Transition Loss Among Adolescents At Secondary Level As Function Of Emotional Intelligence Need Level And Stress Resistance

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Abstract : 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 -acacademic reason has a physcological 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.

I. 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.

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**

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.

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.

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

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).

From review of literature, it is 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.

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---

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.

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.

HYPOTHESIS III

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

HYPOTHESIS IV

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

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.

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.

RESEARCH METHODOLOGY

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).

DATA ANALYSIS AND INTERPRETATION

4.1(1) 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.

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

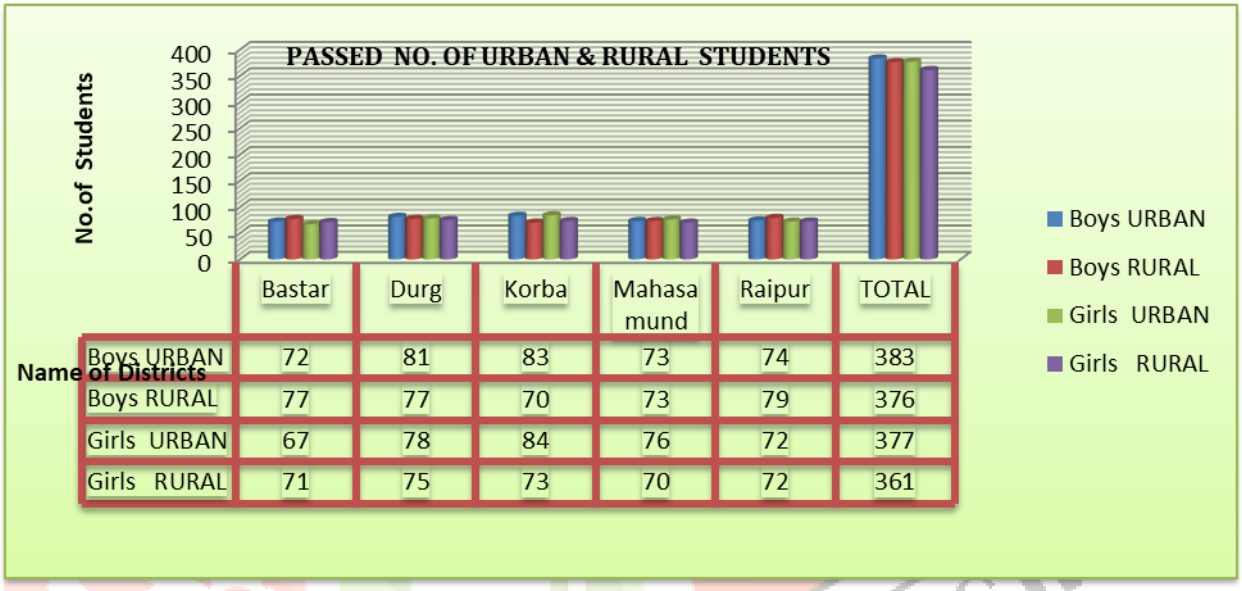
After the declaration of the result, the passed and failed students were separated and the following data of the result was collected. The results are:

