 1.2** demonstrates that there is a gap in transition rate between girl's transition rate and boy's transition rate. Girl's transition rate is 60.03% and for boys it is 60.78. There is a transition loss nearly of 40%.

The expansion of Higher Secondary education depends on the enrolled students in Class XI and the universalisation of Secondary Education demands that all the students 100% enrolled in class X should complete X th schooling successfully and transit to class XI.

1.3 Transition and Universalisation of Secondary Education

Universalization implies creating universal access and opportunity for all children to receive secondary education. Universalization implies creating universal access and opportunity for all children to receive secondary education. In universalisation of Secondary education it is important that quality secondary education is provided and make available to 14-18 years age group adolescents in affordable and accessible schools. Emphasis should be given to the students from economically weaker sections of educationally backward society, disabled and girls especially the rural ones and marginalized groups such as SC, ST & backward group.

A High School degree is not enough for getting into the world of work in this information and technology based modern age. Any job with a reasonable pay requires at least a Higher Secondary education. (Carnevale & Desrochers, 2003). Moreover, 30% students fail to complete high school education successfully (Swanson, 2004) and to transit to

higher secondary education. Apart from that nearly another 30% high school graduate students combine work/some kind of post secondary education/vocational skills or do not join post secondary education as either they do not have a proper career plan or their career plans are still evolving and need guidance. (Haimson & Deke, 2003; McDonough, 2004) or they need to work for financial help.

High school education does not provide opportunity for exposure of world of work. It is very important as students do not have information regarding about educational requirements for various and particular jobs (Schneider, 2006) they would like to take up as career, it also affects transition to higher secondary school.

Chhattisgarh dual-credit program, vocational education certificate with grade 9th and 10th certificate is provided yet it's too early to say anything as research is needed to confirm their impact on transition to postsecondary outcomes (Lerner & Brand, 2006).

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CABE committee on Universalisation of Secondary Education (2005) has stated in that India would like to acquire universalisation of Higher/Senior Secondary/education in the year 2020. For this to happen transition rate from high school to higher secondary plays an important role. Apart from transition, the target is to provide full retention and mastering all kind of learning's by at least 60% learners. All this can be possible if only the learners successfully complete 10th board and schooling and if 100% students transit from 10th to 11th are high.

The transition rate from class X to Class XI demonstrates a huge transition loss. The situation exists both in Urban and rural locale, influences gender too and creates wastage of public funds and stagnate quality human capital and labor force.

This is depicted below by demonstrating with the Transition rate data.

Table No.1.1

Transition Rate of 2013-14 to 2014-15

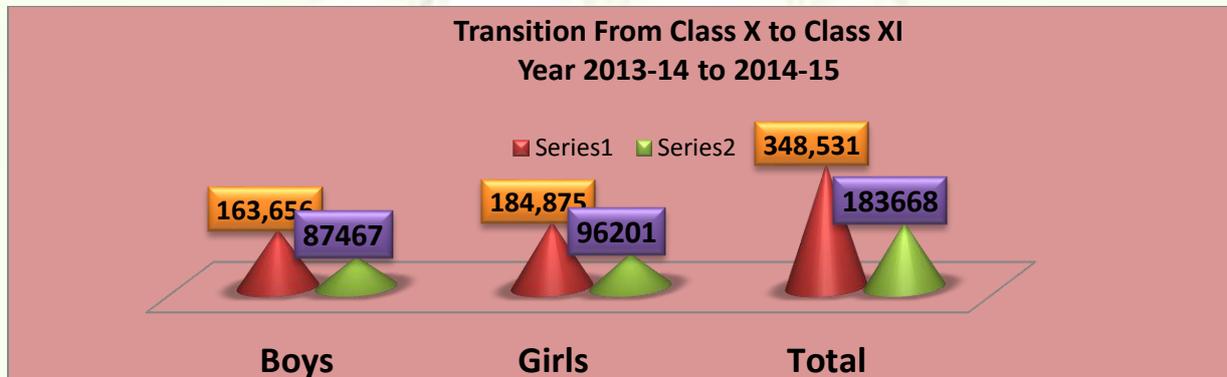
To understand the concept of Transition to Secondary School to Higher Secondary School and Transition loss here the data of the state is given which shows the following facts:

S. No	District	Enrolment at Class X - 2013-14			Transited to Class XI in 2014-15	Transition Loss
		Boys	Girls	Total	Total	TOTAL
1	BALOD	7,550	8,756	16,306	10025	6,281
2	BALODA BAZAR	10,532	11,547	22,079	11702	10,377
3	BALRAMPUR	5,312	5,566	10,878	5047	5,831
4	BASATAR	4,779	4,795	9,574	4767	4,807
5	BEMETARA	6,040	6,249	12,289	6402	5,887
6	BIJAPUR	1,171	1,013	2,184	1616	568
7	BILASPUR	12,255	13,303	25,558	12057	13,501
8	DANTEWADA	1,241	1,114	2,355	1519	836
9	DHAMTARI	5,815	7,400	13,215	7788	5,427
10	DURG	7,980	10,018	17,998	10087	7,911
11	GARIYABAND	5,042	5,116	10,158	5166	4,992
12	JANJGIR-CHAMPA	10,285	12,435	22,720	10544	12,176
13	JASHPUR	4,519	5,224	9,743	5229	4,514
14	KANKER	5,554	6,586	12,140	7121	5,019
15	KAWARDHA	6,136	5,835	11,971	6475	5,496
16	KONDAGAON	5,175	5,299	10,474	5777	4,697
17	KORBA	7,191	8,369	15,560	5910	9,650
18	KOREA	4,300	4,992	9,292	3889	5,403
19	MAHASAMUND	6,984	8,535	15,519	8141	7,378
20	MUNGELI	4,548	4,223	8,771	4098	4,673
21	NARAYANPUR	762	714	1,476	953	523
22	RAIGARH	8,616	10,132	18,748	10837	7,911
23	RAIPUR	9,024	12,357	21,381	11694	9,687
24	RAJNANDGAON	11,621	13,124	24,745	14281	10,464
25	SUKMA	1,135	875	2,010	1149	861
26	SURAJPUR	5,266	5,902	11,168	5571	5,597
27	SURGUJA	4,823	5,396	10,219	5733	4,486
		163,656	184,875	348,531	183668	164,953

The above **Table No 1.1** reflects that in the academic year in the Government School, out of Total **34,8,531** students, out of which **163,656** are boys and **184,875** Girls who were

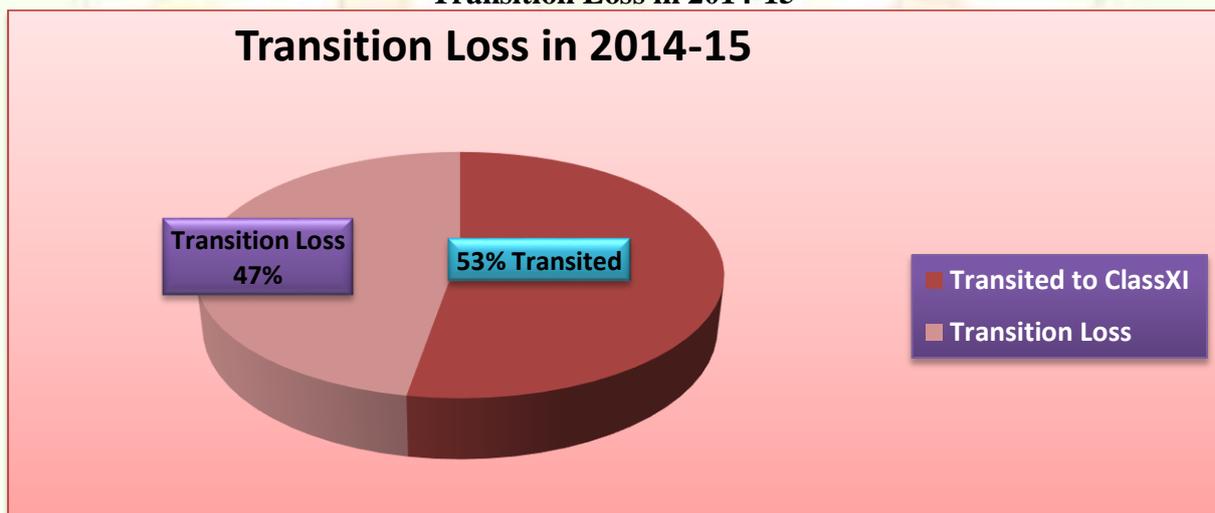
enrolled in Class X on year 2013-14, after the completion of the academic year 2013-14 only **183668** total students took admission in Class XI in the year 2014-15. Transition loss of **164953** students is reflected.

Fig. No 1.3
Transition from Class X to Class XI Year 2013-14 to 2014-15



The Fig. No. 1.3 also depicts that there is an overall transition loss of **164953** which is **47%** in the year. **183668** which is 53% total students took admission in Class XI in the year 2014-15.

Fig no 1.4 –
Transition Loss in 2014-15



The Fig. No. 1.4 also depicts that there is an overall transition loss of 47% in the year. This rate is not confined to unsuccessful students but also to the pass graduates who for some reason or the other did not transit to class XI. Transition from high school to higher secondary 2014-15 and only 53% of students made the successful transition to class IX in the year 2014-15.

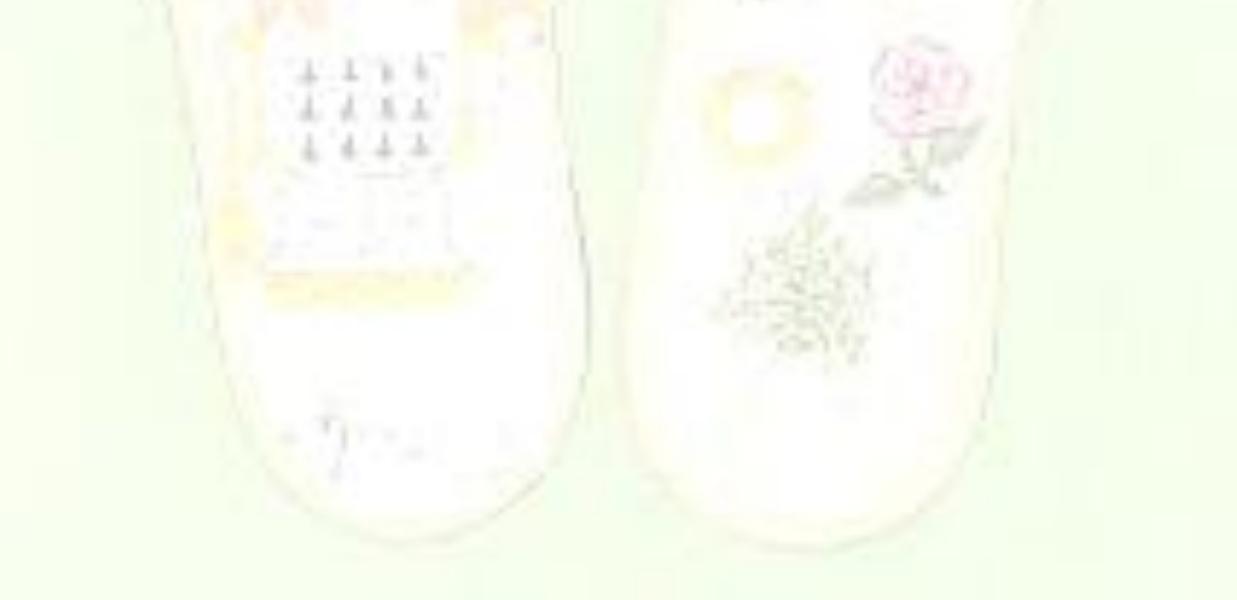
This rate is not confined to unsuccessful students but also to the pass graduates who for some reason or the other did not transition to class XI. Transition from high school to higher secondary is an issue of multiple issue in rural and urban area and it has a lot of permutation and combination from poor economic condition to poor academic attainment, stress, adjustment and other concurrent psychological problems and a poor/unguided transition can further have adverse impact on future attainment and adjustment (Rice, Frederickson & Seymour, 2010, p. 3). Furthermore, if the adolescent do not meet the developmental needs in the school environment to his/ requirements it results in more negative educational and psychological outcomes (Eccles & Midgley, 1990).

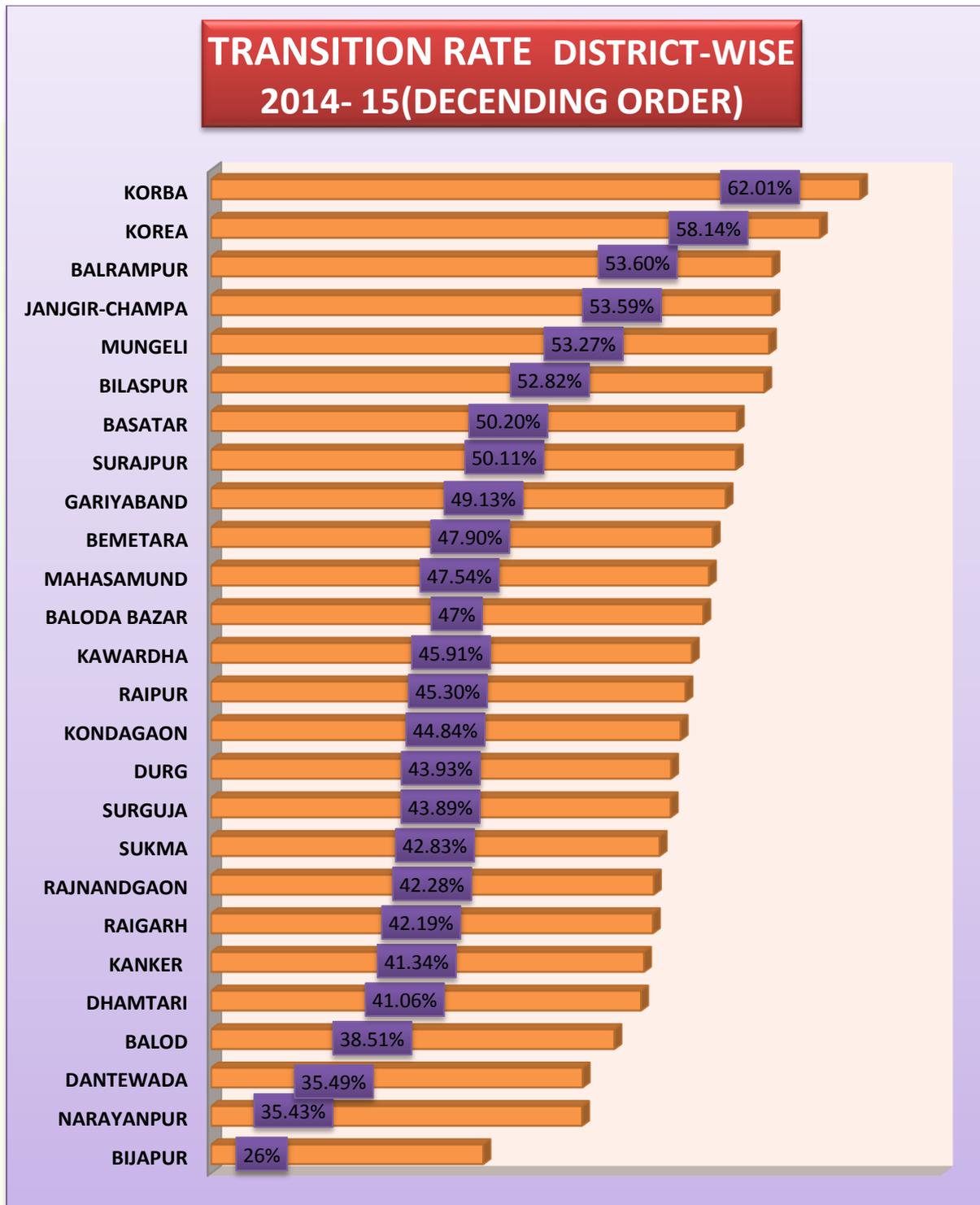
Reasons behind this dropping out and not transitioning to class XI is stated by students are: poor economic condition, poor academic performance etc. It also appears throughout literature on secondary school dropout rates and transition. One of the common reasons cited for dropping out is poor circumstances or financial reasons is one example. A student must help out at home or find work in order to contribute financially to their family (UNICEF, 2000) but there is no one at home to help these students academically and guide them properly for career prospect and they also lack self-esteem.

The transition rate of the year 2014-15 - and its different district depicts that following:

Fig no 1.5

Transition Rate District – Wise 2014-15 (Descending Order)





From the above **Table No.4.15** it is visible that the highest transition loss is depicted by district Korba which is 62% and the lowest by District Bijapur -26%. Bijapur is a tribal district and it is one of the affected Left Wing Extremist (Naxal affected district- (LWE) district. There are Seven Tribal districts which are affected by Naxalite movement and they

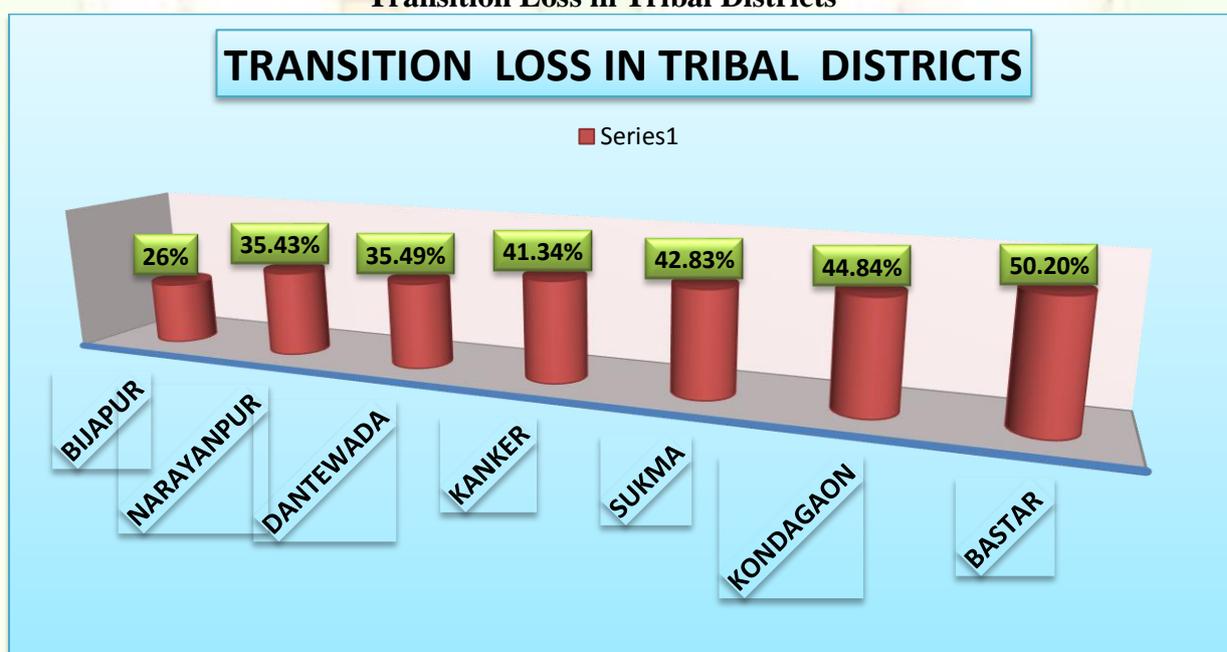
come under tribal districts and these districts have transition loss. Although transition loss rate seems to be low but so is the enrolment.

Table No.1.2
Transition Rate of Tribal District in Chhattisgarh

Name of District	BOYS	GIRLS	TOTAL	Transition Rate
BASTAR	4,779	4,795	9,574	50.20%
BIJAPUR	1,171	1,013	2,184	26.0%
DANTEWADA	1,241	1,114	2,355	35.49%
KANKER	5,554	6,586	12,140	41.34%
KONDAGAON	5,175	5,299	10,474	44.84%
NARAYANPUR	762	714	1,476	35.43%
SUKMA	1,135	875	2,010	42.83%

The above **Table No 1.2** depicts that the transition rate in Tribal district is low than average in most district. The highest transition rate is 50.20% of Bastar district and lowest transition rate is of Sukuma which is 26%.

Fig No 1.6 –
Transition Loss in Tribal Districts



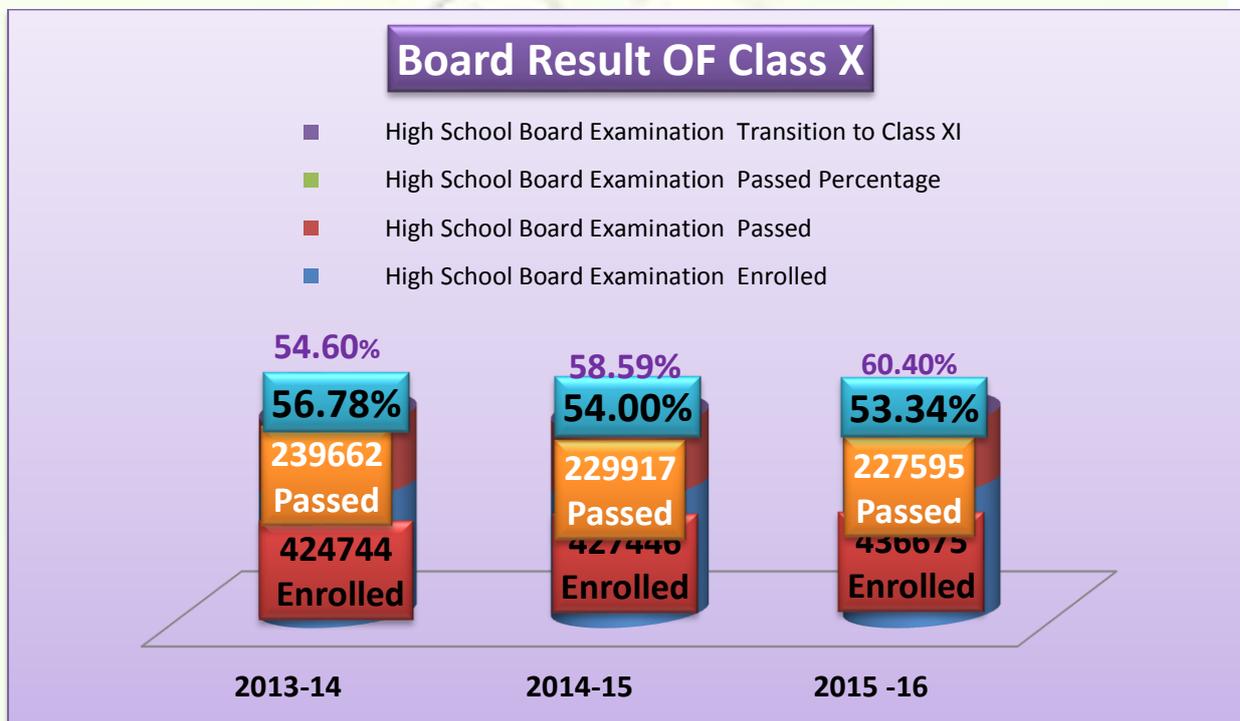
One more crucial factor of Transition Loss is Failure in Class X. Transition Loss occurs due to two main reasons:

1. Students not taking admission in Class XI even after Graduating in Xth class.
2. Students not able to take admission due to failure in class Xth Board examination.