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**

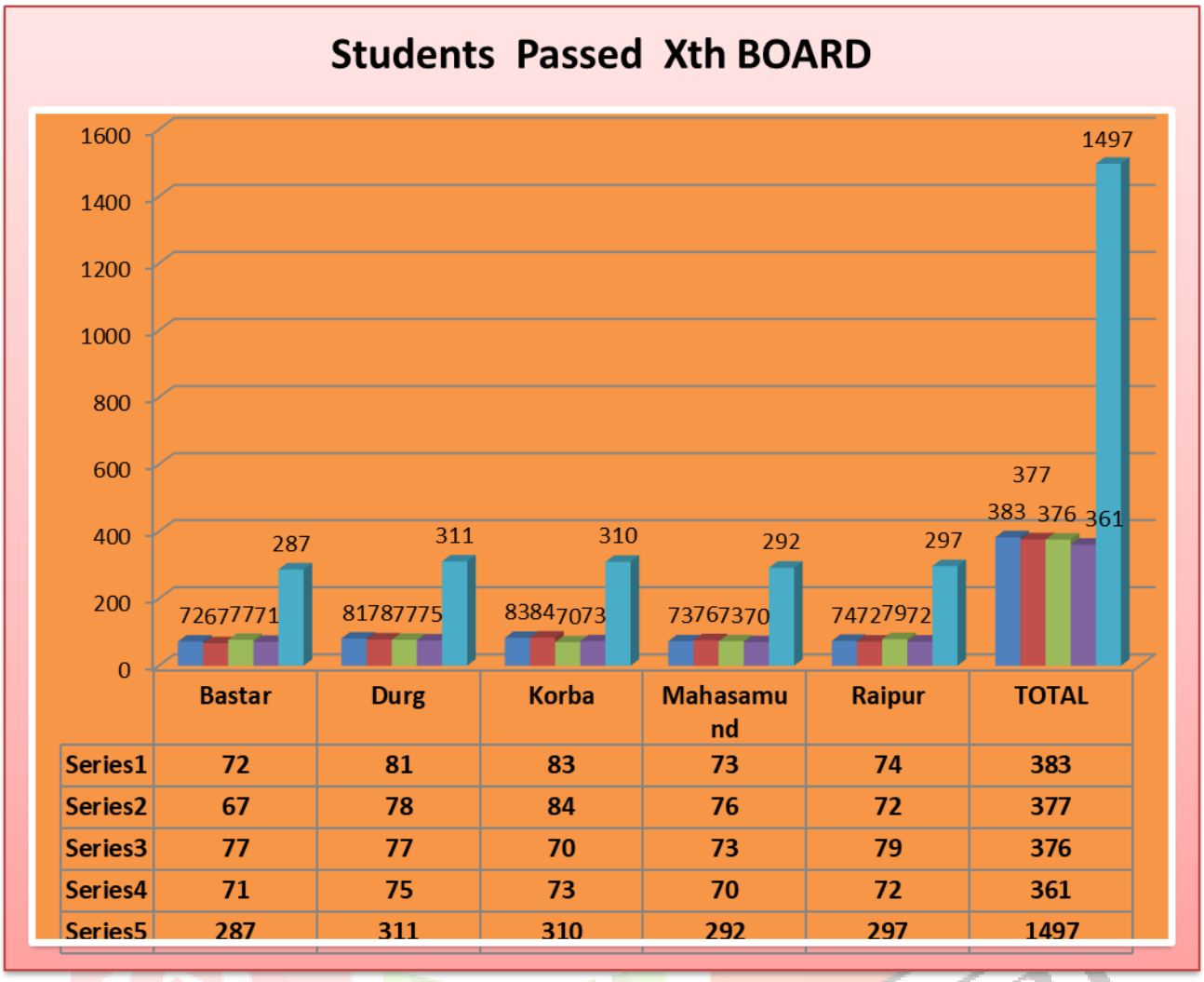
The above **Table No. 4.8** shows that out of 2000 students, 1000 girls and 1000 boys, 1497 students, boys 759 and girls 738 successfully completed the Xth class. In rural locale 737 and in urban locale 760 students cleared the 10th Board. Durg District shows the highest number of successful students and Mahasamund depicts the least number of successful students.

Fig No. 4.7
Students passed in X th 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 X th Board –District wise representation