Every year students enrolled in Board examination is fairly good but only 50% to 57% get successful in the exam. The table below depicts as following:

Fig no 1.7

Board Result OF Class X



The consecutive Result from Board of Secondary Education we find that in the Academic Year 2013-14 , 424744 students were enrolled, out of which only 56.78% (239662) students passed and only 56.78% students are qualified to be enrolled in class XI. Similarly that in the Academic Year 2014-15, 4274446 students were enrolled, out of which only 54.00% (2299172) students passed and only 54.00 % students are qualified to be enrolled in class XI. In the Academic Year 2015-16, 436675 students were enrolled, out of which only 54.00% (227595) students' passed and only 53.34 % students are qualified to be enrolled in class XI. In the Academic Year 2016-17, 436675 students were enrolled, out of which only 54.00% (227595) student's passed and only 54.00 % students are qualified to be enrolled in class XI.

Fig no 1.8

Transition Loss at Class XI

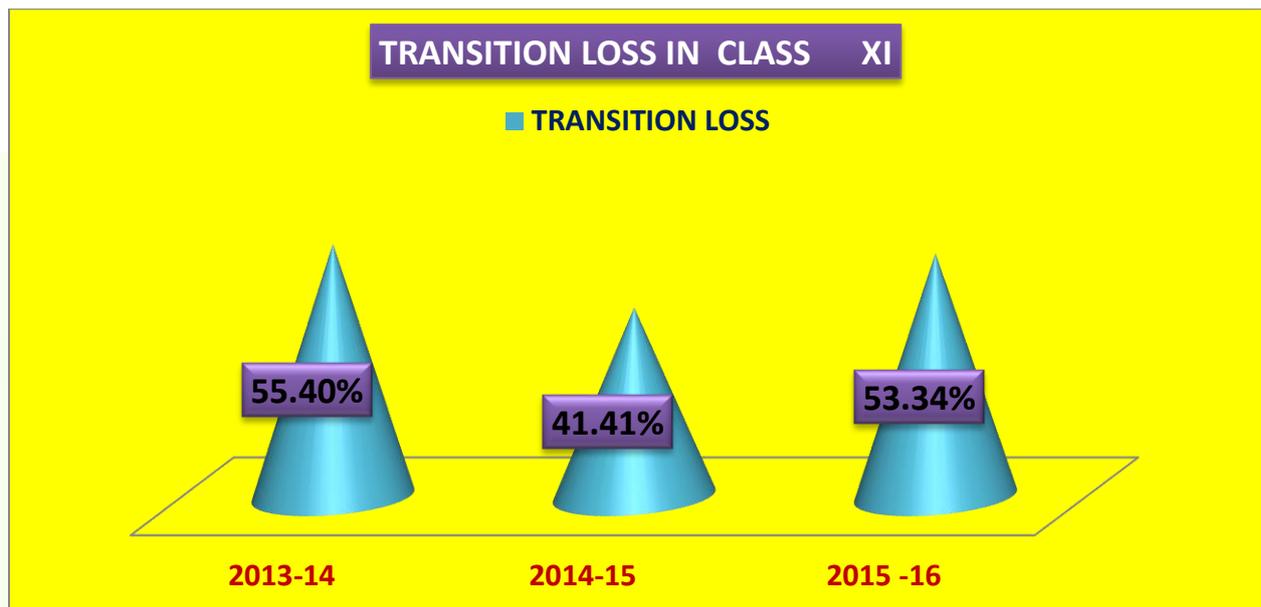


Figure No 1.8 demonstrates that in the years from 2013-14, 2014-15, 2015-16, Transition loss is 55.40%, 41.41%, and 53.34 %.

As per the Government Report the transition rate from in the year 2015-16 class X to XI is 60.40 %. And when we say that the Transition rate is 60.40% then it means that the 60.40% of the successful 10th Graduate have enrolled them in Class XI and hence the actual data is much less than what we assume and the situation is of great concern. Hence Transition loss has a very wider implication in the universalisation of Secondary, as well as resource wastage and good educated skilled worker/employee in the Job market in the local, national and global Scenario.

Researches, literatures and studies have suggested that diversity of learners and their socio-economic background affects student's successful transition from high school to further higher education (Kit and Nelson, 2005).

One of the most prominent factors influencing transition is that most high school students do not have aspiration or goal for higher secondary education and they lack in preparation for further higher education (Ozga and Sukhandan 1998). Collier and Morgan (2008) too supported this finding.

In Government schools however it is viewed that student's most significant reason for failing students in large number in 10th Board is poor concept and common curriculum and course and nearly 80 percent of the candidates who fail in the board examination fail in mathematics,

English, and science. But the fact is that besides significant wastage of the educational resources, it affects self-esteem and self-concept of the students.”

1.4. Few Aspects of Transition from High School to Higher Secondary School

Most researchers agrees and recognizes the fact that stress is associated with the transition- any transition school to school, grade to grade, although differed about the time and severity of stress (Ward, 2001). The Transition from High school to higher secondary school involves changes in social interactions, academic expectations and school environments which keep occurring concurrently (Anderson, Jacobs, Schramm & Splittgerber, 2000) and changes in the learning environment, physiology demands social adjustments and higher stress resistance.

In some cases, especially in rural areas, parents do not get involved in post-secondary education, and the adolescent child is free to take decision for post-secondary education as per their need level. Research suggests that parental involvements in their children’s transition to secondary school depicts higher achievement (Linver & Silverberg, 1997; Paulson, 1994), show better adjustive behaviour (Hartos & Power, 1997), and are at lesser risk of dropping out of school.

The peer group may not be the same as a student have to make an individual choice for career-making, transfer to different school do to vocational and subject selection. Higher secondary school being related to higher education and career-oriented hence are more competitive (Demetriou, Goalen & Rudduck, 2000) and focused on skill development and ability is valued (Jackson & Warin, 2000) more than effort making.

There is also a considerable academic difference existing between the study patterns too and the emphasis is placed on personal ability & evaluation of students (Benner & Graham, 2009; Anderson, Jacobs, Schramm & Splittgerber, 2000; Wigfield et al., 1991). Moreover, meeting teacher, parental expectation, peer pressure, competitiveness, to achieve high (Walkerdine et al., 2001) makes it a stressful experience.

On the other hand, adolescence is a period in which social acceptance is typically perceived by students to be of great importance (Gerner & Wilson, 2005) and friends and new relationship become equally important and heroism is at peak. The idea of being failure and unsuccessful in any area is not acceptable and making an opportunity cost and few

financial gains is a preferable choice. So even after being a qualified high school graduate one can decide not to join schooling causing a transition loss. The decline in academic achievement or the fear of not able to attain high academic level has often been associated with the onset of adolescence (e.g. Mizelle, 1999; Potter, 2001).

Need for good qualifications (Elliot, Hufton, Illushin & Willis, 2001) is linked with hard work and academic excellence and if there is a mismatch between the psychological needs of the students and school environment a decline in motivation to learn may result in poor performance (Carnegie Council on Adolescent Development, 1989; Eccles & Midgley, 1989; Simmons & Blyth, 1987), and may lead to transition loss.

Transition to post secondary has become a more complex issue in recent years, particularly due to competitive educational climate (Klein, 1996) and new job roles and skill requirement. Furthermore, if the student's prior achievement and attitudes to learning have been poor, fears to cope up with academic stress, undergoes emotional instability and do not know to pursue his/her future goal than also there is a transition loss.

The Gender issue is also an aspect related to transition across the world, especially in the transition from secondary to post-secondary. Even overseas literature suggests that it is girls who are most negatively affected by the transition. Research suggests that community worries more about boys doing less well than girls, (Wright, 2000) impacting low transition rate in girls.

1.5 Adolescents and Secondary Education

Adolescence is a transitional phase, a phase of change, heightened emotionality, an age of imagination and dreams and a quest of searching identity and belongingness. Research suggests lack of sense of belonging to the school or lack of interest in school results in alienation from school (Mahan and Johnson, 1983; Ekstrom et al., 1986).

The word Adolescence is derived from the word 'adolescere' . It means to 'grow up' . Marked by anxiety, curiosity, fear, love needs self-esteem adolescence altogether is a critical or

sensitive period which is full of both risk and opportunities (Steinberg, 2005). According to the Carnegie Council on Adolescent Development (1989) about one quarter of the adolescent population is at risk of academic failure and another quarter considered moderately at risk

with other problem behaviours consequencing school failure and unemployment or under employment, cost of which is high to society and individual too.

Much study suggests that there is a general trend of increasing behavioural problem during adolescence holds for both males and females (Moffitt, 1994; Moffitt & Caspi, 2001; Silverthorn & Rick, 1999) and it holds good for both males and females adolescent. After the transition to new grade and new school youth are likely to be exposed and attached to new peer groups and friends. These new growing up peers become the central influence on each other and impact on development too as adolescents, imitate, learn and share information with them (Berndt, 1992, 2002; Eccles, 2004; Eccles & Midgley, 1989).

Adolescent belonging to low socio-economic status is more at risk to drop-out/exit from high school before graduating (Ekstorm et al., 1986) and less likely to attend Post-secondary education/college (Lambert, 1988).

Most research suggests that girls have consistently low level of self esteem whereas boys showed a significant decrease in both anxiety and fear by age 12. Hence, it can be concluded that by year 12, boys and girls use different coping strategies, with boys more successfully reducing both fear and anxiety (Byrne, 2000).

There exists a great deal of diversity in adolescents' level of maturity. Adultoid adolescents do exist (Galambos and Tilton Weaver, 2000). There have been enormous psychological pressures on adolescents to perform well and succeed in life. Emotional intelligence is positively correlated with the appraisal of situation to be changed and problem-solving whereas threatened, lost, aggressive efforts and self-criticism is negatively correlated with emotional intelligence among adolescents (Tiwari and Verma, 2008).

Adolescent boys and girls differ significantly in their adjustment, usually girls score high on socioeconomic status (average), on the other hand it has been reported that there is no difference found in the socio-economic condition between boys and girls belonging to low status of the society. (Godiyal and Padiyar, 2008).

Another study by Mahajan and Sharma (2008), concluded that adolescents may feel isolated, anxious and indecisive, they are deeply concerned as how others view them and are apt to display a lot of self-consciousness and embarrassment, they are anxious as cultural group places high value on appearance, popularity, academic achievement or on being like others of

the same age group. Anxiety is likely to develop if the adolescents feel that he has not measured up to cultural expectations.

In another study, it was found that there was a significant difference in life stress of rural/urban and boys/girls. Urban students had a significantly low level of life stress than rural students, and girl's students had more stress as compared to boy's students (Paliwal and Sanadhya, 2008).

Later adolescence is associated with a slowing of the emotional changes of early adolescence. Research implies that there is an adjustment phase between early and late adolescence and adolescents tend to show average emotions and have relatively stable psychological adjustments in relation to life stress between early and late adolescence period. (Larson et al., 2002). Further, it is found that age and gender-related pattern of life stress varies across the type and context of stressors. Rudolph and Hammen (1999) noticed that adolescent girls experienced the highest levels of interpersonal stress, especially stress and conflict that they generated with parent-child and peer relationships while preadolescent girls experienced the highest levels of independent stress and conflict in the family context. Adolescent boys experienced highest levels of non-interpersonal stress associated with self-generated events.

Another study conducted by Kim et al. (2003) suggested that negative life events experienced during early adolescence intensify the symptoms of sadness, fear and antisocial conduct which is domains for maladjustment, in turn, increases risk for future adversities and life crises. The reciprocal process between negative life events and maladjustment has a developmental dynamic that unfolds in a more clear fashion across the years of adolescence.

Media has a lot of influence on adolescents behaviours, violent media can effect on arousal, thoughts, and emotions increasing the likelihood of aggressive or fearful behaviour especially more in boys (Browne and Giachritsis, 2005).

The family is the greatest socializing agency in all contemporary cultures (Gaur and Gupta, 2004).

In spite of the rapid changes within the modern family, the home is still the most potent factors in regulating the behaviour of young people (Chand, 2007). Nuclear family structures were found to contribute significantly to emotional maturity of female adolescents (Gupta et al., 2008). The main effect of family violence exposure was depression, anxiety and social stress (LeBlanc, 2002).

Boys have poor emotional adjustment than girls. Girls have less sensitization tendency than boys which might be due to the difference in parental treatment of boys and girls. Girls are expected more to have control on their feelings and are not expected to express their frustration and anger. It is not the sex of the sibling but the mere presence of sibling affects the adjustment of adolescents (Mehta et al., 2005).

A significant difference in value orientation of adolescents living in urban, rural and tribal areas exists. Our Indian society where variability of socialization practices due to a number of demographic factors which are a socioeconomic class, religion and residential background (e.g., urban-rural differences) Indian society socialization practices for male and female children are different in the urban, rural and tribal areas (Bhadoria and Singh, 2005).

1.6 EMOTIONAL INTELLIGENCE - CONCEPT AND DEFINITION

Emotions are the main force which enables an organism to cope with circumstances and add color and spice to our living. In a study by Manhas and Gakhar (2006), the results revealed a positive and significant relationship of emotional intelligence with intelligence, creativity and academic achievement. Emotional Intelligence is defined as a capability to monitor one's own and other's feelings and emotions, (Salovey and Mayer (1990), and to critically understand and knowing one's emotions (self-awareness), managing self and emotions, motivating self, recognizing others emotions (empathy), and handling relationships with others, and use it to guide one's own and others thinking and actions. (Goleman 1995).

From much empirical research it is evident that during transition from Secondary to Senior Secondary or college/University students undergo many changes and problems in new environment, new responsibilities of competitive academic pressure, peer relation, influencing academic performance and students need the skill of using/managing emotion intelligently and with self-awareness able to overcome stress related to the new change.

1.7 NEED LEVEL- CONCEPT AND DEFINATION

Human Needs and their need level is an issue since time immemorial and the concept of human need has been focused by philosophy, psychology, political, economic and social sciences. (Rosenfeld et al. 1992). The first documented investigation into the area of human needs was carried out in the field of psychology. Maslow (1943) being the pioneer developed "A Theory of Human Motivation", which states that there are five motivations that constitute

“basic human needs”. These needs are categorically interrelated with each other and systemically follow a hierarchy. The lower category needs or low order needs until been satisfied appropriately, the next level of need will not emerge. These needs dominate individual’s conscious life are basis for the organization of their behavior, until they reach the next category. Maslow termed this theory as Maslow’s Hierarchy of Needs which states that we must satisfy each need according to the hierarchy of needs. The first needs of the hierarchy are very basic like physical needs and emotional needs and unless these basic biological needs are fulfilled and satisfied, we do not become concern regarding our higher order needs of personal development or self-actualization.

Maslow’s Hierarchy of Needs model was developed in 1943-1954, and the Hierarchy of Needs model comprised of five needs.

(1) **First** is a Biological and **Physiological need** which comprises of – food, air, shelter, drink, warmth, sleep, sex, etc. The needs are also called physiological drives and usually taken as the starting point for motivation theory.

(2) **Second** are **Safety needs** which comprises of – security, order, protection from elements, stability, law, limits, etc. Once the physiological needs are satisfied, this safety needs manifest them in protecting self and family financially, providing accommodation, saving accounts and insurance policies for future security, job security etc in the world of work. The crime rates are becoming very high and so are the safety needs for all group and age.

(3) **Third** are **Belongingness and Love needs** which comprises of – family, affection, relationships, work group, etc. These needs take precedence and dominate behaviour. These needs are basically emotional needs and human beings are emotional beings, and they need social acceptance and sense of belonging whether they are in family or social setup or in office/area of work.

(4) **Fourth** is an **Esteem** need which comprises of – self-esteem, achievement, mastery, managerial responsibility, independence, status, dominance, prestige, etc. Human beings need self-esteem and self respect. He/she needs to be valued and give value and show respect to each other for what they are and a status which makes them responsible in their behaviour and motivate for keeping themselves high in manners, etiquette, achievements, dominance

etc. If this need is not satisfied it leads to feelings of low self-confidence, especially in adolescent's inferiority, which may lead to isolation or low agreeableness among individuals.

(5) **Fifth** are **Cognitive** needs which comprised of – knowledge, meaning, etc. This is the first growth need and which leads toward self-actualization comprising of quest for knowledge, understanding, learning, thinking etc. It's a natural human need which makes him/her to learn, explore, discover and helps him to develop a better understanding of the world around them, in which they live. If this need is not fulfilled, it leads to identity crises and confusion, hence plays an important role in education as it is related to learning and gaining experiences.

(6) **Sixth** is Aesthetic needs comprising of appreciation and search for beauty, balance, forms, etc. This is related to beauty, cleanliness, need for imagination and beautiful surroundings. This need is another important step towards self-actualization as it associated with feeling of intimacy with everything beautiful in this universe and nature.

(7) **Seventh is Self-Actualization need** – This is a higher level need which relates to accomplishments of self-fulfillment, seeking personal growth and peak experiences, realizing personal potential etc., often related to spiritual growth too. This is very important as these need manifest it in a poet, singer, writer, scientist etc. A man should be what he wants to – a sage or a dancer, an artist or an atom bomb designer, all is in his own personal level of growth- what he wants to become or self actualize himself/herself into. It also helps in acceptance of a person, they way he/she is and a directive of peace.

(8) **Eighth- is Transcendence need** comprises of – helping oneself to exceed in one's own potential. It is often related to spiritual growth too .It is not a competition with others rather helping others also others to achieve self-actualization. Self- transcendence is regarded as a personal journey of self-discovery and self enlightenment.

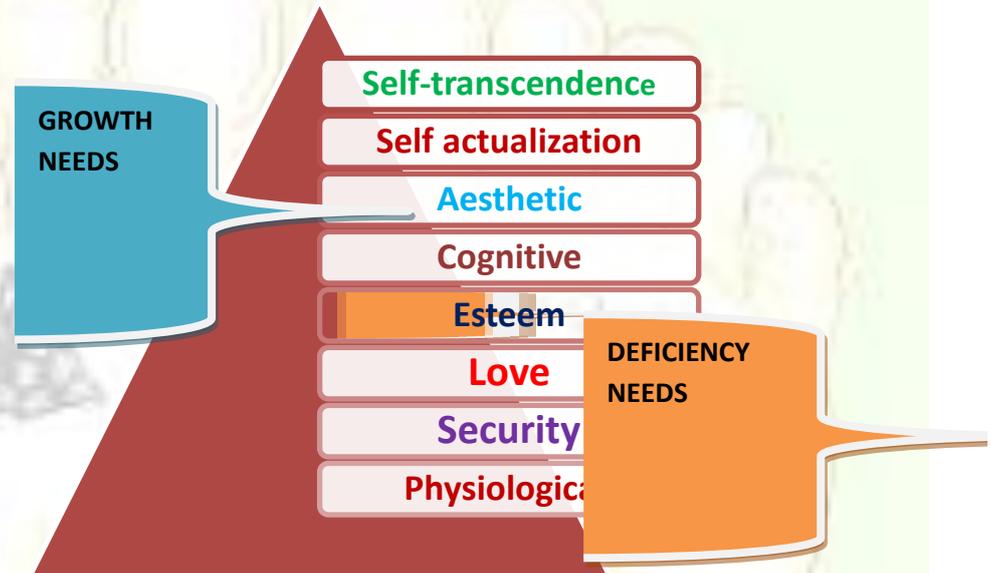
On the basis of Maslow's (1987) concept, all these eight needs are clubbed in to two broader needs –

- (1) **Deficiency needs (low-order needs)** and
- (2) **Growth needs (high-order needs).**

Deficiency needs (low –order needs) consists of the first four needs, i.e., physiological, security, love, and esteem, categorize as low order needs.

Growth needs (high-order needs) consist of the last four needs, i.e., cognitive, aesthetic, self-actualization and Self-transcendence.

Fig no 1.9
Marlowe's Hierarchy Needs



1.8 STRESS RESISTANCE: CONCEPT AND DEFINITION OF STRESS

In today's modern world of globalization, technology, and fast pacing life, stress is the most prevalent thing found in all population and even the children are not free from it. The word stress is used very often but many of us do not the actual meaning. The term Stress has been derived from derived from the Latin word 'strictus' which means to tighten. In stressed condition feelings of tightening and constriction of muscles and breathing is reported by many people. Adolescence itself is not a very relaxing period, full of storm and strife' of life and the competitiveness and expectations of getting more and more out of the glittering world, the students are also heavily stressed, who are the most productive section of any society. The modern youth, in search of identity and reach somewhere in life undergo all sorts of activities, which in the long run may turn out to be productive or not productive but it definitely leads them to stress. They find many stressors (stress-provoking situations) in academic and personal life.

Some of the obvious and most common known reason for stress in adolescents is enlisted below:

PEERS PRESSURE - it is the most common reason which simply refers to the influence exerted by people of our own group on us. During adolescence peer pressure plays a very significant role as the adolescents imitate, share and care for each other and sometimes they even bully each other. Peer rivalry, competition among friends, attracted to opposite sex, creating mischief in groups or using substance abuse are common in this age.

EXPECTATIONS- These days we find many students committing suicide as they cannot fulfill the expectations. Expectation of self, peer, parents, society, neighbors. Meeting academic pressure and not able to stand up to people's expectations, these students feel guilty and sometimes in a very competitive situation they go through feeling of inability and sometimes they give up or do something regretful. These high expectations lead to stress and anxiety.

COMPETITION- The adolescents of this technological era lives in a very competitive environment, whether academically or socially. Stress is not caused if we are incapable or unable to work towards reaching our goals, but in pursuing high targeted goal, high competition also generate a lot of stress. Students need to compete at every stage of life, starting from stream selection to job selection. For example for medical entrance or IIT, lakhs of students study and work hard to fight for few thousands of seats and are under academic stress and competition stress.

ECONOMIC CONDITION – Poor Economic condition is one of the most crucial stress generating factors amongst student. Most adolescents studying in government school are from poor economic background. These students coming from poor economic condition suffer from many kinds of stress, consequently some of them, dropout from the education system. There is a section of society in which the children have the wish and the potential to study and reach their goals but are unable to do so due to the poor economic conditions of their family i.e. low income etc. in spite of scholarships and incentives, especially girls.

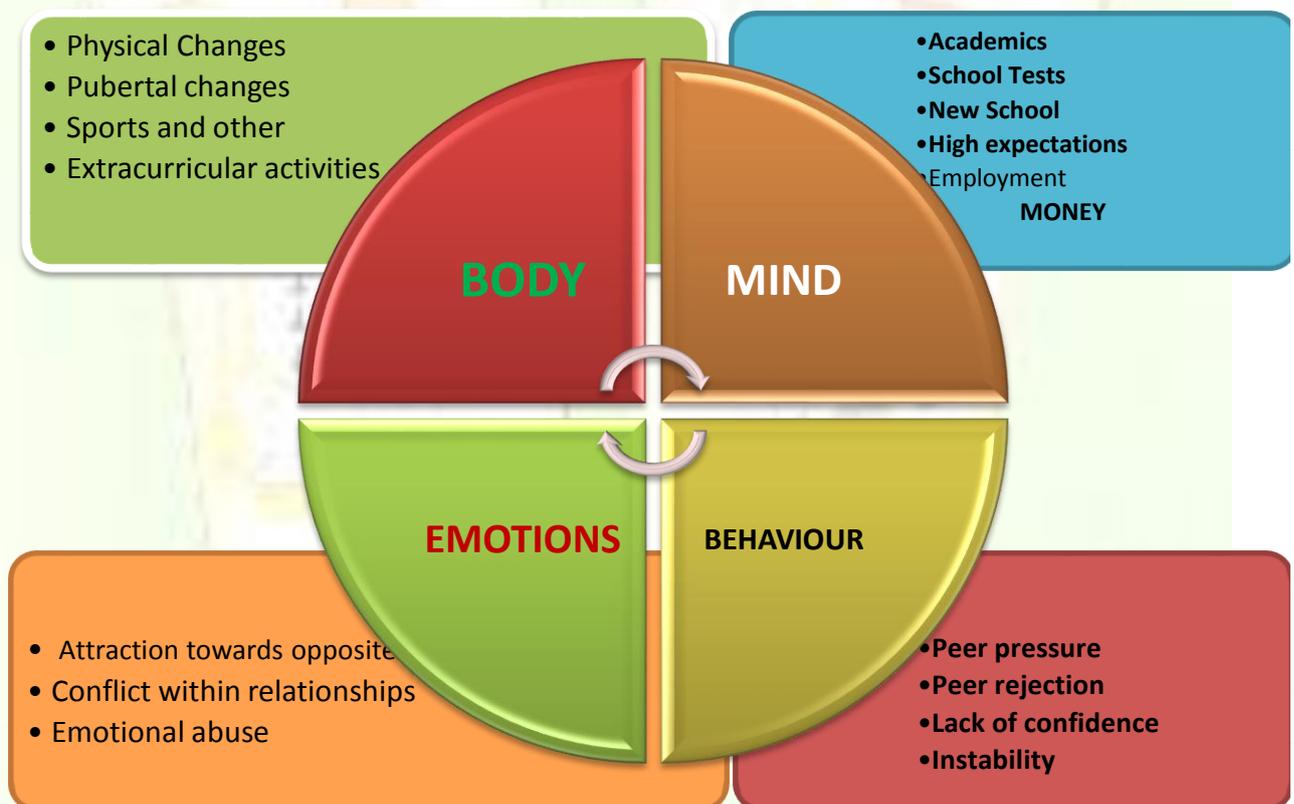
ACADEMIC PRESSURE- This is a kind of pressure that the parents and the teachers put on the student. It is also a major cause of stress. Everybody wants their child/student to become best, home or school. But in order to do so, so much pressure is exerted that they burden them with their decisions. And if the student is poor in academics than it becomes a very stressful situation for the student. So it becomes a battle between what the parents want and what the child can do.

IDEAL AND REAL SELF- Real self is considered to be what the individual is and an ideal self, corresponds to what the individual wants to be. As an individual one can have certain strength of character and qualities/potentials but it is not possible always to follow the ideal self one wants to be. Ideally all adolescents may like to be very rich and affluent but in reality one may not be. Lack of harmony between the real and ideal self also causes lots of stress and sometime we find that they practice wrong practices.

RELATIONSHIPS- Adolescent is a period of storm and strife and during that period lots of new relationships buds in. These adolescents undergo much physical and emotional change during these periods and hero worship is also at peak. New relationship, attraction, peer challenges exerts lots of stress in their life. Stress is seen to occur with new and old relationships at this age.

Fig no 1.10 –

Main Causes of Stress in Adolescents





CHAPTER: - 2

Review of Literature: -

2. This paper attempts to fill a significant gap in the literature on education in India: establishing the determinants of transition.

While there is a large body of research available investigating factors influencing school participation in general, there is hardly any research available with a transition as its core focus (Hunt, 2008). The transition is not confined to student's habit and habitat. Moving from one grade to next grade level is associated with a dip in academic achievement (Galton, et al, 2003) as well as the new societal experience, which is related to adjustment and changes. Some students go through the experience of social anxiety too due to the new environment and in deciding their future societal role of his/her becoming and career selection. The transition of adolescents from High School level to higher secondary level is conceptualized as a multidimensional process as its implications are also multi-dimensional. It looks like a temporal phenomenon of an adolescent's academic future endeavor, yet it has higher implications and of complex significance, if the student belongs to poor economic background and from government school. Transition is not merely related to students habit and habitat rather it relates to -social, psychological, academics and procedural issues, making it complex to such an extent that it results heavy transition loss. Especially in the case of rural adolescents, boys and girls secondary graduates do not transit to Higher Secondary level. The concern is worldwide and has implications for universalisation of secondary education.

For researchers and policy-makers it has open wider discussion to understand its nature and functions so that the process of transition helps to prevent the transition loss. Nationally and internationally transition is getting a increased attention due huge number of high school failures and dropout rates, which is found to be exceeding all other grade levels (Hertzog & Morgan, 1998; Roderick & Camburn, 1999; National Center for Education Statistics (NCES), 2003).

As a adolescent reaches the high school, they start viewing themselves more negatively and experience an increased need for friendships (Hertzog et al., 1996); and by the end of 10th grade, as many as 6% drop out of school (Owings & Peng, 1992). Even gifted" or "high-achieving students also find transition an unpleasant experience (Phelan, et al, 1994).

The international literature available points out:

Schiller (1999) defined academic transition as “a process during which institutional and social factors influence students’ educational careers positively or negatively affected by this movement between organizations” (pp. 216–217).

The transition from high school to Higher Secondary school is accompanied by both anticipation and anxiety (Mizelle & Irvin, 2000; Morgan & Hertzog, 2001; Zeedyk, et al 2003). These adolescent undergo many physiological, psychological, emotional and social changes during this early part of their adolescence period.

Researchers have pointed in many studies that for many students transiting from high school to post-secondary, college or university has been a stressful period (Brooks & DuBois, 1995; Ross, Niebling, & Heckert, 1999). Akos and Galassi (2004), academic or otherwise and students look forward to relaxing and activities like making new friends, activities which provide them freedom and choice making, partying and attending school events etc.

Students' greatest concerns revolved around the amount of homework, class difficulty, and organizational issues (e.g., getting lost). Conversely, parents were concerned that their children would feel negative peer pressure in both academic and social realms. The study also indicated teachers' concerns that students would feel pressure to do well in class, experience challenging courses, and have difficulty making new friends.

Regarding worries about homework it was found that teachers view differed from students view and transition programs are oriented purely around assessments of students worry by teacher than all the efforts are going to the wrong directions. (Brown & Armstrong 1982).

There is some evidence that students in transition experience increased feelings of isolation (National Center for Education Statistics, 1995; Hertzog & Morgan, 1998;) during their first year of transition. Wylie et al (2001) reflected that children who started school with enthusiasm or were initially happy scored better than children who took a long time to settle in or were lukewarm about school.

2.1 Transition and Emotional Intelligence

“Emotional intelligence helps transition”. Qualter, (2007) points out that the students who received the emotional intelligence development programme displayed greater coping skills

in their first year of secondary school. Emotional intelligence is defined as a capacity to use emotional information accurately (Salovey & Mayer, 1990) and to monitor thinking and action, understand and manage emotions and get control over own and others emotion (Jordan and Troth 2002).

Recent empirical research and studies indicate that there is a strong connection between social competencies and emotional intelligence, and retention and academic success (Downey, Mountstephen, Lloyd, Hansen, & Stough, 2008; Parker, Summerfeldt, Hogan, & Majeski, 2004, Parker et al., 2004). Further evidence suggests and indicates that social competencies and emotional intelligence can be enhanced through different interventions (Bar-On, 2000; Domitrovich, Cortes, & Greenberg, 2007; Elias & Clabby, 1992; Greenberg, Kusche, Cook, & Quamma, 1995; Low & Nelson, 2006; Nelis, Quoidbach, Mikolajczak, & Hansenne, 2009).

Many studies imply that if adolescent students are not able to cope up with their emotions, anxiety and cannot adjust with changes and academic demands of postsecondary education will withdraw/drop out before they graduate (Gerdes & Mallinckrodt, 1994; Tinto, 1993). For adolescents “Emotional well-being’ is one the strongest predictor of achievement and retention in school and on the job” (Pool, 1997, p.12). Emotional intelligence plays a significant role in student’s success and there is ample growing empirical evidence that students who exhibit consistency in their behaviors in terms of emotional intelligence and social competencies (skills) are more capable of being successful in school (Finn & Rock, 1997; Parker, Bond, Wood, Eastabrook, & Taylor, 2006; Parker, Summerfeldt, Hogan, & Majeski, 2004). Emotional intelligence is defined as a capacity to use emotional information accurately (Salovey & Mayer, 1990).and to monitor thinking and action, understand and manage emotions and get control over own and others emotion (Jordan and Troth 2002).

Research and studies have proven that there is a significant influence of Emotional influence (EI) in different areas of people’s everyday life (Fernández-Berrocal, Cabello, Castillo, & Extremera, 2012), whether male or female. In general conception, females are regarded to be more emotional than man and socially they are known for having greater EI than man (Singh, 2002; Ryff, Singer, Wing & Love, 2001) Female are considered to better in expressing emotions (Joseph & Newman, 2010; Patel, 2017). Jakupcak, Salters, Gratz, and Roemer (2003) ascertained that males have a greater fear of emotions and tend to show less emotions than female Research done by do (Joseph & Newman, 2010; Patel, 2017) also asserts that

females are higher in emotional intelligence than man. But there are studies which have proven that there is no clear or significant difference between the EI and gender (Aquino, 2003; Bar-On, 1997; Bar-On, Brown, Kirkcaldy, & Thome, 2000; Brackett & Mayer, 2003; Brackett, Rivers, Shiffman, Lerner, & Salovey, 2006; Brown & Schutte, 2006; Depape, Hakim-Larson, Voelker, Page, & Jackson, 2006).

Students with higher levels of emotional and social competencies appear to be better able to cope with the social and emotional demands of making the transition to a postsecondary environment than students who have low level of emotional and social competencies.

To study and examine the phenomenon of Transition from high School to University, Parker, Summerfeldt, Hogan, & Majeski (2004) studied a small group of first year students from Ontario University. For their study they used a model of emotional intelligence based on four related abilities (Bar-On, 1997, 2000). The four related abilities were:

- (a) “Intrapersonal” abilities which consisted of abilities like recognizing and labeling one’s own emotions,
- (b) “Interpersonal” abilities which consisted of abilities like empathy or identifying emotions in others
- (c) “Adaptability” consisting of abilities like being able to adjust one's own emotions and behaviors to changing social conditions and
- (d) “Stress management” which consisted of abilities like delaying or resisting an impulse).

In the beginning of the academic term, they choose a large sample of first year full time students from the university and administered the Emotional Quotient Inventory (Bar-On, 2002 [EQ-i: Short]). After that they did the data analysis. Then again after the end of that academic session, once they got the results of their examination they matched the EQ-i: Short data score with their academic records and based on the results they identified two groups –one those who were academically more successful (student with average of 80% or more and the second group consisting of academically less successful students with average of 59 or less than that.

The results and findings of the study showed that academically successful group students scored significantly higher score than the less successful group on several dimensions of emotional intelligence score, especially in intrapersonal abilities, adaptability and stress management, although all of them had similar high school grade point averages.

Similar results were found in a replication of this study at the same Ontario University, using a different measure of emotional and social competencies (Parker, Austin, Hogan, Wood, & Bond, 2005).

The research was further been extended and was conducted in four different American postsecondary institutions (Parker, Duffy, Wood, Bond, & Hogan, 2005) and the study was conducted with the students who were studying in four different post secondary American institutions (Parker, Wood, Bond, Duffy, & Hogan, 2005). The research design and methodology was same and identical as in the study of Parker, Summerfeldt, Hogan, and Majeski (2004). In this study too, at the beginning of the academic year, students completed a questionnaire the measure of emotional intelligence and the researchers with the permission of the sample students match their emotional intelligence score levels with their academic record at the end of the school year. The findings depicted that students who scored an average above 80% were academically higher in many of the emotional intelligence subscales as well as total emotional intelligence score. as well as scoring higher on many of the emotional intelligence subscales, than students who have deemed Academically unsuccessful students with an average below 60 percent and were low in emotional intelligence total and subscale scores.

The research by Parker, Summerfeldt, Hogan, and Majeski (2004) was again extended and on a group of Alabama high school students. Youth version of the Emotional Quotient Inventory (Bar-On & Parker, 2000 [EQ-i: YV]) was administered on the high school students. The measures of the inventory were same as the basic dimensions of emotional intelligence of adult version. A similar procedure was implemented at the end of the academic year –EI scores were matched with the student's academic record and conclusions were drawn same, i.e., academic success was strongly associated with total high score of EI and so were the scores of several dimensions of emotional intelligence. Based on grade point average, the EQ-i: YV variables were compared in groups and score of highly successful students, moderately successful, and less successful, concluded that students higher in emotional intelligence were higher in academic success.

Using the Adolescent Swinburne University Emotional Intelligence Test with 209 Australian high school students Downey, Mountstephen, Lloyd, Hansen and Stough (2008) too replicated the work of Parker, Summerfeldt, Hogan, and Majeski (2004) and concluded

similar findings and results. Higher levels of emotional intelligence score were found to be related with the higher academic success of students.

A recent American survey of prospective employers indicated that the skills they most wanted in recent college graduates were emotional and social competencies, such as interpersonal skills, perseverance and leadership (Shivpuri & Kim, 2004) which indicates that they wanted people with high EI.

Many studies indicates that psychological mindedness-(self-awareness and trying to understand oneself and others) is another important determinant of academic success and retention (Parker, Bond, & Wood, 2007; Parker, Bond, Wood, Eastabrook, & Taylor, 2006). Psychological mindedness allows students to cope with the different aspects, (such as stress and anxiety) of transition to college or university - a transition that many students report as being particularly stressful (Cantor, Norem, Niedenthal, Langston, & Brower, 1987; Stewart & Healy, 1985). In fact, the first year of college or university is often cited by students as being more stressful than their upper years of study (Ross, Niebling, & Heckert, 1999). This is not limited to traditional entry students; mature students (either with previous postsecondary experience or as new entries) have also reported feeling anxiety and fear about starting college or university (Phillips, 1986; Steele, Lauder, Caperchione, & Anastasi, 2005).

According to some researcher (Ciarrochi, Deane, & Anderson, 2002; Slaski & Cartwright, 2002), it has been indicated that emotional intelligence can moderate the impact of stressful events. Individuals higher in emotional intelligence have a better attitude to combat stress than with low EI. Their higher levels of self-efficacy help them to cope with stressors (Mikolajczak & Luminet, 2008) and they do not take stressful situations as a threat but deal with it as a challenge. Students higher in psychological mindedness may be better able to cope with the high levels of stress that arise during the transition period of first semester and during high- academic demand situations of midterms and final examinations. (Beitel, Ferrer, & Cecero, 2005). Psychological mindedness may also be related to academic success and retention because students with higher levels of psychological mindedness are more likely to be aware of personal and academic difficulties and are more likely to seek help when needed (Beitel, Ferrer, & Cecero, 2005; McCallum & Piper, 1997).

Research shows that for academic success psychological mindedness (i.e., self-awareness) and attentiveness (i.e., self-management) are important variables (Parker, Bond, & Wood, 2007; Parker, Bond, Wood, Eastabrook, & Taylor, 2006).

2.2 Transition and Need Level

Few researchers and scholars have done researches related to needs scholars (Munby, 1978:43; Berwick, 1989:57; Howatt, 1984:245; Widdowson, 1981:2). A need is gap between what is available and what it should be or what is required to be (Witkin et al., 1995). The gap has to be between ideal and real, accepted and valued by community, can be changed when required on time.” (Reviere, 1996, p. 5) cannot be demands or wants /desire. (McKillip, 1987). The definition given by Lefrancois (2004, 291) is the easy to understand which states that need is a lack in an individual, society that gives rise or elevates a desire which needs to be satisfied.

In secondary education there are three types of needs. Learning and knowledge attainment are associated with cognitive needs (Maslow. 1987). In secondary education there are three types of needs: Students need, teachers need and school (administrative) need, (Masuhara, 1998), but all the needs are not confined to same goal. Some common factors may be there but not entirely same. At the same time, the learners need, may not be the real need as thought and reflected by him. (Masuhara, 1998) Learners needs are basically of two types which are academic need and job needs (Mackey and Mountford 1978) and in secondary education , adolescent learners’ needs revolves around these two, more specifically to job need.

The most fundamental and basic needs are also been termed as “D needs” by Maslow (1954) consisting and physiological, security, love and belongingness and self-esteem of and growth needs as being needs or B-needs which are cognitive, aesthetic, self-actualization and self-transcendence. Deficiency needs usually stems out from lack or gap of something but growth needs do not stem out like D needs rather it stems out for the desire to grow (Maslow 1964) which is a very significant issue and have affects in completion of high school and transition to higher secondary school.

According to Maslow (1970), self-actualization is the ultimate goal of human striving and goal of human life as it is about of our becoming. Higher growth need starts with cognitive needs. This state cannot begin to be achieved if more basic needs remain unfulfilled. Maslow's (1987) hierarchy of needs is presented like a pyramid, reflection an increasing awareness of the universe. Lower levels of needs (deficiency) must be satisfied before a person can progress to higher levels of the hierarchy and the satisfaction of each level of need brings in the sense of achievement in the individual and leads to higher levels of satisfaction

through self-actualization and other higher order needs (growth needs). Cognitive need ranks fifth in the Hierarchy of needs and prior to that the four needs physiological, Safety, love need belongingness and self-esteem requires to be satisfied than only one can move towards higher needs (Maslow's (1987).

In the year 1970, initially Maslow opined that the highest order of hierarchy, i.e., self-actualization occurs in few people who are very high in their spiritual intelligence and talent who are famous in real life too. Later on he expanded the concept of self-actualization and encompassed people who are common and can be met in everyday life. In the category of self-actualization he included people with innate talent as these people are completely and at ease when they are absorbed fully in using it. They are fully contented and satisfied with themselves without looking towards the world and it's truly a very important aspect of human life. He put people with talent are also in the category of self-actualization as they feel at ease with themselves and satisfied when they use their talents to the fullest and it's an important aspect. In a man, achieving higher order needs (growth needs) producer a decline in the striving and yearning for greater fulfillment that marks most people's lives and instead provides a sense of satisfaction with the current state of affairs and sense of achievement (John & Gaudell, et al 1992).

2.3 Transition and Stress Resistance

Adolescents in High School had to go through Board Examination to get through High School and then successfully can transit to Higher Secondary Schools/College/University. Adolescents at this stage, are particularly vulnerable, undergo academic stress and stress generated by other issues like socio- economic and cultural background. High socio economic status is positively related with achievement, whereas the achievement of students belonging to SC/ST groups is found to be low; achievement of government school students was also poor (Singh (2005). Transition from High School to Higher Secondary school encompasses a list of change from physiological development to selection of new stream of study, career choice , new peer group to searching for identify as an individual and at social level too. Factors like frequent examinations, excessive assignments, poor time management skills, poor social relationships and peer competition were seen to be principal reasons for academic stress in students (Cheng, Leong, & Geist, 1993; Fairbrother & Warn, 2003). Kadapatti, M.G., & Vijayalaxmi Vijayalakshmi et al. (2012) found that there existed a negative and low

correlation between students stress and mathematics achievement; These are factors that are not limited to the West, but studies in India have also identified these sources as primarily responsible for high-stress levels (Sreeramareddy, Shankar, Binu, Mukopadhyay, Ray & Menezes, 2007)

It, therefore, becomes imperative to understand the role of Stress and stress resistance in transition and impact of academic and related stress to derive adequate and efficient intervention strategies.

The concept of stress continues to remain an area of interest since 1950's to researchers in different discipline starting from human psychology to different disciplines including academic stress as one of larger area of research. In order to understand the concept of stress, it becomes imperative to first understand the term "Stress" and how it is defined as a construct in relation to the research area. Many researches and studies have identified stress as characteristics of a situation (for example, job interviews are seen as stressful situations), while many other are of the view that stress should be viewed as a response to a situation; a subjective experience associated with different feelings such as worry and tension (Putwain, 2007). Selye (1956) recognized stress as a response to threatful situations in the environment.

Life is stressful and now stress is seen as a "lifestyle crisis" (Masih & Gulrez, 2006) and affects any and every individual regardless of the stage of life they are in (Banerjee & Chatterjee, 2016). For adolescents it is more stressful, when it is combined with academic attainment, dealing with poverty and search of identity by pursuing new career path. Selye (1956) explains that certain levels of stress are inevitable in our lives and cannot be escaped by individuals. Holmes & Rahe (1967) classified stress as events, created externally, in which an individual requires to use adequate adjustment and coping resources. Recently, the concept has evolved into a dynamic process of assigning meaning based on a person's transactions with the environment (Lazarus, 1991; Lazarus & Folkman, 1984).

Stress is a common factor and an evitable in today's life of any adolescents, whether stress is due to academic or coping up with adaptation to cultural social norms and situations around. Stress is a common factor and an evitable in today's life of an adolescent. In today's academic competitiveness stress has become a part of life as academic activities are stressful at times as they can have high intellectual as well as hard work (Agolla & Ongori, 2009). Students to meet the academic demand toils in between the load placed by test, examination, projects assignment in higher secondary or University usually go through stress due time

limit and academic requirements (Smith, Johal, Wadsworth, Smith & Peters, 2000) and completing syllabus. (Rawson, Bloomer, & Kendall, 1999), and if the student is weak in academics he may suffer and stress symptom like depressed mood, increase in craving, difficulty in concentrating, increase in craving poor energy level etc. (Malach-Pines & Keinan, 2007; Ongori, 2007; Agolla & Ongori, 2009; Agolla, 2009).

There is a strong relationship between stress, academic performance and health quality and ones impact over the over. (Dusselier, Wang, Dunn, Shelley & Whalen, 2005; Misra & McKean, 2000). It is asserted that stress has a harmful effect over physical and psychological health(Dwyer & Cummings, 2001) and in severe case the student may drop out or may not get enrolled in the next grade, in other words, may not transit to higher class as transition period is also been associated with physical and psychological health concerns (Gutman & Eccles, 2007; Zeedyk et al., 2003; Lord, Eccles & McCarthy, 1994), and other issues like eating disorders (Birchley, 2007) and low self-esteem (Jindal-Snape & Miller, 2008) is been observed. Researchers have indicated that student, even after graduating may not transit to next grade to the fear of homework, tests and examinations (Marston, 2008; Vinson, 2006; Galton et al., 2003), and it's the largest concerning area.(Marston, 2008). Same were the findings of Graham & Hill (2003), that transition in post-secondary/college is affected by higher academic performance and home works and sometime many students do not transit to Higher Secondary because they do not have much knowledge and information.

Studies in India also implicate the negative consequences of academic stress as indicated in the research done by Rangaswamy (1982), Verma, Sharma & Larson (2002), and Deb, Strodl & Sun (2015). Students with high-stress levels in academia were seen to exhibit signs of depression, anxiety, phobia, school refusals, increased irritability, and complaints and reduced interest in schoolwork. The relationship between high academic stress and suicidal ideations were also observed among students (Arun & Chavan, 2009; Wilbum & Smith, 2005). Many students who reported high academic stress levels were referred from academic settings to psychiatric units as there were cases of depression, phobia, anxiety and other behavioural problems (Chan et al., 1999; Rangaswamy, 1982; Verma et al., 2002; Deb et al., 2015).