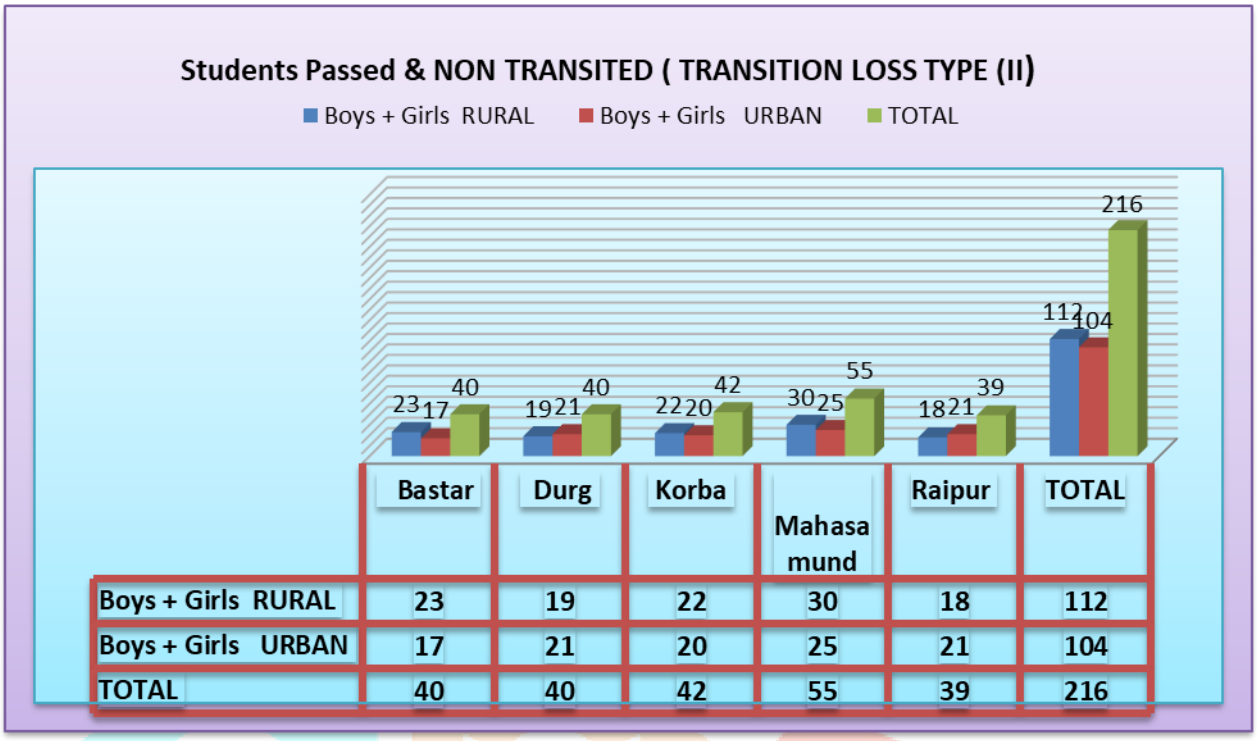
The above **Fig No. 4.8** depicts that the number of highest students who passed in the Board exam are from Durg district.Similarly, the lowest number of passed students who passed in the Board exam are from Bastar district

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 got 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 0f 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%.

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

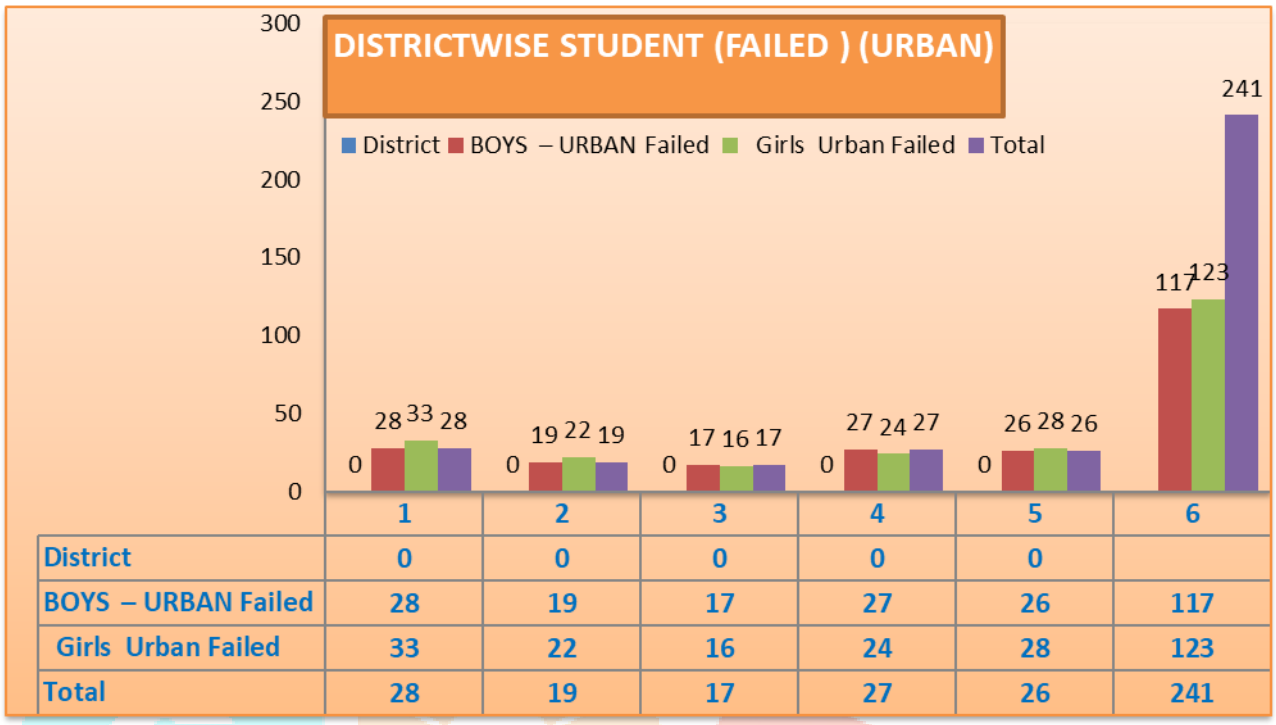
The above **Table No.4.10** depicts that in Xth Board the number who were not successful in 10th Board examination in rural area. The number of boys who did not pass is 124 and the number of girls is 139.