The pressure to perform and exceed at all stages of life, in turn, leads to decreased interest in studies (Chan et al., 1999). This pressure is so profound that failing to perform is found to be associated with a five-fold increase in suicidal attempts by students (Richardson, Bergen,

Martin, Roeger & Allison, 2005). Several factors were consistently found responsible for increased stress levels among students. These included problems in managing finances, difficulty balancing personal and academic life, hindrances in social interaction, changes in living atmosphere, etc. (Biron, Brun, & Ivers, 2008; Chernomas & Shapiro, 2013; Goff, 2011; Jimenez, Navia-Osorio, & Diaz, 2010; Lee & Graham, 2001; Moscaritolo, 2009; Prymachuk & Richards, 2007; Sheu, Lin, & Hwang, 2002).

The transition at any stage is a process which is a combination of many factors which can act as stressors due to change of dependent environment of High School to an independent atmosphere of Higher Secondary in terms of choosing subjects (stream). Stress is inevitable in this continuous changing scenario of the modern competitive world and people need to adopt stress-coping strategies to manage stress constructively and productively to avoid any ill effects to the society and to them. Stress is a subjective experience largely determined by focal person's appraisals and interpretation of the potential stressors (Lazarus & Launier, 1978; Lazarus & Folkman, 1984; and Wofford et al., 1999). An individual makes the appraisal of the stressful situation in the framework of his psychological characteristics, traits, beliefs, expectations, perspectives, attributions, and characteristics of cognitive sets.

A growing number of researchers have found that not all individuals are equally vulnerable to stressors (Cannon, 1929). Resistance perspective has become popular and more researchers have been interested in the individual adjustment ability to cope with stressful situations (Gomez et al., 2006). Therefore stress researchers have now shifted from the pathology perspective of stress and they are emphasizing on more on the stress outcomes, adaptive processes and developing stress resistance factor (Kobasa, 1982; and Holahan et al., 1996). Lots of work on stress management, stress resilience and other factor related to stress are being studied including academic stress. It is suggested that there are certain specific and desired personal attributes in a human being such as self-confidence, self-esteem, optimism, emotional intelligence and factors like creativity and imagination, meditation which can distress individual.

By developing certain specific and desired personal attributes such as self-esteem, self-efficiency, resilience, patience, daydreaming, optimism, and guided imaginary the individual can to a large extent, prevent or resist to the negative experience of stress as well as moderately experienced stress (Srivastava, 1995)

From the above review of literature, it can very well be reasoned that emotional intelligence, need level and stress resistance capacity play vital roles in transition to higher secondary education from an earlier level. Certainly, students with low emotional intelligence level, dominated by deficiency needs and with poor stress resistance will face more transition loss than their counterparts with high emotional intelligence, dominated by growth needs and with high-stress resistance.

2.4 Rationale of the Study

Secondary education is the crucial stage of the schooling system in Chhattisgarh as in many parts of India. It serves as a gateway to higher education and the labor market. Throughout the world, secondary education is becoming mass education, and educational expansion has changed the types and ability levels of students served by this stage of schooling.

International trends in participation rates of secondary level of education indicate that India is at the tail end, except for Bangladesh and Pakistan. Even, the participation at the secondary level of education in India is relatively low compared to that of some of the highly populated countries such as Brazil, China, Egypt, and Mexico. Therefore transition of students of the elementary level to secondary level plays a vital and important role in the universalisation of secondary education.

As mentioned earlier that transition to secondary education is not only an age-related issue but the expansion of post-secondary education depends on the completion and transition of the secondary adolescent graduates. The transition phase is a difficult time for many adolescents as they undergo many physical, emotional, and social changes. Student find it difficult to move from structured setting to competitive, unstructured environment of secondary institutions can be smooth for some, but for many, this is a period of intense conflict that could lead to academic failure, school dropout, and other serious problems, if the student is from poor socio-economic status. In many developed countries, 15 and 30 percent of adolescents drop out before completing high school. **In India**, according to a Government report, there are 57% drop-outs before the secondary education and 80% students don't reach up to the college level.

Therefore to fully understand the secondary education needs of young people today, it is important to add to understand the overall psychological aspects and social context

surrounding of these adolescents. The modern world is constantly with the new invention in technology and so is the lifestyle of adolescent population. Information is readily available from education to entertainment influencing them from global prospects in terms of information, communication, and multimedia and information technology.

The adolescences living in the present era are living in such an informative era that their social work and personal lives are surrounded by information and media that it puts additional demands on them. They have to cross-check information, think critically, reflectively, progressively to make any kind of decision and accept the responsibility for making their decision. Secondary education, in turn, demands greater stress resistance, emotional intelligence, and higher growth need to face these challenges.

Thus the research primarily aims to find out to understand the phenomenon of transition loss of the adolescents transiting from Secondary level to higher secondary level and to identify the extent of role of emotional intelligence, need level and stress resistance play in it.

The investigator intends to explore the relationship between transition loss and some variables i.e. area, gender, emotional intelligence, need level and stress resistance area, among adolescents at the secondary level. The specific questions to be considered in the proposed research and relevant hypothesis are---

PROBLEM 1

The first question of the research pertains to the role of gender in transition loss among adolescents. To be more specific, the question is whether the male and female adolescents differ in regard to their transition loss, .i.e., leaving the school after completion of Tenth grade.

HYPOTHESIS 1

Since gender is a prominent issue in education, it is hypothesized that there would be more transition loss among girl adolescents than among boy adolescents. More specifically, genuinely more number of girls would leave their studies after passing Tenth grade examination than boys.

PROBLEM 2

The second question in this research is that whether locale plays any role in transition loss? More specifically, the question is whether the urban and rural adolescent student differs in respect of their transition loss at Secondary level to Higher Secondary level?

HYPOTHESIS II

Because of specific locale characteristics, there lie differences between urban and rural students with regard to their transition to higher secondary education. Accordingly, it is expected that there would be more transition loss among rural adolescents than among urban adolescents.

PROBLEM 3

The third question in this research is whether emotional intelligence level of adolescents plays any role in their transition loss? More specifically whether adolescents with high and low emotional intelligence affect transition loss?

HYPOTHESIS III

It is expected that more adolescent' students with low emotional intelligence would exhibit transition loss than those with high emotional intelligence.

PROBLEM 4

The fourth question in this research pertains to the role of need level in transition loss among adolescents. More specifically, the question is whether adolescents dominated by deficiency needs differ from those influenced by growth needs with respect to their transition loss?

HYPOTHESIS IV

It is assumed that more adolescents dominated by deficiency needs would exhibit transition loss than those influenced by growth needs.

PROBLEM 5

The fifth question in this research pertains to the role of stress resistance in transition loss. More specifically the question is whether low-stress resistant adolescents differ from high-stress resistance adolescents with respect to their transition loss?

HYPOTHESIS V It is spontaneous to reason that the period of adolescence is stressful and high demands of excellence in academics add to it severely. Hence it is assumed that more adolescent with low-stress resistance would show transition loss than those with high-stress resistance.

PROBLEM 6

The last question in this research pertains to the role of Need level in passed but transited students more than the main effects of emotional intelligence and stress resistance.

HYPOTHESIS VI.

The main effect of need level in the passed, but not-transited students will be more than the main effects of emotional intelligence and stress resistance. The interactional effects of emotional intelligence need level and stress resistance on the transition loss at the level of secondary examination will be significant.

2.5 Definition of the related terms-

Secondary Graduate—The term Secondary graduate is defined as a student, who has successfully completed their final year/grade of Secondary elementary schooling. According to the state education system, passed out the 10th examination conducted by the Board of Elementary Certificate Examination, Chhattisgarh.

Enrolled Secondary Graduate- The successful elementary graduate who got transited and got himself /herself enrolled in Class XI.

Non-enrolled Secondary Graduate – (NESG) - The successful elementary graduate who never got himself or herself in secondary level and left schooling for never returning back.

Transition- In this research, Transition means moving of students from one grade to the next level or grade after passing out from the particular grade in which he is studying.

Transition Rate – Percentage of students who passed out and took admission in next level of class, in this research it is from class X to class XI.

Transition Loss – It is expected that all students will complete a particular grade of education successfully after getting through the annual/or Board exam and will transit to the next level/grade of education. But it is seen that sometime students drop out from the particular class or after becoming unsuccessful in a class do not take admission and move to the next class, thereby creating a transition loss. In this research, Transition loss is categorized in two levels.

- (a) **Transition Loss TL (1)** - Created by unsuccessful/detained students in class X. who will not be able to transit from class X to class XI. This aspect of transition loss will termed as TL (1) in this research.
- (b) **Transition Loss TL (1)- This is created due to the** successful students of class X, the qualified Secondary Graduates who do not transit from class X to class XI for different reasons . This aspect of transition loss will termed as TL (II) in this research.

CHAPTER: - 3

RESEARCH METHODOLOGY

In this chapter, the process of the empirical study will be discussed. As it is discussed in the earlier texts that transition from High school to Higher Secondary plays a very significant role in today's system of education as well as in the world of work. Review of Literature indicates that there are many external and internal factors which determine the smooth transition from High School to Higher Secondary School.

In this research, the researcher primarily aimed to find out whether there is a relation between the psychological aspects of these adolescents with the phenomenon of transition loss of the adolescents transiting from secondary level to higher secondary level. Three psychological aspects of the adolescents - emotional intelligence, need level and stress resistance was assessed and for these psychological tools was administered. Besides assessments, the researcher has considered gender factor to study its role in transition loss.

In this chapter, description of Sample, Tools of Study, and Research Design with reference to the Procedure are being described.

3.1 SAMPLE

Although Secondary is considered as age-related education from 14 to 18 but for this research sampling is done on the basis of class and not by age. To select the sample of adolescents, 1000 rural adolescents and 1000 urban adolescents (Total 2000) studying 10 grades were selected from randomly selected schools of Chhattisgarh state maintaining male-female ratio 1:1.

Emotional Intelligence Scale, Need Level Test and Stress Resistance Scale were administered on the students on the basis of scores of Emotional Intelligence Scale, Need Level Test and Stress.

Resistance Scale all these students of 10 class students were classified into following groups:

- (a) High emotional intelligence and low emotional intelligence groups,
- (b) Deficiency needs and growth needs groups, and
- (c) High-stress resistance and low-stress resistance groups, respectively.

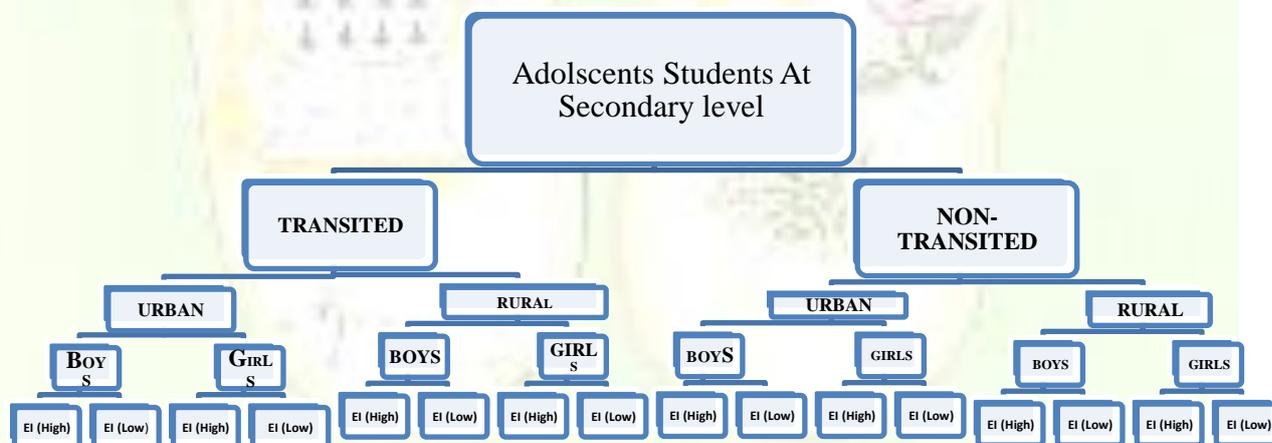
After the results of annual examination of 10 grades, those students who passed the examination were again classified into two groups:

- (i) Enrolled Secondary Graduates who transited to the secondary level of education.
- (ii) Non Enrolled Secondary Graduates. (Transition Loss Group).

Table No. 3.1
Details of the Final Sampling

S.No.	Name of District	Urban 200		Rural 200		Total 400
		Girls 100	Boys 100	Girls 100	Boys 100	
1	Bastar	100	100	100	100	400
2	Durg	100	100	100	100	400
3	Korba	100	100	100	100	400
4	Mahasamund	100	100	100	100	400
5	Raipur	100	100	100	100	400
						2000

Fig No. 3.1-
Research Design



3.2 Description of Tools Used in the Study

As stated above that the research deals with the psychological aspects of the adolescent's i.e. Emotional Intelligence, Need Level and Stress Resistance, therefore three tools were administered.

Emotional Intelligence Scale (EIS)

The Emotional Intelligence scale used in the study is designed especially for Indian population to measure emotional intelligence. It is developed by Hyde, Pethe, and Dhar (2002). There are 34 statements in this EIS, each to be rated on a five-point Likert- scale ranging from 'strongly agree' (5) to 'strongly disagree' (1). The statements relate different components of emotional

Intelligence like altruistic behavior (2 items), empathy (5 items), self-motivation (6 items), self-awareness (4 items), emotional stability (4 items), integrity (3 items), self-development (2 items), managing relations (4 items), value orientation 2 items), and commitment (2 items). The obtainable score ranges from 34 to 170 where the higher score indicates the higher level of emotional intelligence.

Levels of Emotional Intelligence - The Scale developers have provided instructions to the users to develop their own norms based on the sample under consideration. Emotional Intelligence in the respondents was found to be high in the present study. Most of the respondents score below 50%. Therefore it was thought appropriate to consider 0-85 (50%-74%) as low level, 86-128 (51% - 75%) as moderate level and 128-170 (75% - 100%) as high level of intelligence.

Table No. 3.2- Levels of Emotional Intelligence

Serial No	Need	Item No. Serial Wise	Total Marks
A	Self-awareness	6, 12, 18, 29.	20
B	Empathy	9, 10, 15, 20, and 25.	25
C	Self-motivation	2, 4, 7, 8, 31	25
D	Emotional stability	14, 19, 26 , 28	25
E	Managing relations	1, 5, 11, 17.	20
F	Integrity	16, 27, 32	15
G	Self-development	30 , 33	10
H	Value orientation	21, 22.	10
I	Commitment	23 ,24	10
J	Altruistic behavior	3 , 13	10
Total			170

Need Level Test (NLT)

Need level Test is developed and standardized by Shree J.C Ajawani (2009). The Tool was used to determine need level of the respondents. The test is comprised of a total of 40 items. Each item meant to provide scores on eight needs which are based on Maslow's Need Hierarchy Model. These needs are: (1) physiological, (2) security, (3) love, (4) esteem, (5) cognitive, (6) aesthetic, (7) self-actualization, and (8) self-transcendence.

Five items are provided to measure each need and are in statement form. There are five response options to each statement i.e., 'Always', 'Often', 'Sometime', 'Rarely', and 'Never'. The response 'Always' is being given a score of 5, score of 4 is allotted for response 'Often', a score of 3 to response 'Sometime', a score of 2 for response 'Rarely', and the response 'Never' is being assigned a score of 1. In this way, for each need, the highest score is 25 and the lowest score is 5.

On the basis of Maslow's (1987) concept, all these eight needs are clubbed in two broader needs –

- (1) **Deficiency needs (low-order needs)** and
- (2) **Growth needs (high-order needs).**

Deficiency needs (low-order needs) consists of the first four needs i.e., physiological, security, love, and esteem, categorize as low order needs.

Growth needs (high-order needs) consist of the last four needs i.e., cognitive, aesthetic, self-actualization, and self-transcendence categorize as high-order needs.

On the basis of joint scores on deficiency needs and on growth needs, an individual is classified into either of two dominate need groups –

Low-order group (deficiency) and (b) **high-order** (growth) group.

To assess the respondents, median statistics were computed separately for both need categories for male and female adolescents. Accordingly, the respondent who scored high (above median) on deficiency needs but low (below median) on growth needs has been classified as Low-Order (Deficiency) Needs group. Similarly, an individual who is high (above median) on growth needs but low (below median) on deficiency needs is classified as

High-Order (Growth) Needs group. The test is highly reliable and valid, the coefficients ranging from .67 to .81 and is significant.

The details of need-wise items are given in Table 15.

Table No.3.3
Details of Needs with Items in Need Level Test (Ajawani, 2009)

Serial No	Need	Item No. Serial Wise	Total Marks	Types of Needs
1	Physiological	1, 9, 17, 25, 33	5	Deficiency Needs or Low level Needs
2	Security	2, 10, 18, 26, 34	5	
3	Love,	3, 11, 19, 27, 35	5	
4	Esteem	4, 12, 20, 28, 36	5	
5	Cognitive	5, 13, 21, 29, 37	5	Growth Needs or High level Needs
6	Aesthetic	6, 14, 22, 30, 38	5	
7	Self actualization	7, 15, 23, 31, 39	5	
8	Self-transcendence	8, 16, 24, 32, 40	5	
Total			40	

STRESS RESISTANCE SCALE By :Ajawani & Varwandkar (2010)

Stress Resistance Scale constructed and standardized by Ajawani & Varwandkar (2010) was used to assess stress resistance ability of the subjects.

The test is comprised of two parts. In the first part, there are total 15 items.

All the items are framed in the form of positive or negative statement. The positive items on the scale are of nos. 1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15 and the negative items on the scale are of nos. 3, 4, and 5. The subject has to put a tick mark (✓) out of given five options i.e., ‘Always’, ‘Usually’, ‘Sometimes’, ‘Rarely’, and ‘Never’ on each item. For negative items a score of ‘1’ is allotted to the response ‘always’, a score of 2 to the response ‘usually’,

a score of 3 to the response 'sometimes', a score of 4 to the response 'rarely' and a score of 5 is allotted to the response 'never'. Reverse pattern of scoring is used for the positive items. Thus, the highest score in first part of the scale is 75 and lowest score is 15. In the second part, certain situations have been presented through every item and as a response to them, three different behavior options are mentioned namely.

'A', 'B', and 'C'. The respondent has to select one behavior option to each situation. Option 'A' has been allotted score of '1', option 'B' has been allotted score of '2', while option 'C' has been allotted score of '3'. There are total 15 items in the second part also. The highest score on second part is 45 and the lowest score is 15. Combining the scores obtained from both the parts, the highest score on this test is 120 and likewise the lowest score on this test is 30. Higher score on the scale is indicative of high stress resistance level. The test is highly reliable and valid, the coefficients ranging between 0.68 to 0.87 and is significant. The raw scores can be converted into percentile scores.

Table No.3.4

Stress Resistance Details

(A) Serial No	Statements	Item No. Serial Wise	Total Marks
1	Positive	1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	60
2	Negative	1, 4, 5	15
			75

(B)Serial No	No of Statements	Item No. Serial Wise	Total Marks
1	15	1, 2,3,4,5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	45
		Grand Total A+B	75+45=120

CHAPTER: - 4

ANALYSIS AND INTERPRETATION

4.1 Analysis of Data

The study conducted to understand the phenomenon of Transition Loss at secondary level from High school to higher secondary level/ post secondary education. For this, the study was conducted on the sample size of 2000 students, studying at various schools of Government of Chhattisgarh in class X in the year 2015-16 in five districts viz – Mahasamund, Bastar, Korba, Durg and Raipur. The sample is given in Table no 4.1 below:

Table No.4.1

Sample of the research study

S.No.	Name of District	Urban 200		Rural 200		Total
		Girls 100	Boys 100	Girls 100	Boys 100	400
1	Bastar	100	100	100	100	400
2	Durg	100	100	100	100	400
3	Korba	100	100	100	100	400
4	Mahasamund	100	100	100	100	400
5	Raipur	100	100	100	100	400
						2000

From 10th grade students, 1000 Girls and 1000 Boys from both Urban and Rural locale were selected by random sampling. In the study, Emotional Intelligence Test, Need Level Test and Stress Resistance Test was administered on 2000 students in order to get essential, reliable and definite conclusion for observing their impact on Transition loss. The score of Emotional Intelligence of Boys and Girls, rural and Urban is given in Appendix A, Need level – Deficiency and Growth Needs Score of Boys and Girls of Urban and rural area of five districts is given in Appendix B and the score of Stress resistance of boys and girls Urban and rural area of five districts is given in Appendix C.

After data collection, the next legitimate step is to analyse the data statistically and interpret the findings at both statistical and theoretical levels. Collected data has been presented in a table form after calculating basic statistical factors like mean, median, standard deviation, chi –square, skewness and Kurtosis.

The data analysis and the result of the statistically is done under two part.

4.1(I) The data analysis of the students response on the three Emotional Intelligence Test, Need Level Test and Stress Resistance Test which were administered in the beginning of the session.

4.1(II) After the Board result and admission of the students enrolled in the next consecutive academic session i.e. 2016-17. The data was matched with the passed and transited students, Fail and Non –transited students and Passed but not transited to Grade XI. The affect of the independent variables on Transition and Transition Loss was studied.

These results are shown in table under the heading of statistical properties of the variables.

4.1.(1) (a) The data analysis of the students response on the three Emotional Intelligence Test, Need Level Test and Stress Resistance Test which were administered in the beginning of the session.

Table No .4.2

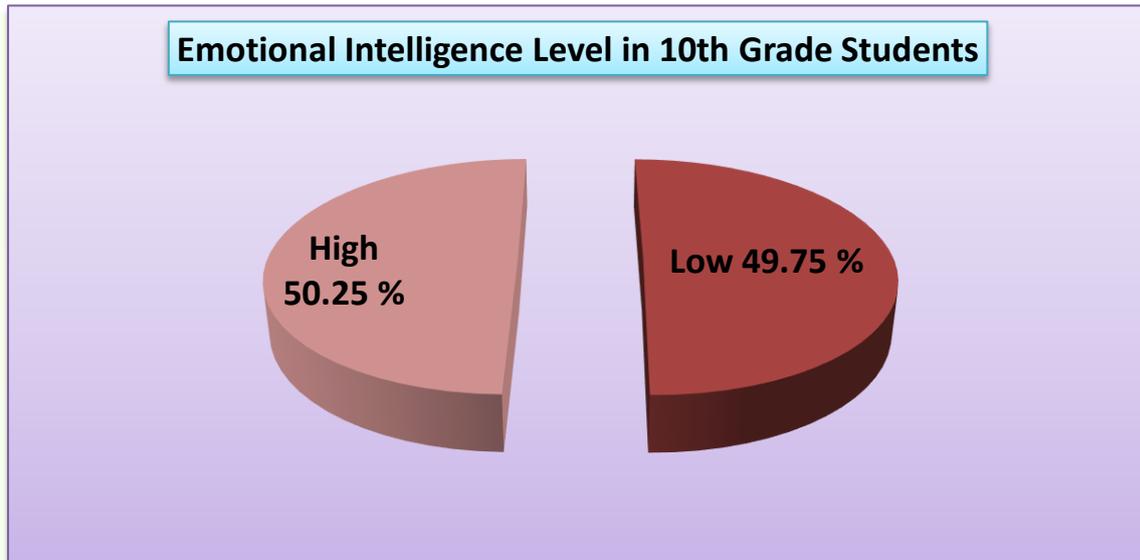
Analysis in Relation to Emotional Intelligence among 10th Grade Students.

Category	N	Description	No. of Students	Percentage of Students (%)
85 and below	2000	Low	1005	50.25%
121 and above		High	995	49.75%
Total =170		Total	2000	100%

This classification has been done on the basis of Standardized emotional intelligence scale developed by Aukule Hyde, Sangyot Pethe and Upindhar Dhar.

Fig No. 4.1 –

Showing level of Emotional Intelligence of Xth Grade School Students



The above Figure No 12 shows that 50% of the students show high-level of emotional Intelligence and 50% of students depict low-level of low emotional intelligence of 2000 students.

Table No.4.3

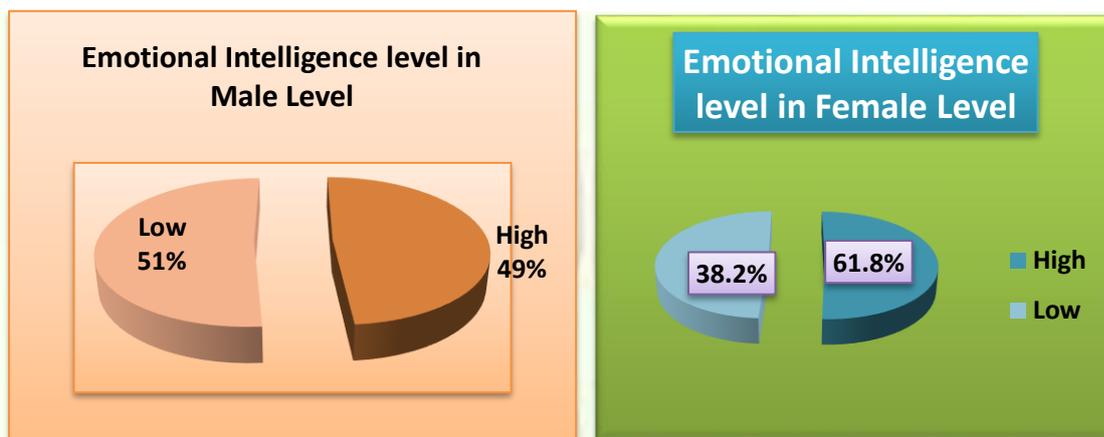
Showing level of Emotional Intelligence of Xth Grade School Students (MALE & Female)

Group	N	Description	No. of Students	Percentage of Students (%)
Male	1000	High	487	48.7%
		Low	513	51.3%
Female	1000	High	618	61.8%
		Low	382	38.2%
Total	2000		2000	100%

The above **Table no.9** depicts that 48.7% boys are high in EI and 51.3 % boys are low in EI. 61.8 % girls are high in intelligence and 38% are low in EI. The results are similar to the findings of many researchers which states that girls and female are found to be high in emotional intelligence. The boys are found to be low in emotional intelligence score in emotional intelligence. (EI)

Fig No.4.2

Showing level of Emotional Intelligence of Xth Grade School all Students



The above **Figure No.4.2** depicts that 48.7% boys are high in EI and 51.3 % boys are low in EI. In case of girls 61.8 % girls are high in intelligence and 38% are low in EI.

Analysis in Relation to Need Level Among Xth Grade Students.

Table No. 4.4

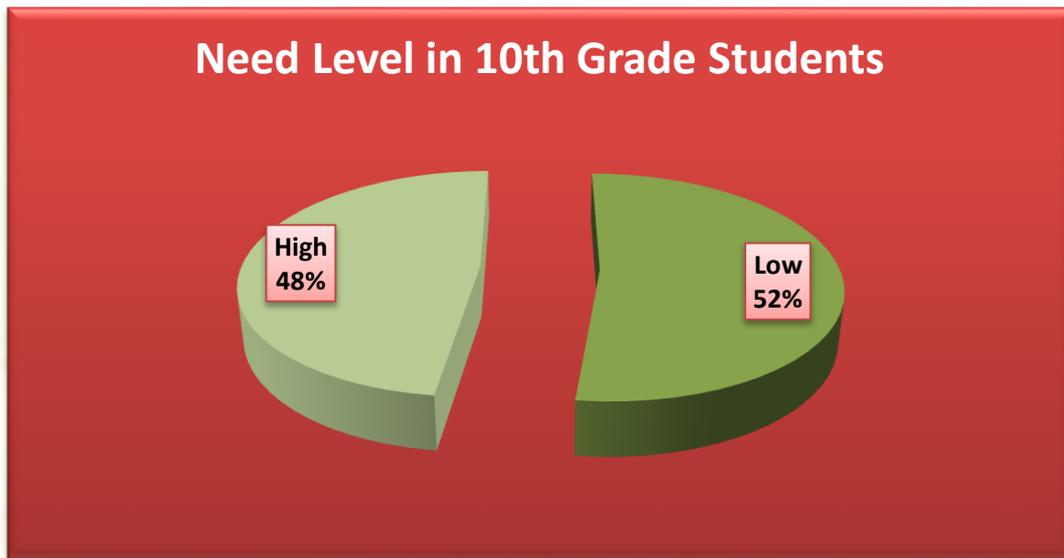
Showing the Need Level in Male and Female Students

Category	N	Description	No. of Students	Percentage of Students (%)
85 and below (D)	2000	Low	1040	52.8%
86 and above (G)		High	960	47.2%
Total =200			2000	100%

The above **Table no.4.4** depicts that 52.8% students are high in Need Level and 47.2% students are low in need level. In the research, low need level means deficiency level needs- D needs and high needs means growth needs B needs as defined by Maslow (1987) boys are low in Need level. The need level of our students their decision making so this is a very significant factor which correlates with Transition and the Transition loss phenomenon.

Fig No 4.3

Showing Need level of Xth Grade School Students



On the above Fig No 4.3 it is clearly depicted that students studying in class 10th among 2000 students only 48% students are higher needs and 52% students have 52% have low level needs.

Table No. 4.5

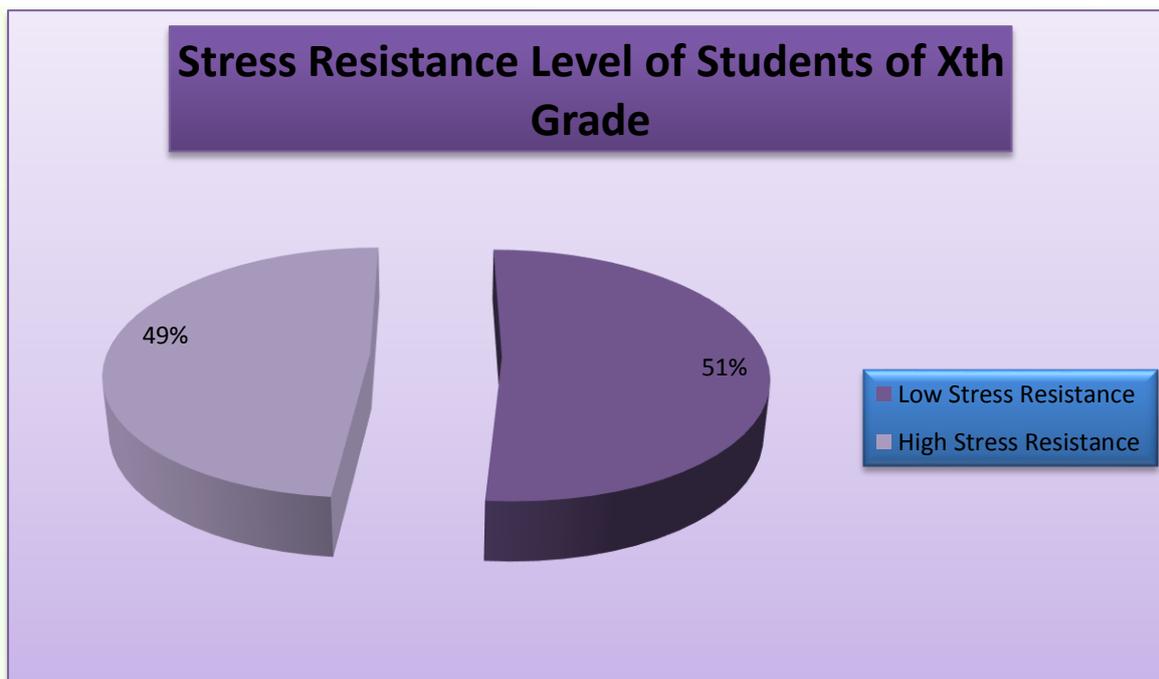
Analysis in Relation to Stress Resistance Level Among 10th Grade Students.

Category (BOYS)	N	Description	No. of Students (Boys)	Percentage of Students (%)
92 and below	2000	Low Stress Resistance	1029	51.45%
93 and above		High Stress Resistance	971	48.55%
Total =200			2000	100%

The above **Table No 4.5** depicts that out of 2000 students, studying in class Xth 1029 have low stress resistance and only 921 students have high stress resistance. Stress is significantly related to higher academic pursuit.

Fig No. 4.4

Showing Stress Resistance level of Xth Grade School Students



In the above **Fig No. 4.4**, Stress Resistance level of Xth Grade School Students is shown which clearly depicts that 49% students have low stress resistance and 51% students have high stress resistance.

Table No. 4.6

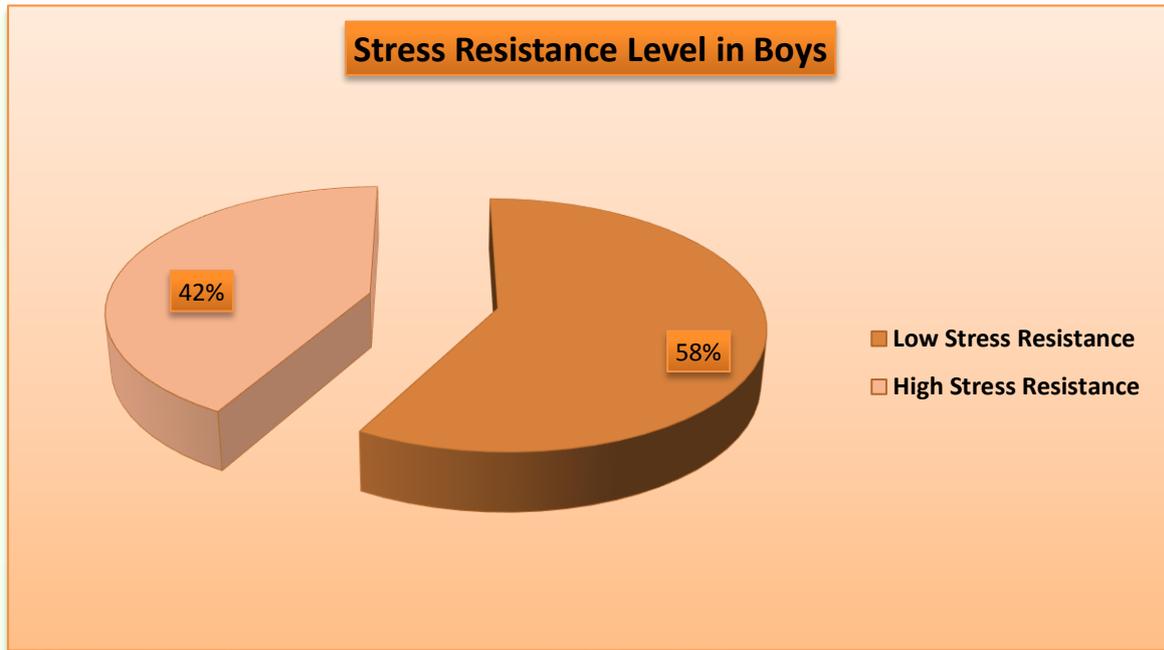
Showing the scores of Stress Resistance in male and female student in Rural area.

Category (BOYS)	N	Description	No. of Students (Boys)	Percentage of Students (%)
91 and below	1000	Low Stress Resistance	581	58.1%
92 and above		High Stress Resistance	419	41.9%
Total =200			1000	100%

The above **Table No .4.6** depicts that 58.1 % students are low in Stress resistance and 41.9 % students are high in stress resistance. Higher in stress resistance more chance of getting to transit to next level.

Fig No. 4.5

Showing Stress Resistance level of Xth Grade School Students (Boys)



The above **Figure No 4.5** depicts that 42% male students are low in Stress resistance and 58% male students are high in stress resistance.

Table No.4.7

Stress Resistance level in Girls

Category (Girls)	N	Description	No. of Students (Girls)	Percentage of Students (%)
92 and below	1000	Low Stress Resistance	448	44.8%
93 and above		High Stress Resistance	552	55.2%
Total =200			1000	100%

The above **Table No .4.7** depicts that 44.8% students are low in Stress resistance and 55.2% female students are high in stress resistance. Higher in stress resistance more chance of getting to transit to next level. From both the **Fig .No 4.5** and **Fig. No. 4.6**, it is depicted that the girls are low in stress resistance score and boys are having high stress resistance in comparison to girls.

Fig No. 4.6

Showing Stress Resistance level of Xth Grade School Students (Girls)



The above **Fig No. 4.6** depicts that 45% students are low in stress resistance and 55% students are high in stress resistance.

4.1(b) The students studying in the Government school appeared in the 10th class Board examination conducted under Chhattisgarh Board of Secondary Education (CGBSE). All student followed same curriculum and medium of instruction was Hindi.

After the declaration of the result, the passed and failed students were separated and the following data of the result was collected. The results are:

Table No. 4.8
Students Passed At Xth BOARD

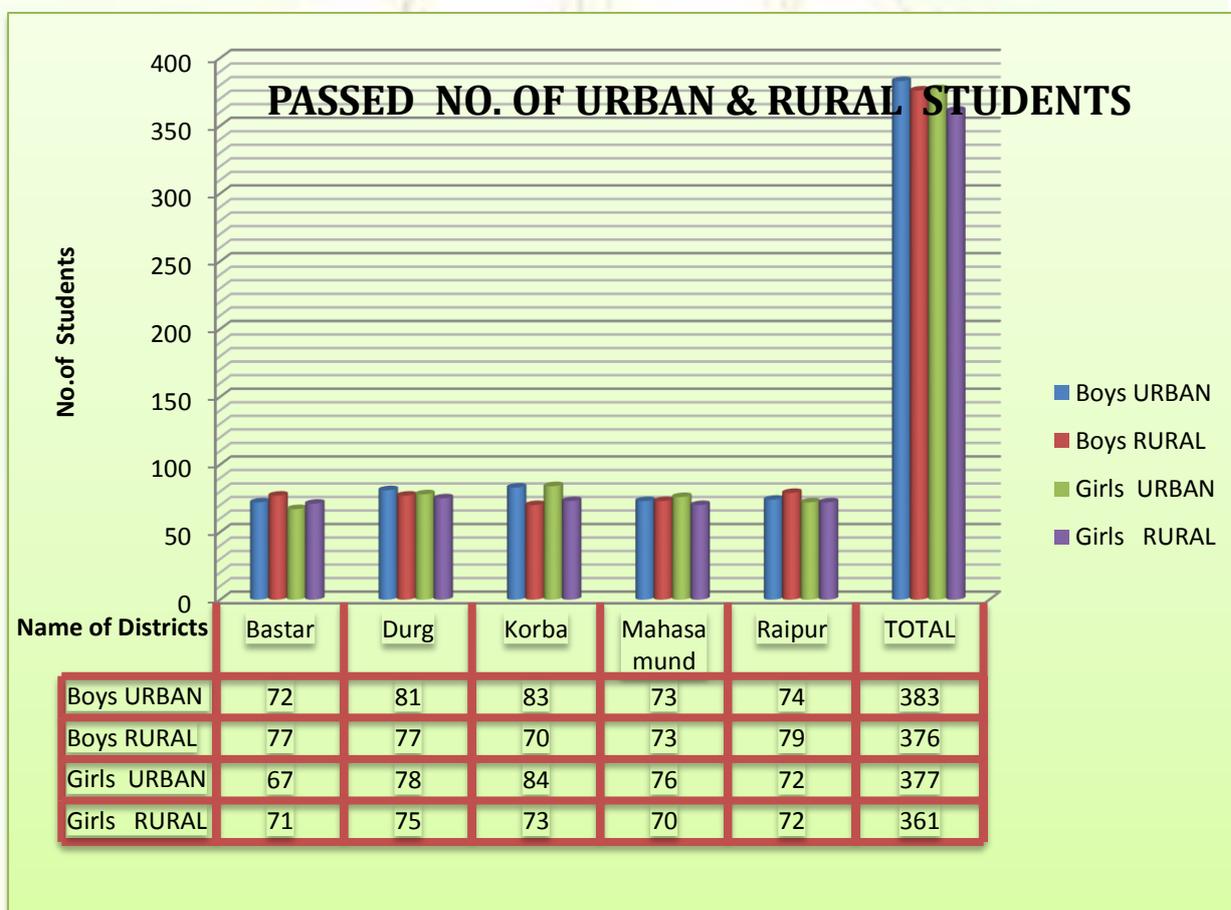
Students Passed At Xth BOARD in the Academic Year 2015-16					
District	Boys URBAN	Boys RURAL	Girls URBAN	Girls RURAL	TOTAL
Bastar	72	77	67	71	287
Durg	81	77	78	75	311
Korba	83	70	84	73	310
Mahasamund	73	73	76	70	292
Raipur	74	79	72	72	297
TOTAL	383	376	377	361	1497

The above **Table No. 4.8** shows that out of 2000 students, 1000 girls and 1000 boys, 1497 students, boys 759 and girls 738 successfully completed the Xth class. In rural locale 737 and

in urban locale 760 students cleared the 10th Board. Durg District shows the highest number of successful students and Mahasamund depicts the least number of successful students.

Fig No. 4.7

Students passed in Xth Board –URBAN & RURAL



The above **Fig No. 4.7** depicts that the number of boys 376 in rural area who passed in the Board exam is less than the number of boys passed in urban locale.

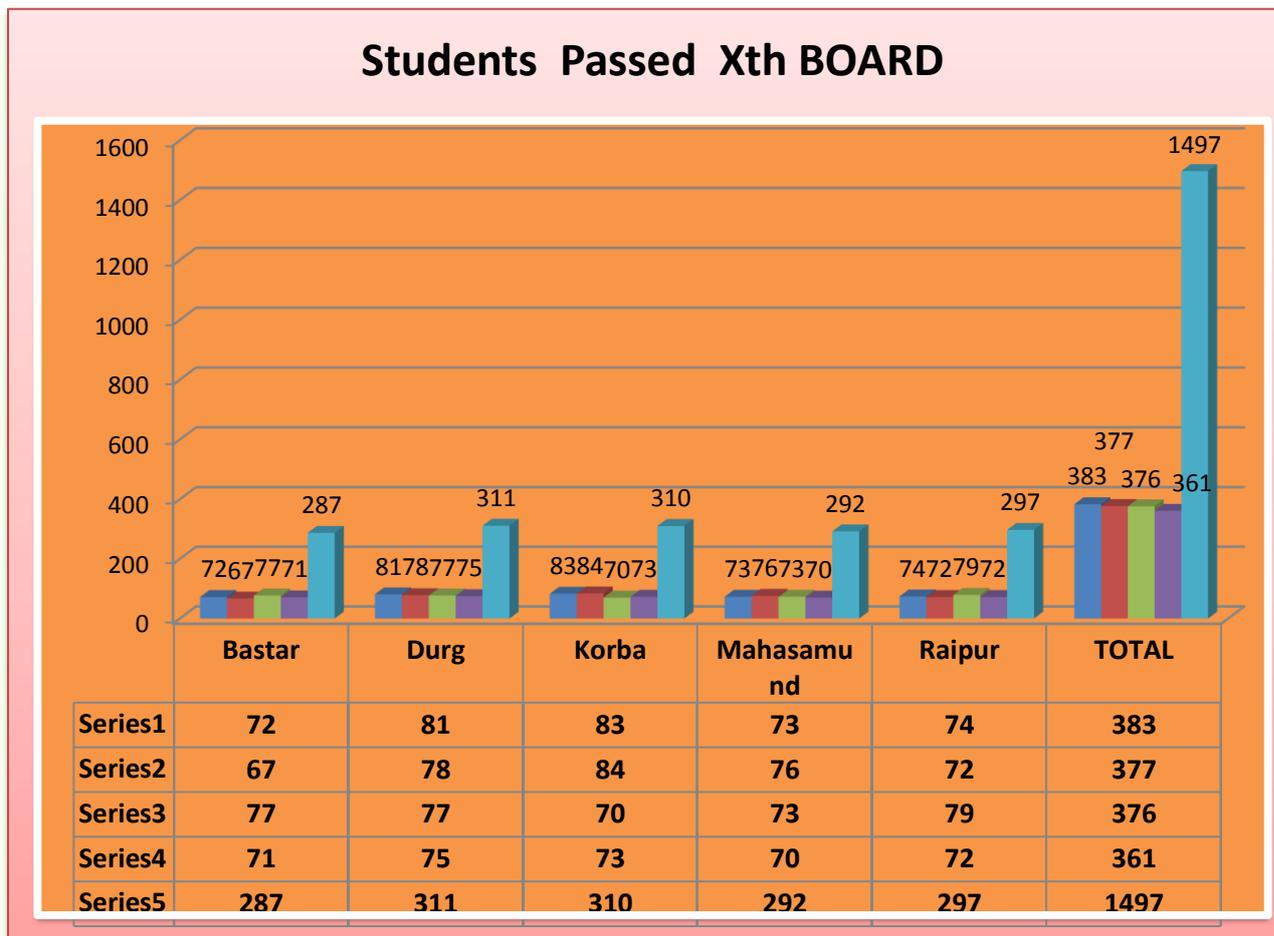
Similarly, the number of passed girls 361 in rural area who passed in the Board exam is less than the number of passed girls 377 in urban locale.

The highest number of boys students who passed in 10th Board are from Korba district and the girls who passed in the highest number is also Korba district.

Similarly the lowest number of girls students who passed in 10th Board are from Bastar district and the boys who passed in the lowest is also Korba district.