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.



	1	2	3	4	5	6
District	0	0	0	0	0	
BOYS – URBAN Failed	28	19	17	27	26	117
Girls Urban Failed	33	22	16	24	28	123
Total	28	19	17	27	26	241

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 4.13

Table No. 4.13
Frequency Distribution of Selected Adolescent Students on the Basis of Transition Loss and Gender

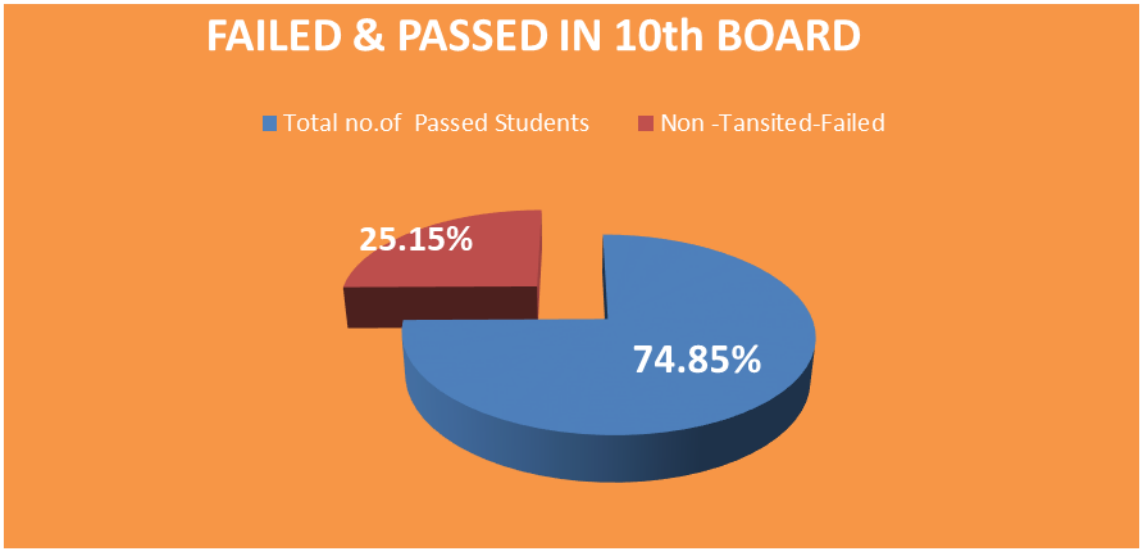
			Gender		
Eligible to Transition	Passed & Transited	Count	Girls	Boys	TOTAL
		% within Transition	738	759	1497
		% within Gender	49.30 %	50.70%	100.0%
		% of total	73.8%	75.9%	74.85%
	Non-enrolled (Detained)	Count	36.9	37.95	74.85%
		% within Transition	262	241	503
		% within Gender	52.09%	47.91%	100.0%
		% 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)
$\chi 2$ (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 passed 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).**