Fig no. 4.8

Students passed in Xth Board –District wise representation



The above Fig No. 4.8 depicts that the number of highest students who passed in the Board exam are from Durg district. Similarly, the lowest number of passed students who passed in the Board exam are from Bastar district

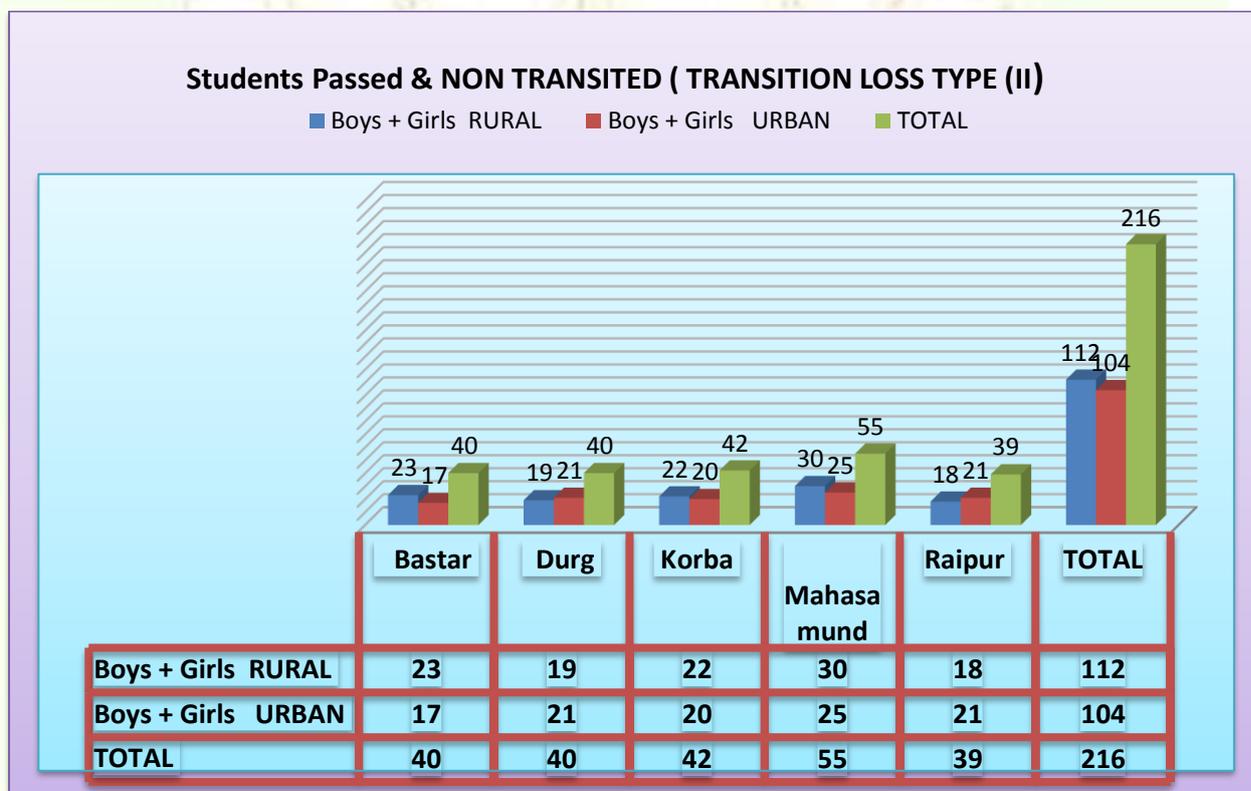
Table No.4.9

Students Passed & Non Transited (Transition loss TYPE (II))

Students Passed & Non Transited (Transition loss TYPE (II))					
District	Boys URBAN	Girls URBAN	Boys RURAL	Girls RURAL	TOTAL
Bastar	07	10	11	12	40
Durg	07	14	09	10	40
Korba	6	14	13	09	42
Mahasamund	10	15	14	16	55
Raipur	9	12	07	11	39
TOTAL	39	65	54	58	216
TOTAL	104		112		

The above **Table No.4.9** depicts that out of 1497 passed students, graduated students eligible to transit, 216 students did not get enrolled in Higher Secondary School. Out of 216 students passed graduates, 93 were boy's graduates and 123 were girls. Thus, out of 1497 students, 216 students did not join the higher secondary education creating a Transition loss Of 10.8% percent over the total population.

Fig. No.4.9
Students Passed & Non Transited (Transition loss TYPE (II))



The above **Figure No. 4.9** demonstrates district wise number of students and locale wise urban and rural students who passed 10th Board examination yet for some or the other reason did not transit to class XI. The highest number of students is 55, who did not transited to higher secondary school, are from Mahasamund district and the least number of students are from Raipur district. Bastar and Durg district depicts 40 - 40 students and Korba 42. The figure also depicts that in rural area the number of students who did not transited to class XI, even after being Secondary graduates are more than urban locale. In rural area 112 students and in urban 104 students did not get enrolled to class XI, creating a transition loss of 10.8%.

Researchers of secondary education (Rumberger, 2011, Balfanz, 2007, Balfanz & West, 2008, Levin, 2003, Mehrota, 1998) suggests and affirms that in urban areas there is less drop out

and high transition rate is compared to rural areas where there are a high dropout rate and low transition rate in secondary school. (Garnier-Rimolo, Wachong-Castro, & Mora-Rodriguez, 2010). Similar findings have been reported by (Rumberger, 2011, Balfanz, 2007).

Table No.4.10
Students Failed & Non Transited (RURAL) (Transition loss TYPE (II))

District	Boys -RURAL Failed	Girls –Failed RURAL	Boys + Girls RURAL Failed
B ASTAR	26	29	45
DURG	23	25	45
KORBA	30	27	57
MAHASAMUND	27	30	57
RAIPUR	21	28	49
	=124	139	263

The above **Table No.4.10** depicts that in Xth Board the number who were not successful in 10th Board examination in rural area. The number of boys who did not pass is 124 and the number of girls is 139. It is graphically represented below:

Fig. No. 4.10
Students Failed in RURAL Locale in Xth Board.

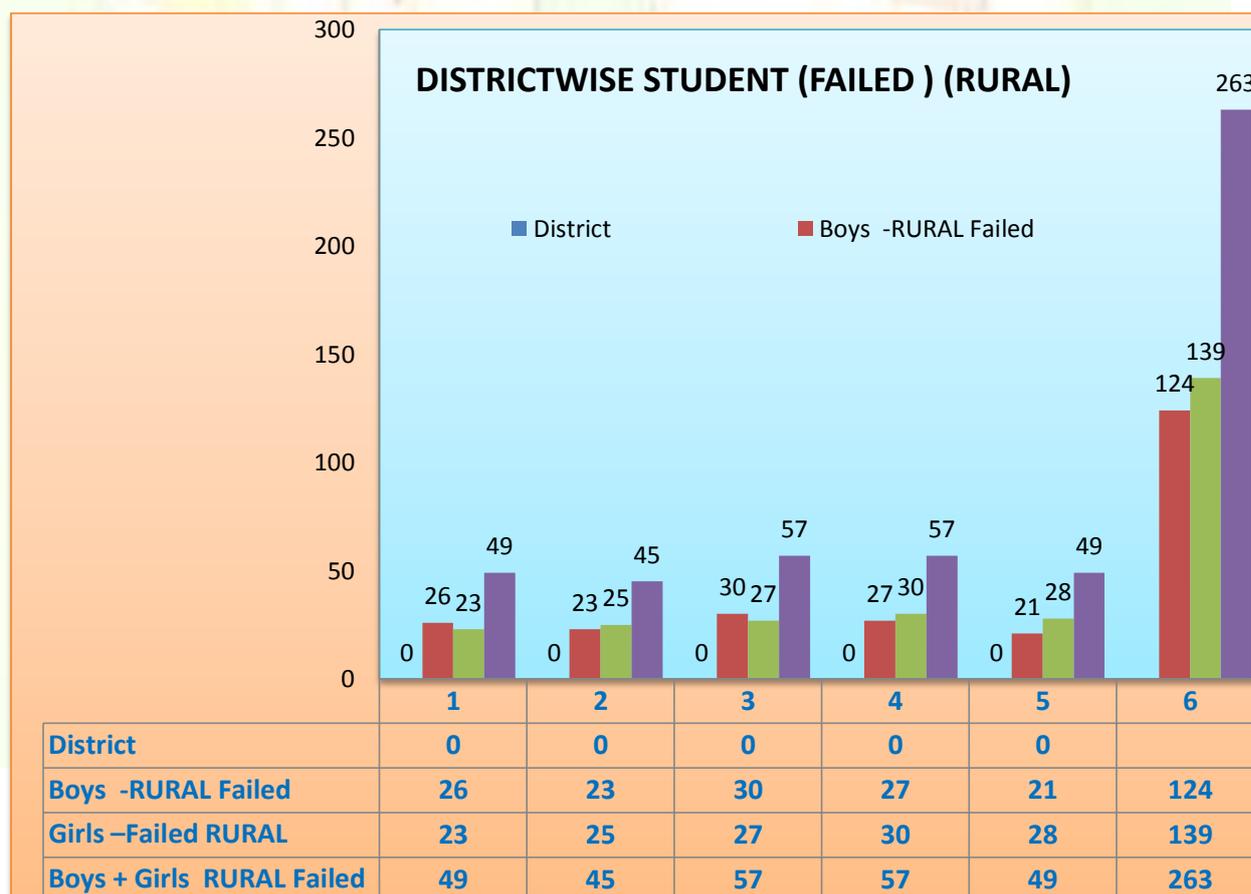


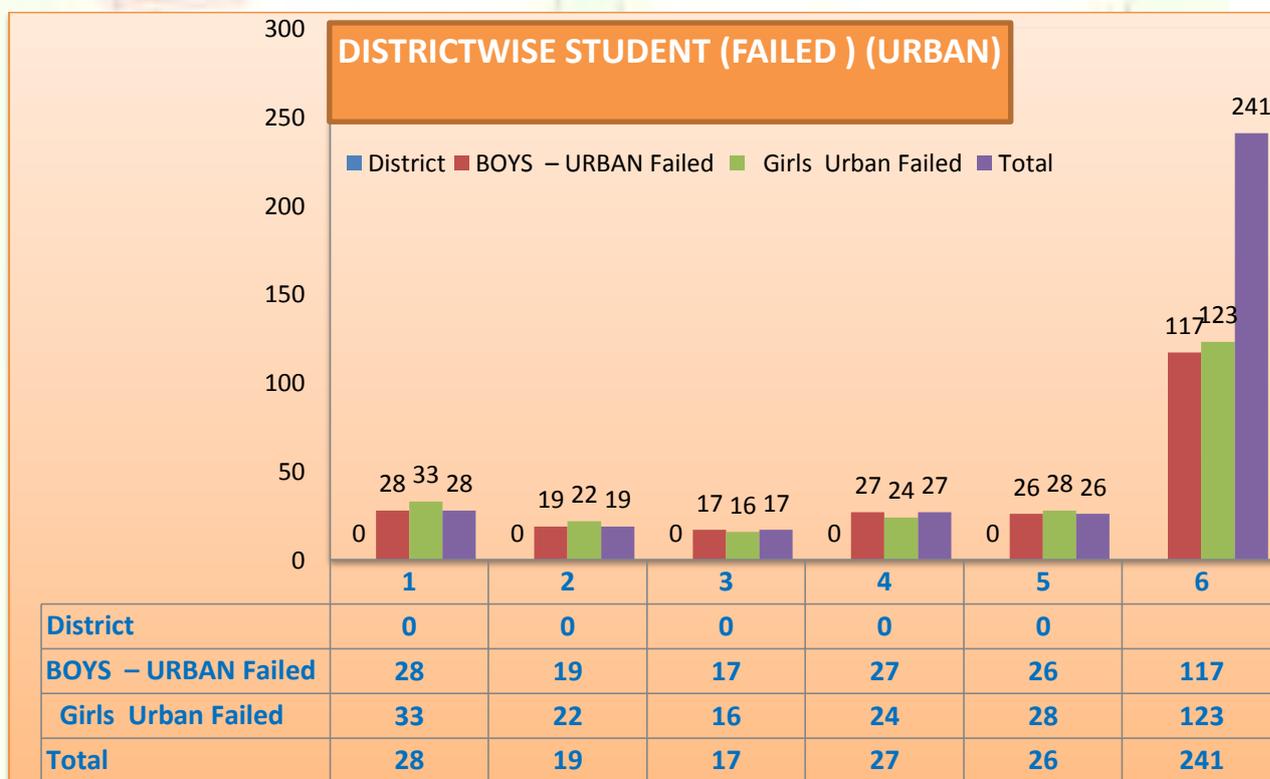
Table No.4.11

Students Failed in URBAN Locale in Xth Board Failed Urban Boys & Girls

District	BOYS – URBAN Failed	Girls Urban Failed	Total
BASTAR	28	33	28
DURG	19	22	19
KORBA	17	16	17
MAHASAMUND	27	24	27
RAIPUR	26	28	26
	117	123	240

The above table depicts that in Xth Board the number who were not successful in 10th Board examination is in urban area. The number of boys who did not pass is 117 and the number of girls is 124. It is graphically represented below:

Fig. No. 4.11
Students Failed URBAN Locale in Xth Board.



Based on the collected data the research hypotheses were treated and the calculation is done accordingly.

4.1. (II) STATISTICAL PROPERTIES OF VARIABLES:

In table 1, basic statistical properties of selected variables i.e. emotional intelligence, need level and stress resistance in a group of female students of class X are being presented.

Table No. – 4.12
Statistical Properties of Variables (N=2000)

Variables	Skewness	Kurtosis
Emotional Intelligence	.066	-.535
Deficiency Needs	-.030	.440
Growth Needs	1.001	1.023
Stress Resistance	-.729	.727

Statistical properties of the variables depicted in table 1 for entire sample are as follows: Emotional intelligence: Skewness .066 and Kurtosis -.535; Deficiency needs: Skewness -.030 and Kurtosis .440; Growth Needs: Skewness 1.001 and Kurtosis 1.023; Stress resistance: Skewness -.729 and Kurtosis .727 respectively.

From the analysis of statistical properties of the variables selected for the present study, it is clear that the distribution of data in entire sample is by a large normally distributed and is fit for parametric statistics as well as non parametric statistics.

4.2 VERIFICATION OF HYPOTHESES:

HYPOTHESIS1

Since gender is a prominent issue in education, it is hypothesized that there would be more transition loss among girl adolescents than among boy adolescents. More specifically, genuinely more number of girls would leave their studies after passing Tenth grade examination than boys.

In hypothesis 1, it is hypothesized that there would be more transition loss among girl adolescents than among boy adolescents. To verify this hypothesis 2x2, chi-square test was used. The results are shown in table 19.

Table No. 4.13

Frequency Distribution of Selected Adolescent Students on the Basis of Transition Loss and Gender

		Gender			
Eligible to Transition	Passed & Transited	Count	Girls	Boys	TOTAL
		% within Transition	738	759	1497
		% within Gender	49.30 %	50.70%	100.0%
		% of total	73.8%	75.9%	74.85%
	Non-enrolled (Detained)	Count	36.9	37.95	74.85%
		% within Transition	262	241	503
		% within Gender	52.09%	47.91%	100.0%
		% of total	26.2%	24.1%	25.15%
	Passed, but not Transited	Count	13.1	12.05	25.15%
	Not Eligible to Transition	% within Transition	123	93	216
% within Gender		56.95%	43.05	100%	
% of total		12.3	9.3	10.8%	
		6.15	4.65	10.8%	

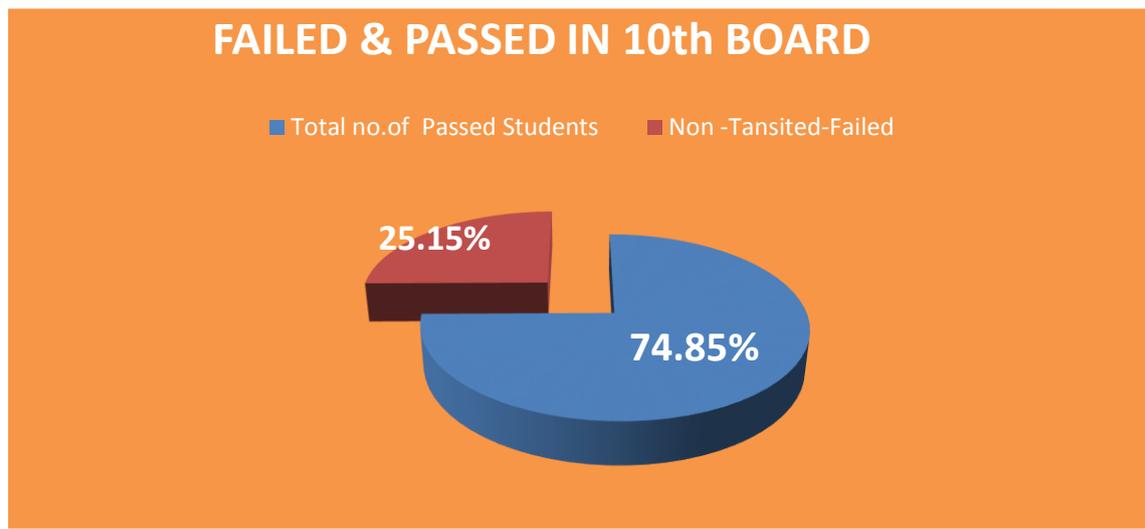
$\chi^2 = 4.07$ (significant at 0.05 level of confidence)

χ^2 (df=1) = 3.84 at .05 level and 6.63 at .01 level

(a) A perusal of **Table No.4.13** indicates that out of 2000 adolescent students, number of enrolled students were 1497 while 503 students were non-enrolled because they did not pass 10th board examination. This means that 74.85% adolescents have successfully cleared examination and are capable of graduates who are eligible to transit to class XI while 25.15% subjects come in the category of transition loss as they are not 10th pass graduate and they are not capable of getting enrolled, hence non-enrolled students. It means that 25.15% transition loss was observed under **TL (1)**.

Fig. No. 4.12

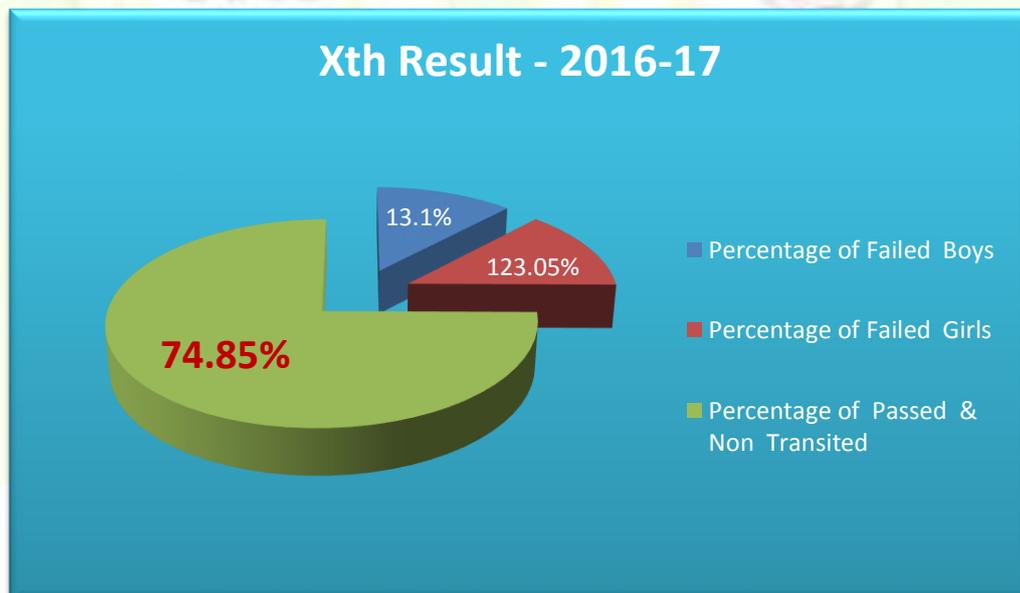
FAILED & PASSED IN 10th BOARD



The above **Fig .No 4.12** shows that 74.85% passed in the Xth Board examination conducted by Board of Secondary Education, Chhattisgarh, of the selected sample of 2000 students from 5 districts.

Out of 503 unsuccessful students, 262 were boys and 241 girls which mean that 13.1% girls and 12.05% boys will not be able to transit to class XI out of the universal sample. Further it also can be interpreted that out of 25.15 % none qualified students, girls constituted 52.09% and boys 47.91%.

Fig. No. 4.13
X Result - 2016-17

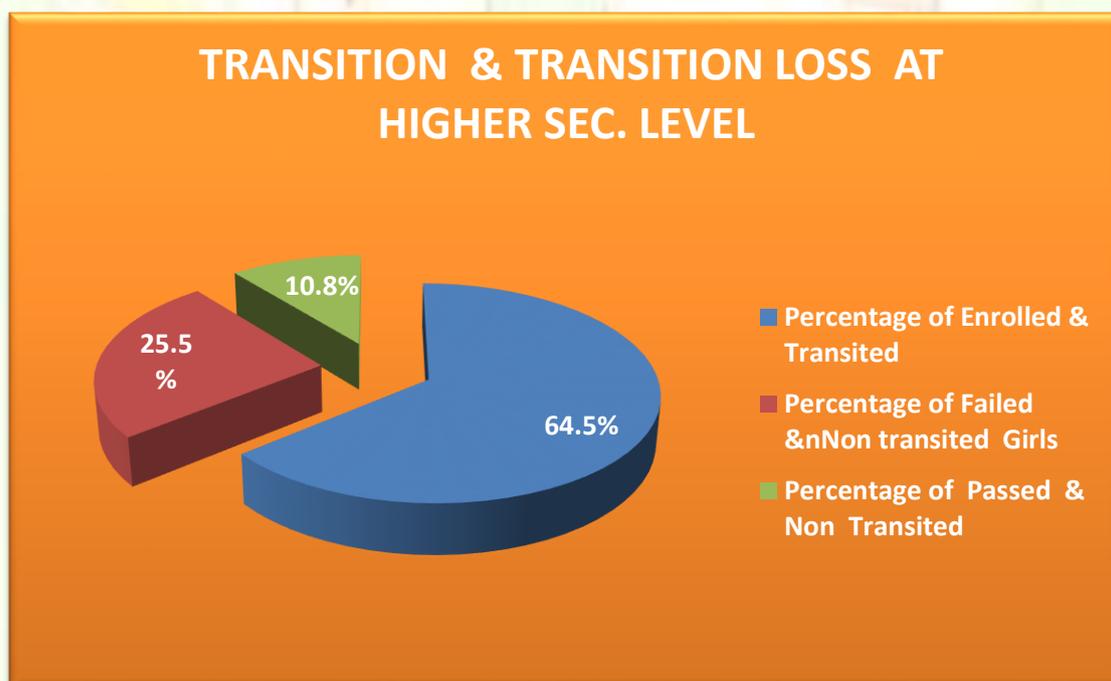


From **Figure No 4.13** it is evident that among girls 52.09% transition loss was observed while transition loss in adolescent boys was found to be 47.91%. The calculated χ^2 (df=1) = 2.01, $p < 0.05$ also confirms the transition loss is high in adolescent Girls.

(b) The total number of students who passed the 10th board examination is 1497. Those who did not pass the 10th board examination numbered 503, while those students who passed the 10th board examination, but were not transited or did not get enrolled were 216. Which also means, further a 10.8%, out of which 6.15% girls and 3.85 % boys out of 2000 students, who were the qualified graduates but did not get transited and there was a further transition loss of 10.8 % under TL(II).

Fig. No. 4.14

TRANSITION & TRANSITION LOSS AT HIGHER SEC. LEVEL

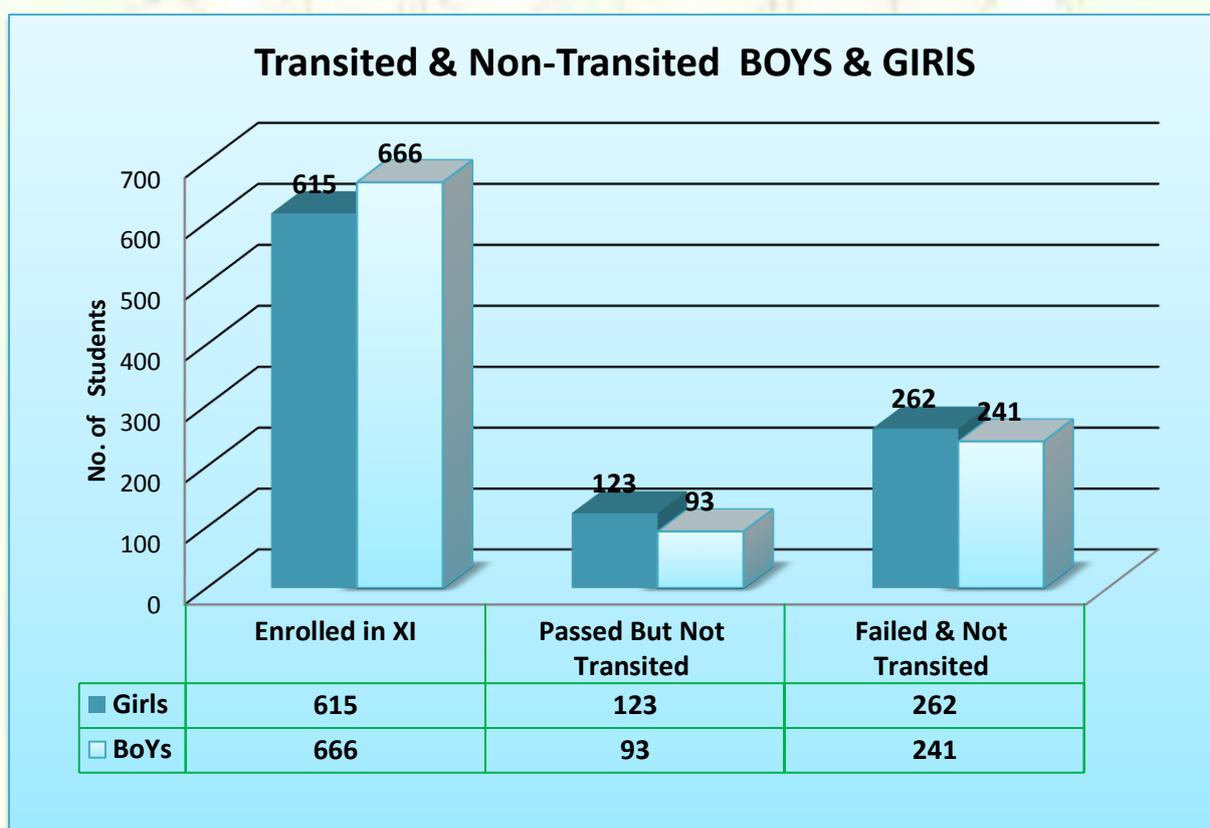


Results are also shown in **figure No. 4.14**. Therefore, the total number of non-transited students would be 719. The students who got enrolled and transited were 1281. e .i 64.05% Thereby, the percentage of non-transited students that indicate transition loss is 35.95%.

From the figure it is depicted that only 64.5% students will transit to class XI and the transition rate is 64.5% which is a bit on the higher side of the actual transition rate of year 2016-17 as per the government education data.

Fig. No 4.15

Bar Diagram Showing Percentage Distribution of Selected Adolescent Students on the Basis of Transition Loss and Gender



From the above figure it is indicated that the rate of transition loss is high than the boys transition loss. 61.5 % girls transited to class XI while 66.6% boys transited to class XI.

Results indicate the statistically significant effect of gender with respect to transition loss among Adolescent Girls, **hence hypothesis 1 is accepted.** The results imply that girls student proliferate in to several assignments beyond academics at this adolescent age and hence indicate transition loss due to several factors influencing perusal of higher secondary education. Research also indicates that transition loss in girls is high than boys.

HYPOTHESIS II

Because of specific locale characteristics, there lie differences in between urban and rural students with regard to their transition to higher secondary education. Accordingly, it is expected that there would be more transition loss among rural adolescents than among urban adolescents.

In hypothesis II, it is hypothesized that there would be more transition loss among rural adolescents than among urban adolescents. To verify this hypothesis chi-square test was used. The results are shown in table 20.

Table No. 4.14

**Frequency Distribution of Selected Adolescent Students
on the Basis of Transition Loss and Urban-Rural Locale**

			Urban-Rural		Total
			Urban	Rural	
Eligible to Transition	Enrolled	Count	760	737	1497
		% within Transition	50.4%	49.6%	100.0%
		% within Locale	75.5%	74.2%	74.9%
		% of total	37.8%	37.1%	74.9%
	Non-enrolled	Count	241	262	503
		% within Transition	47.9%	52.9%	100.0%
		% within Locale	23.95%	26.45%	25.2%
		% of total	11.95%	13.22%	25.2%
Not Eligible to Transition	Passed & Non-Enrolled 1	Count	104	112	216
		% within Transition	48.15%	51.85%	100.0%
		% within Locale	10.4%	11.2%	10.8%
		% of total	5.2%	5.6%	10.8%

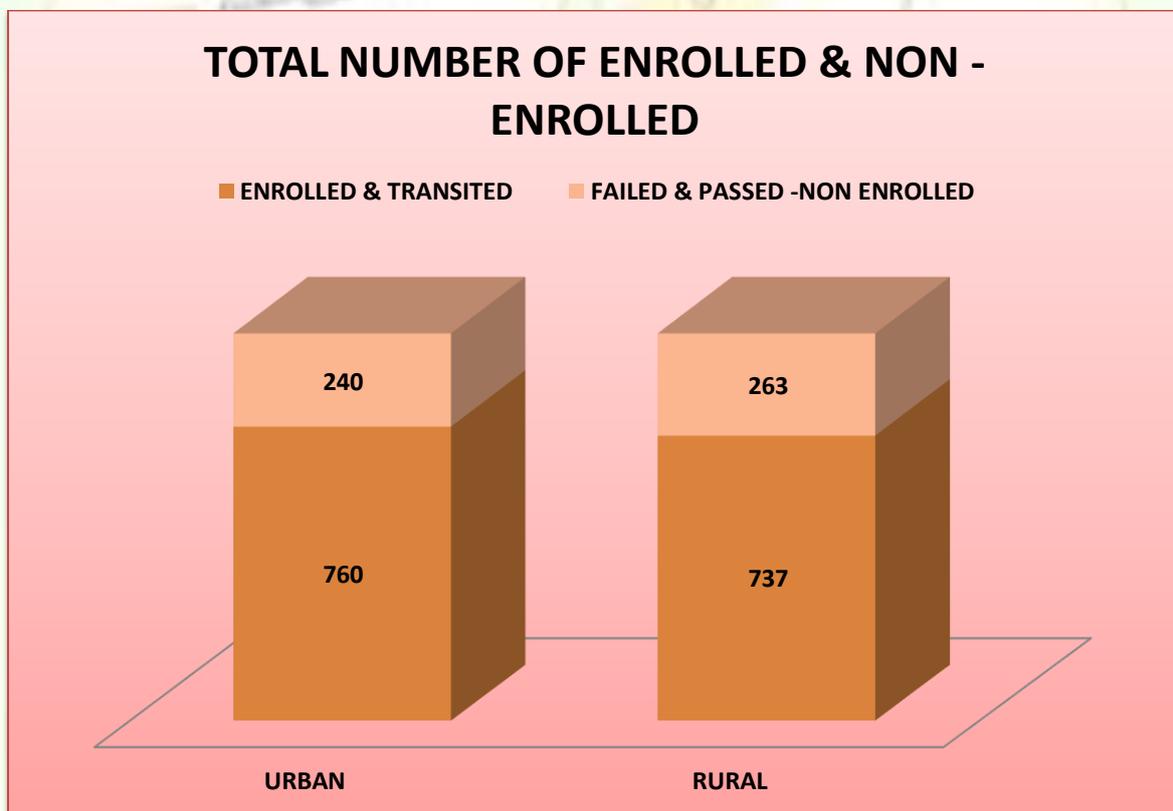
$\chi^2 = 0.44$, hence not significant. χ^2 (df=1) = 3.84 at .05 level and 6.63 at .01 level

Perusal of **Table No.4.14** indicates that transition loss of 24.5% was observed in adolescent students from urban area while 25.8% transition loss was observed in rural area. The calculated χ^2 (df=1) = 0.44, $p > .05$ also confirms that transition loss in adolescent students is not affected by their urban-rural locale. The reason behind this is that it is difficult

to locate the students who do not get enrolled in school in higher secondary level due to several migratory inflections and might also be more interested in getting employed according to socioeconomic conditions. The number of students who are indicated as passed but not transited in **Table No.4.14**, mostly belong to this category and it is difficult to trace whether these students retain themselves in particular locale after passing their 10th board exams. Results are also shown **Fig No. 4.16**

Fig. No 4.16

Bar Diagram Showing Percentage Distribution of Selected Adolescent Students on the Basis of Transition Loss and Urban-Rural Locale



The above **Fig.No 4.16** indicates that although there is a difference in the number of students in urban and rural locale but statistically the difference is not so significant, therefore a non significant effect of urban-rural locale on transition loss among adolescent students is depicted and the **hypothesis 2 is rejected.**

Results indicate statistically non significant effect of urban-rural locale on transition loss among adolescent students, hence hypothesis 2 is rejected.

HYPOTHESIS III

It is expected that more adolescent' students with low emotional intelligence would exhibit transition loss than those with high emotional intelligence.

Hypothesis III states that enrolled and transited adolescent students will show significantly higher level of emotional intelligence as compared to non-transited adolescent students. To verify this hypothesis, independent sample 't' test was used. Results are presented in **Table No.4.15**

Table No. 4.15

Comparison of Emotional Intelligence between Transited and Non-transited Adolescent Students

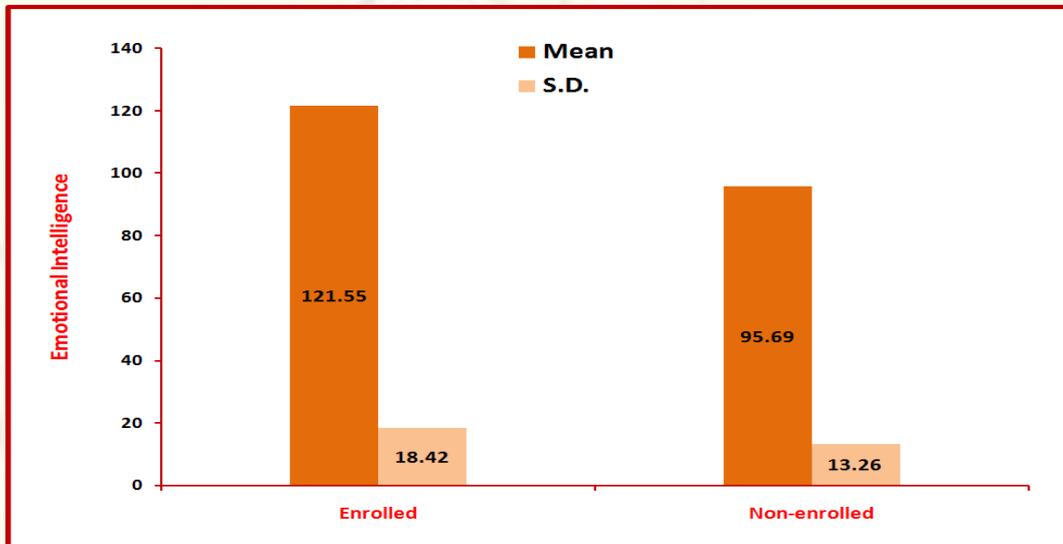
Groups	N	Emotional Intelligence		Mean Diff.	't'
		Mean	S.D.		
Transited	1497	121.55	18.42	25.86	29.04 (p<.01)
Non-Transited	503	95.69	13.26		

A perusal of entries reported in **Table No. 4.15** indicate that enrolled adolescent students significantly exhibited more magnitude of emotional intelligence (M=121.55) as compared to non-enrolled adolescent students (M=95.69). The mean difference of 25.86 and calculated t=29.04 also implies that the transited enrolled students are significantly high on emotional intelligence as compared to non-transited non-enrolled students.

Results are also shown in **Figure No 4.17**.

Fig. No 4.17

Bar Diagram Showing Comparative Stats on Emotional Intelligence between Transited and Non-Transited Adolescent Students



Results shown in **Figure No 4.17** indicates that enrolled adolescent students possesses significantly superior emotional intelligence as compared to non-enrolled adolescent students, in view of this findings **hypothesis III is accepted**. The rationale behind this finding is supported by several researches that indicate the effect of schooling on emotional intelligence which includes development of risk taking behaviour and raising of self-esteem in adolescent learners.

HYPOTHESIS IV

It is assumed that more adolescents dominated by deficiency needs would exhibit more transition loss than those influenced by growth needs.

(4.1) Hypothesis IV states that Non-enrolled adolescent students will suffer from unfulfilled deficiency needs as compared to enrolled adolescent students. To verify this hypothesis, independent sample 't' test was used. Results are presented in **Table No.4.16**.

(4.2) Hypothesis IV states that Non-enrolled adolescent students will suffer from unfulfilled growth needs as compared to enrolled adolescent students. To verify this hypothesis, independent sample ‘t’ test was used. Results are presented in **Table 4.17**.

Table No-4.16

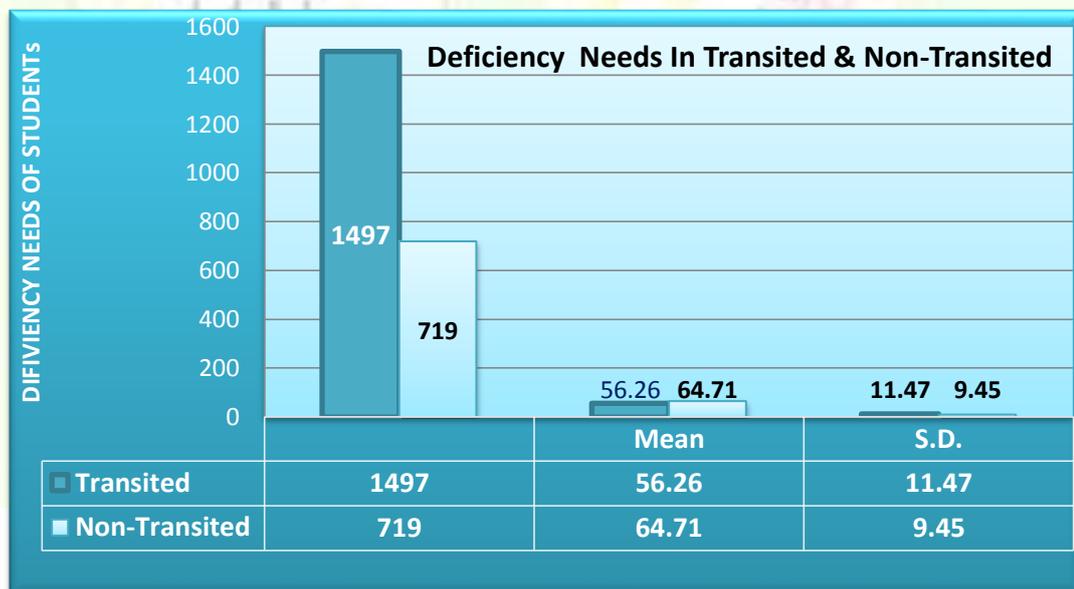
Comparison of Deficiency Needs between Transited and Non-enrolled Non-Transited Adolescent Students

Groups	N	Deficiency Needs		Mean Diff.	‘t’
		Mean	S.D.		
Transited	1497	56.26	11.47	8.45	16.36 (p<.01)
Non-Transited	719	64.71	9.45		

From the above **Table No 4.16** it is indicates that the mean deficiency needs score for non-enrolled non-transited adolescent students were found to be higher as compared to transited students. The basic reason behind this is more aligned to the food, clothing and shelter needs that are deficit among social class that lives below poverty line in the Indian context. Children with these deficiency needs are more inclined to vocational education or self-employed career or joining some low wages job.

Fig.No.4.18

Comparison of Deficiency Needs between Transited and Non-enrolled Non-Transited Adolescent Students



Form the above **Fig.No.4.18** it is clearly visible that the Mean deficiency needs of No-transited students is very high than Transited students. There is also a difference in standaed deviation.

Table No.4.17
Comparison of Growth Needs between Transited and Non-enrolled Non-Transited Adolescent Students

Groups	N	Growth Needs		Mean Diff.	't'
		Mean	S.D.		
Transited	1497	57.35	13.98	22.15	38.65 (p<.01)
Non-Transited Non-enrolled	719	35.20	9.97		

The mean growth needs score for transited enrolled students were found to be higher as compared to Non-Transited Non-enrolled students. This is because the cognitive, transcendental, and aesthetic sensibilities are cultured through formal schooling and peer experience that creates aspiration needs and motivational instincts in adolescent learners. Most deficiency needs correspond to de-motivated learners who in spite of higher growth needs do not find themselves in to situations that cultivate their self-esteem.

Fig. No 4.19

Comparison of Growth Needs between Transited and Non-enrolled Non-Transited Adolescent Students

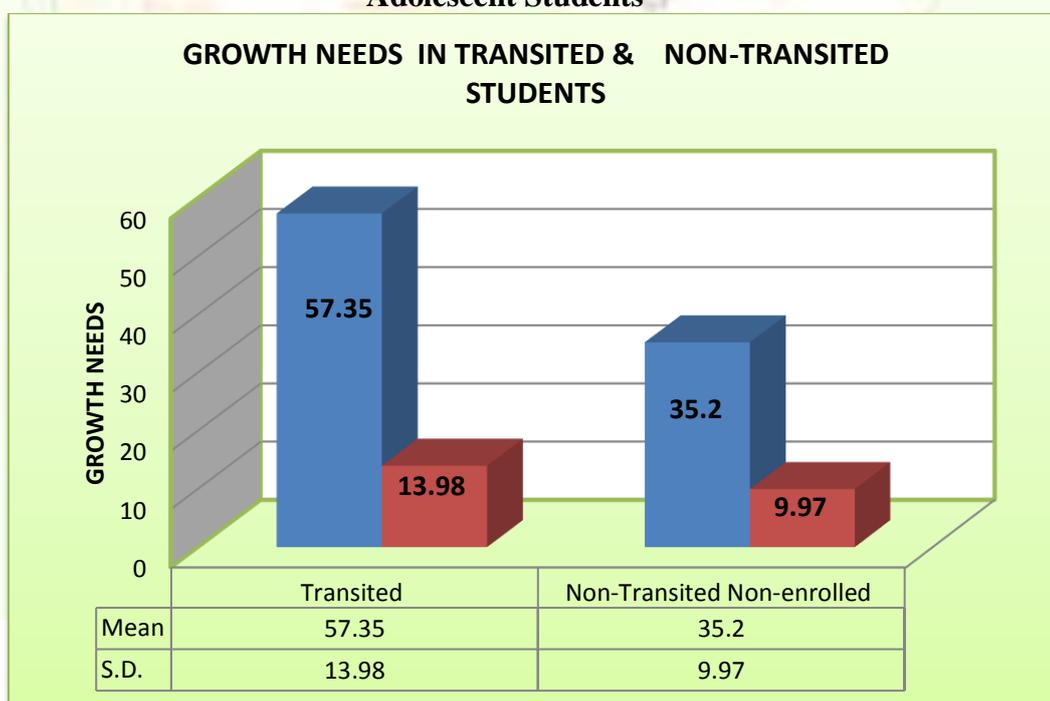


Table No. 4.18

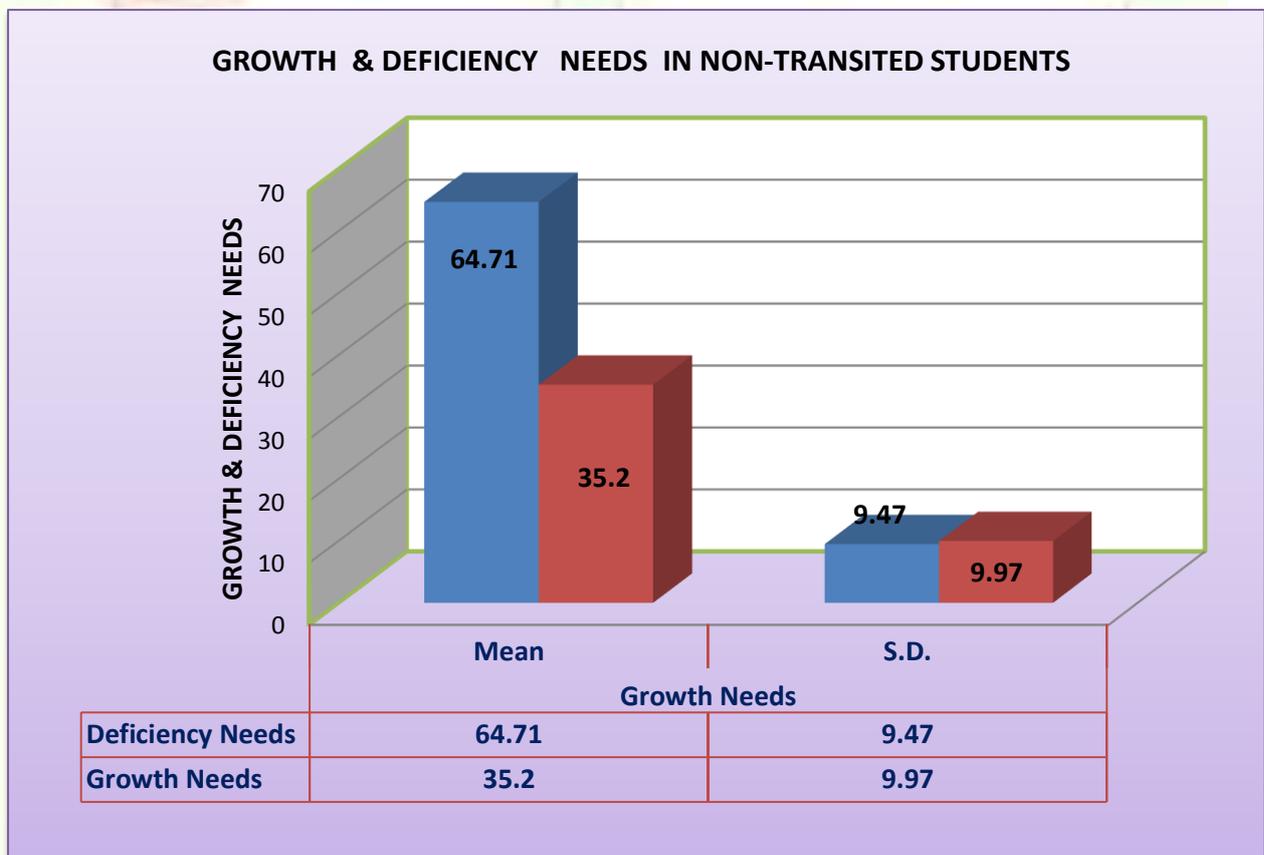
Comparison of Deficiency Needs and Growth Needs of Transited Adolescent Students

Groups	N	Growth Needs		Mean Diff.	't'
		Mean	S.D.		
Deficiency Needs	503	64.71	9.47	23.18	59.02 (p<.01)
Growth Needs	503	35.20	9.97		

The above **Table no 4.18** explains that the non-enrolled non-transited students show that the deficiency needs of these learners influence their transition more than their growth needs. Hence the Hypothesis stands accepted that the deficiency needs of learners will be more responsible for their transition loss.

Fig. No 4.20

Comparison of Deficiency Needs and Growth Needs of Transited Adolescent Students



The **Fig No 4.20** depicts that the mean of the Deficiency Needs (D-.needs) 64.71 is higher than the growth needs of the students which is 35.20. There is also a difference in SD.

HYPOTHESIS V

It is spontaneous to reason that the period of adolescence is stressful and high demands of excellence in academics add to it severely. Hence it is assumed that more adolescents with low stress resistance would show transition loss than those with high stress resistance.

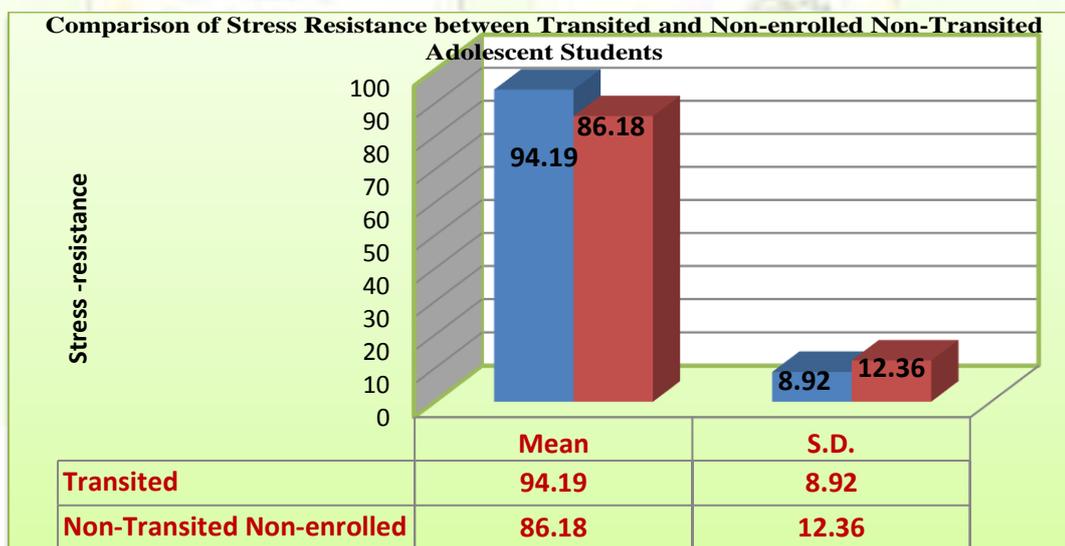
Table No.4.19

Comparison of Stress Resistance between Transited and Non-enrolled Non-Transited Adolescent Students

Groups	N	Stress Resistance		Mean Diff.	't'
		Mean	S.D.		
Transited	1497	94.19	8.92	8.00	15.69 (p<.01)
Non-enrolled Non-Transited	719	86.18	12.36		

A perusal of entries reported in **Table No 4.19** indicate that enrolled adolescent students significantly exhibited more magnitude of stress tolerance (M=94.19) as compared to non-enrolled adolescent students (M=86.18). The mean difference of 8.00 and calculated t=15.69 also signifies to the fact the enrolled students are significantly high on stress tolerance as compared to non-enrolled students. Therefore the hypothesis that more adolescents with low stress resistance would show transition loss than those with high stress resistance is accepted.

Fig. No 4.21



The above **Figure No.4.21** indicates that average Mean of transited students is high than the non –transited students in their stress resistance. Therefore the hypothesis that more adolescents with low stress resistance would show transition loss than those with high stress resistance is accepted.

HYPOTHESIS VI

The main effect of need level in the passed but not-transited students will be more than the main effects of emotional intelligence and stress resistance. The interactional effects of emotional intelligence need level and stress resistance on the transition loss at the level of secondary examination will be significant.

TABLE No. 4.20

PRIMARY ANOVA 3 x 2 x 2 FACTORIAL DESIGN

Source of Variance	Sun of Squares	df	Mean Square	F
Beteen Group	12311.76	6	2051.960	8.884
within Group	3718801.098	204	18229.42	
Total	3731112.858	210		S, P < .01

F df 6, 204 = 6.81 at .01 level of confidence
 = 3.89 at .05 level of confidence

TABLE No. 4.21

ANOVA 3 x 2 x 2 INTERACTIONL SUMMARY

Sources of variance	df	SS	M. Square	F	P
Main effect					
A (E.I)	3	12311.80	3230869	262.42	12311.80
B (NL)	2	7068.060	2190791	309.96	7068.060
C (SR)	1	12209.19	1920505	157.30	12209.19
Interactional effect					

A x B	6	12604.77	89.33	141.103	P<.01
A x C	3	2597.1	117.6	22.084	P<.01
B x C	2	1127.15	56.42	19.978	P<.01
A x B x C	6	14170.93	16.27	870.985	P<.01
Within SS	204			4.26953553	

As per the **Table No 4.21**, the main effect of need level dominated by deficit needs is significantly high ($F = 309.96$) as compared to emotional intelligence and stress resistance in the non-transited passed out learners. However, the main effects of all the variances in terms of interaction are also found significant. The interactional value of the variables show dominantly prevalent symptoms of strong adjustments in the learners specifically from the point of view of their preparations for exams but does not ensure continuity or transition to the higher secondary level.

Therefore it is concluded that the main effect of Deficiency need (D needs) level in the passed, but not-transited students has affected more than the main effects of emotional intelligence and stress resistance hence the hypothesis is accepted.

CHAPTER: - 5

FINDINGS AND RECOMMENDATIONS

5.1 FINDINGS

1. Statistical properties of the variables depicted in table 1 for entire sample are as follows: Emotional intelligence: Skewness .066 and Kurtosis-.535; Deficiency needs: Skewness -.030 and Kurtosis .440; Growth Needs: Skewness 1.001 and Kurtosis 1.023; Stress resistance: Skewness -.729 and Kurtosis .727 respectively.

From the analysis of statistical properties of the variables selected for the present study, it is clear that the distribution of data in an entire sample is by a large normally distributed and is fit for parametric statistics as well as non-parametric statistics.

2(1) A perusal of Table 2 indicates that out of 2000 adolescent students, number of could be enrolled graduate students were 1497 as they are the qualified graduates while 503 students were non-enrolled. This means that 74.8% adolescents have successfully cleared 10th examination while 25.15% subjects come in the category of non- enrolled. This 25.15% students failure creates a transition loss directly TL(1) and it also means that 25.2% transition loss was observed under TL(1) .

This is asserted by researchers that transition is more commonly associated and related with academic achievement (Galton, et al, 2003) and expansion of Post secondary education depends on completion and transition rate of the students studying in that particular year in particular grade. The CABE committee of Ministry of Human Resource Development in the document of Universalisation of Secondary Education (2005) have shown its concern regarding mass failure in Xth Board examination as the universalisation of Secondary education is depended on the transition rate of high school to higher secondary school. Failure of students is direct transition loss to the education system.

2(2) A perusal of table 2 indicates that out of 2000 adolescent students, number of could be enrolled students were 1497 as they are the qualified graduates, but out Of 1497 students, 216 students did not take admission in Higher Secondary school at Class XI and did not get

enrolled causing a transition loss of 10.8%. These 10.8 % students not being enrolled in higher secondary school created a further transition loss under TL(II) and it also means that further 10.8% transition loss was observed.

Researches, literatures, and studies have suggested that diversity of learners and their socio-economic background affects student's successful transition from high school to further higher education (Kift and Nelson, 2005).

One the most prominent factor influencing transition is that most high school students do not have aspiration or goal for Higher Secondary education and they lack in preparation for further higher education (Ozga and Sukhnandan 1998). Collier and Morgan (2008) too supported these findings.

Adding TL (1) and TL (II) together, a total of 35.95% transition loss was observed .Hence only 64.5% students transited to Higher secondary or post-secondary education. This result is slightly better than the result of the total students of Xth grade who appeared in the 10th Board examination in 2015-16. The transition of students from class X to class XI in 16-17 is 59.40 %

The research finding is similar to many other research studies and the concern has been addressed by many researchers and Government reports. Higher Secondary /Post Secondary/College education is more unstructured education and have higher academic demands. Academic demands accomplishes stressful activities (Agolla & Ongori, 2009), and stress affects physical and psychological health (Dwyer & Cummings, 2001).Thus students with poor stress resistance many a time do not pursue post secondary education.

Research also says that students have very less knowledge about higher secondary education, subject choice for proper career and do not understand the benefit of higher secondary education. Moreover, if the economic condition is poor and so is the academic performance than the chance of no-transition or transition loss is sure to happen.

The transition from high school to higher secondary is important as it signifies change. New people, new classes, new teachers, and new levels of schooling can be overwhelming during a transition. It is especially overwhelming for students who have continuously struggled throughout school. Transitioning from one level of schooling to another is a sensitive time and can push students away from continuing with their education. Many dropouts occur during a transition or as the result of a rough transition from high school to post secondary school. This notion is evident in the state report of Chhattisgarh too.

The findings also asserts with researchers suggestions which states that student high in emotional intelligence can definitely contribute to his academic achievement (Goleman, 1996; Elias, Ubriaco, Reese et al., 1992, Svetlana, 2007) contrary, students low on emotional intelligence may not find easy to cope up with academic stress (Drago, 2004) and may not get enrolled in next grade. Research also asserts that adolescent belonging to low socio-economic status is more at risk to dropout/exit from high school before graduating (Ekstorm et al., 1986) and less likely to attend Post-secondary education/college (Lambert, 1988). The finding of the hypothesis is similar to the opinion and indicates same results.

Among girls 25% transition loss was observed while transition loss in adolescent boys was found to be 25.3%. The calculated χ^2 (df=1) = 0.02, $p > .05$ also confirms that transition loss in adolescent students is not affected by gender.

The finding is similar to the findings of that more girls students of class X do not transit to class XI from boys of class X.

Perusal of **Table No 4.14** indicates that transition loss of 24.5% was observed in adolescent students from urban area while 25.8% transition loss was observed in rural area. But the difference is not significant enough and depicts that transition is not affected by urban rural locale. The calculated χ^2 (df=1) = 0.44, $p > .05$ also confirms that transition loss in adolescent students is not affected by their urban-rural locale.

3. A perusal of entries reported in **Table No. 4.15** indicates that enrolled adolescent students significantly exhibited more magnitude of emotional intelligence (M=121.55) as compared to non-enrolled adolescent students (M=95.69). The mean difference of 25.86 and calculated $t=29.04$ also signifies to the fact the enrolled students are significantly high on emotional intelligence as compared to non-enrolled students.

The finding is similar to the findings of recent empirical research and studies which indicate that there is a strong connection between social competencies and emotional intelligence, and retention and academic success (Downey, Mountstephen, Lloyd, Hansen, & Stough, 2008; Parker, Summerfeldt, Hogan, & Majeski, 2004, Parker et al., 2004).

Findings is similar to many of the research done by (P. Qualter, H. E. Whiteley, J. M. Hutchinson and D. J. Pope, 2007) which suggests that students with high and average levels of EI cope up better with transition to next grade and in new school in terms of marks/grade average, self-esteem, school attendance and behaviour than students with who are low in emotional intelligence. On the other hand student poor in coping skills or with negative self-concept and poor self esteem lack in academic motivation which leads to subsequent decline in academic performance(Fenzel, 2000) and consequently may lead to out of school, academically or otherwise. (Dryfoos, 1990; Eccles et al., 1993; Harter & Connell, 1984).

4.1. A perusal of entries reported in Table **No. 4.16** shows that the mean deficiency need score for non-enrolled adolescent students was found to be higher as compared to enrolled students.

The findings of the research matches the Marlow's Hierarchy Needs theory (1997) which states that until the basic needs are not fulfilled; it is difficult to move on the higher order needs. The students studying in government school, most of them represent from poor economic class and marginalised weaker sections.

4.2 A perusal of entries reported in Table **No. 4.17** shows that the mean growth need score for enrolled adolescent students was found to be higher as compared to non-enrolled students.

The findings of the research matches the Marlowe's Hierarchy Needs theory (1997) which states higher growth needs leads to higher aspiration and helps in combating hurdles or problems, which is not so easy for deficiency need students.

5. A perusal of entries reported in Table **No. 4.19** indicates that enrolled adolescent students significantly exhibited more magnitude of stress tolerance (M=94.19) as compared to non-enrolled adolescent students (M=86.18). The mean difference of 8.00 and calculated $t=15.69$

also signifies to the fact the enrolled students are significantly high on stress tolerance as compared to non-enrolled students.

The finding is similar to many researches related to stress. Kadapatti & Vijayalaxmi (2012) report academic stress as a “career stopper”. While certain levels of academic stress are known to push students towards performing well; commonly known as eustress, if it is not managed well and exceeds the optimum level, it can have dire consequences for the student as well as the institution (Lee et al., 2000; Stevenson & Harper, 2006). Correlation studies conducted on academic performance and academic stress show a clear negative correlation between the variables.

Key life events, behavioural and physical manifestations, and social attributions are hallmarks of adolescence period (Brown, Larson & Saraswathi, 2002; Dasen, 2000; Fuchs, 1976; Rindfuss, 1991; Schlegel & Barry, 1991). The transition is not limited to just the bodily changes and social role, but even at the institutional setting, the transition from high school to higher secondary and even graduate studies, require a lot of adjustment and change. Multiple related and inter-related stressors make this process of transition highly stressful for the adolescent.

6. A perusal of entries reported in Table No. 4.20 and 4.21 indicates that the main effect of need level dominated by deficit needs is significantly high ($F = 309.96$) as compared to emotional intelligence and stress resistance in the non-transited passed out learners. The findings are similar to the Maslow’s Hierarchy Need theory which states if the low deficiency D-needs is not satisfied, that is food, shelter, security, love and belonging needs, self-esteem needs it is difficult to move for higher growth needs. Education is cognitive need which is associated even with join and career. Moreover student’s academic stress is also something which few students are not in a position to handle. Ozga and Sukhnandan (1998) and Collier and Morgan (2008) has suggested that most high school students do not have aspiration or goal for Higher secondary education and they lack in preparation for further higher education, and many unsatisfied needs multiply the issue manifold and hence even after being successful graduate do not transit to higher secondary. They go out to fulfill something they need uttermost in their parameter of requirements.

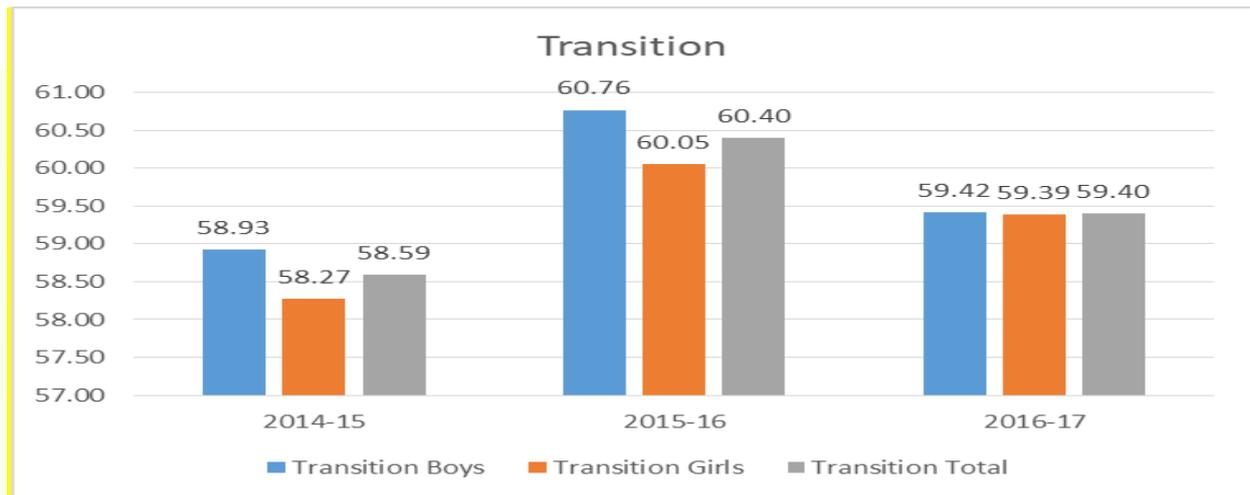
5.2 CONCLUSION & RECOMMENDATIONS:

The research on Transition loss—A function of emotional intelligence, Need level and Stress resistance conducted on 2000 sample, boys 1000 , girls 1000 from both urban & rural locale of 5 district of Chhattisgarh viz, Bastar, Durg, Korba, Mahasamund and Raipur. The methodology of research was implied same as conducted by Parker, Summerfeldt, Hogan, & Majeski, (2004) in which the Emotional Intelligence test, Need level test and Stress resistance Test was administered on the entire 2000 sample. The data was collected, analyzed and it was found that nearly 50% of students studying in the Government school of Chhattisgarh are high in Emotional intelligence and the rest 50% are low in Emotional Intelligence. Low EI affects negatively and the results are negative if not taken care of .Students high in EI are more capable in handling stress and share high level of aspiration, while students low in EI are also low in stress resistance and coping skills, hence many drop out and do not transit to next level of schooling. Students and parents are not fully aware of the benefits of higher secondary education, especially in rural area.

Key life events, behavioural and physical manifestations, and social attributions are hallmarks of adolescence period (Brown, Larson & Saraswathi, 2002; Dasen, 2000; Fuchs, 1976; Rindfuss, 1991; Schlegel & Barry, 1991). The transition is not limited to just the bodily changes and social role, but even at the institutional setting, the transition from high school to higher secondary and even graduate studies, require a lot of adjustment and change. Multiple related and inter-related stressors make this process of transition highly stressful for the adolescent.

Transition loss is seen in both area, rural and urban both, reasons vary and common too, but lack of proper academic counseling seems to be a very significant factor. Career choice, high aspiration, information regarding subject choice, vocational education, lack of self-confidence, poor academic skills, poor soft skills are issues underneath the phenomena of drop out and poor transition rate , causing Transition Loss. The research finding is in resonance with the State transition rate. The transition rate of Xth Students to class XI in the year 2016-17, (the research been conducted) is 59.40 in total and transition rate of boys was 59.42% and for girls it was 59.39%.

Fig. No 5.1



After the declaration of the Board results, it was found that out of 2000 students, 1497 student passed out, 759 boys and 738 girls and 503 students were not successful. The EI, SR and NL score were crosschecked and it was found that students with poor EI, SE and NL were more un-successful and students who scored high and average in EI, SR and Need level were more successful in percentage.

During the new academic session it was found that 216 students did not took admission in schools of various districts. Their score of all the variables were checked too and it depicted the same that the student who didn't get themselves enrolled even after successful in 10th Board had low score in EI, SR and NL. Although few 32 students were high in score but they too did not take admission. This leads to some other research questions and area of further research. Also it indicates that our adolescents are in need of proper guidance & counselling and they need motivation and information regarding vocational education so that they become skilled workforce.

Various mechanisms which provide both personal and academic support have been utilized more widely as it becomes apparent that students who were previously believed to be unsuccessful in their education can be successful when provided with the proper support (Levin, 2003).

Wingate (2007) has discussed a framework to support students in their transition to higher education by helping them understand what is expected from them at post-secondary

education, by addressing their conceptions of learning and knowledge and by gradually developing their competence as independent learners as well as their competence in constructing knowledge in their discipline. Gale and Parker (2014) also argued that the higher secondary and higher education sector should address the transition framework and adapt it to take account of student views. Other important works in the areas of transition include Yorke and Longden (2008), Krause et al. (2005), Marland (2003); Brinkworth et al. (2009), and Thomas (2012). The researchers have suggested transition program and in Secondary education it should be included.

RECOMMENDATIONS:

The research findings suggests following recommendations:

a. All Secondary and Higher Secondary school should have Guidance & Career Counseling programs

Most students do not what and which line or course of study they should follow. They do not have much knowledge of the various career prospects available in their vicinity and places around.

Teacher's Training on Emotional Intelligence and coping with Stress.

From the research it is evident that Emotional Intelligence plays a significant role in day to day life, academic life too. Therefore, it is recommended that teachers should be given training in emotional intelligence and in Stress management.

b. Pre-Transition programs for Adolescents-

The program should be included in schools. Many students are not mentally prepared to change schools, leaving old friends and struggling with academics demands and competitiveness of Higher Secondary Education and higher education. They fear to be unsuccessful.

c. Coaching, Remedial Teaching

They also need help and in support academically as the higher secondary is more streams related and demand more academic commitments. Moreover, they do not have anyone to help them at home with homework and assignments.

d. School As A Learning Resource Center

Government schools should have good libraries, books on Competitive exam preparation, and Sunday classes in which student can come and get help of the various resources. Any Graduate of the area can voluntarily help these students in life skills, communication skill and can other issues in which adolescent learners are interested.

5.3 Recommendation for Future Researches

1. Transition Loss among Adolescents at Higher Secondary Level as Function of Emotional Intelligence, Need Level and Stress Resistance.
2. Transition Loss among Adolescents at Primary Level as Function of Emotional Intelligence, Need Level and Stress Resistance.
3. Transition Loss among Adolescents at College Level as Function of Emotional Intelligence, Need Level and Stress Resistance.
4. Transition Loss among Adolescents at Secondary Level as Function of Attitude & Aptitude, Need Level and Stress Resistance.
5. Transition Loss among Adolescents at Secondary Level as Function of Scholastic Achievement, Need Level and Stress Resistance.
6. Transition Loss among Adolescents at Secondary Level as Function of Emotional Motivation, Need Level and Anxiety Resistance.
7. Transition Loss among Adolescents at Secondary Level as Function of Emotional Intelligence, Need Level and Lifestyle Resistance.
8. Transition Loss among Adolescents at Secondary Level as Function of Emotional Intelligence, Need Level and Socio-economic status.
9. Transition Loss among Adolescents at Secondary Level as Function of Emotional Intelligence, Need Level and Creative Thinking.
10. Transition Loss among Adolescents at Secondary Level as Function of Emotional Intelligence, Need Level and Personality Resistance.
11. Transition Loss among Adolescents at Secondary Level as Function of Emotional Maturity, Need Level and Stress Resistance.
12. Transition Loss among Adolescents at Secondary Level as Function of Emotional Integrity, Need Level and Stress Resistance.

13. Transition Loss among Childhood at Secondary Level as Function of Emotional Intelligence, Need Level and Stress Resistance.
14. Transition Loss among Childhood at Primary Level as Function of Emotional Intelligence, Need Level and Stress Resistance.
15. Transition Loss among Childhood at Higher Secondary Level as Function of Emotional Intelligence, Need Level and Stress Resistance.
16. Transition Loss among Childhood at College Level as Function of Emotional Intelligence, Need Level and Stress Resistance.
17. Transition Gain among Adolescents at Higher Secondary Level as Function of Emotional Intelligence, Need Level and Stress Resistance.
18. Transition Gain among Adolescents at Primary Level as Function of Emotional Intelligence, Need Level and Stress Resistance.
19. Transition Gain among Adolescents at College Level as Function of Emotional Intelligence, Need Level and Stress Resistance.
20. Transition Gain among Adolescents at Secondary Level as Function of Attitude & Aptitude, Need Level and Stress Resistance.
21. Transition Gain among Adolescents at Secondary Level as Function of Scholastic Achievement, Need Level and Stress Resistance.
22. Transition Gain among Adolescents at Secondary Level as Function of Emotional Motivation, Need Level and Anxiety Resistance.
23. Transition Gain among Adolescents at Secondary Level as Function of Emotional Intelligence, Need Level and Lifestyle Resistance.

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