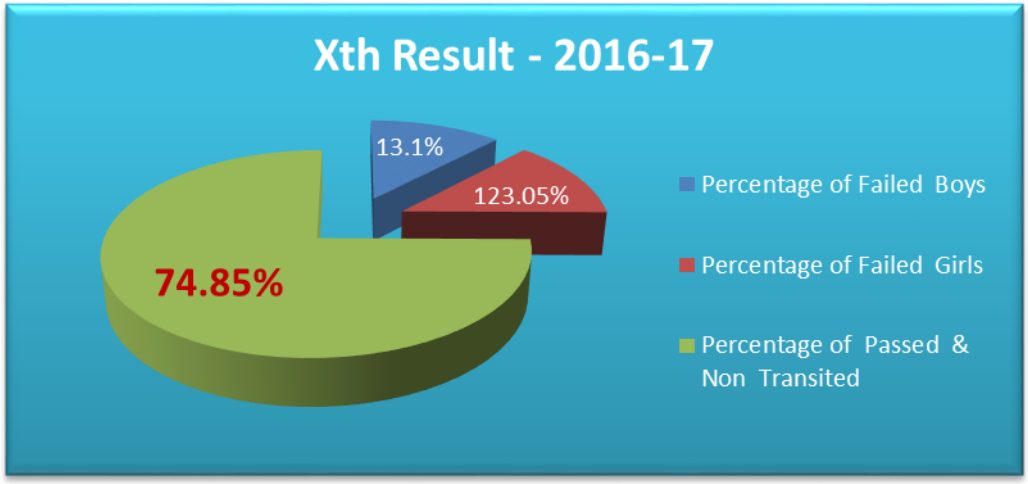
Fig. No. 4.12
FAILED & PASSED IN 10th BOARD



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%.

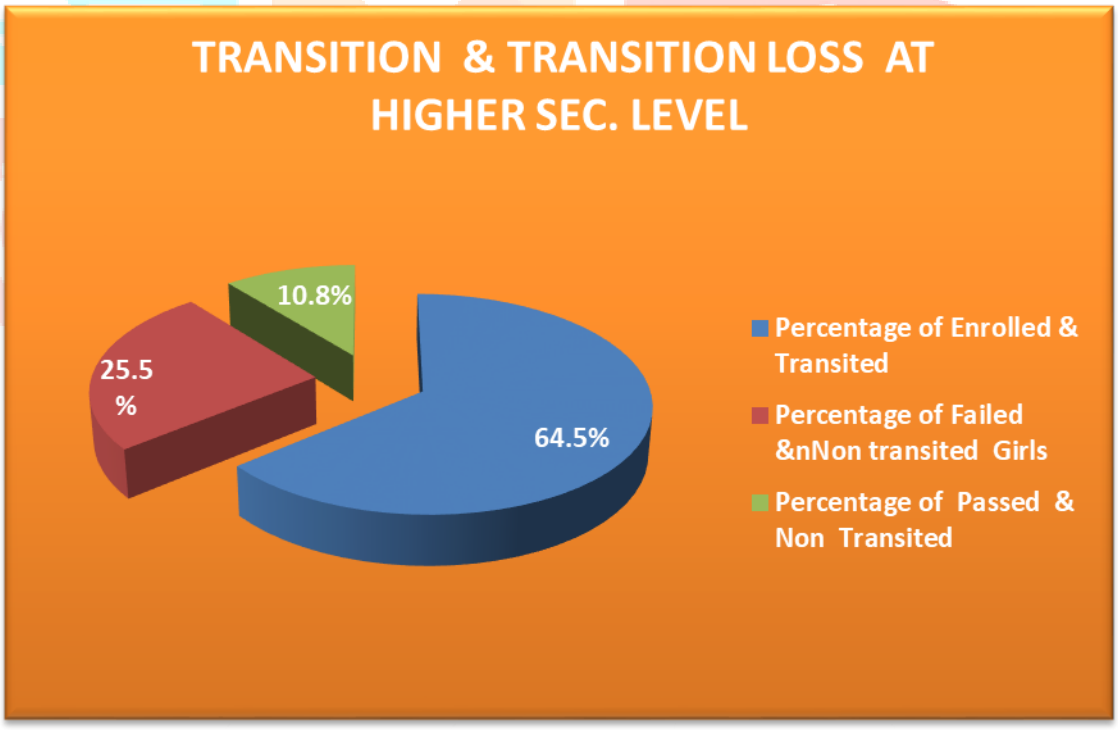
Fig. No. 4.13
X Result - 2016-17



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 $\chi 2$ (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).

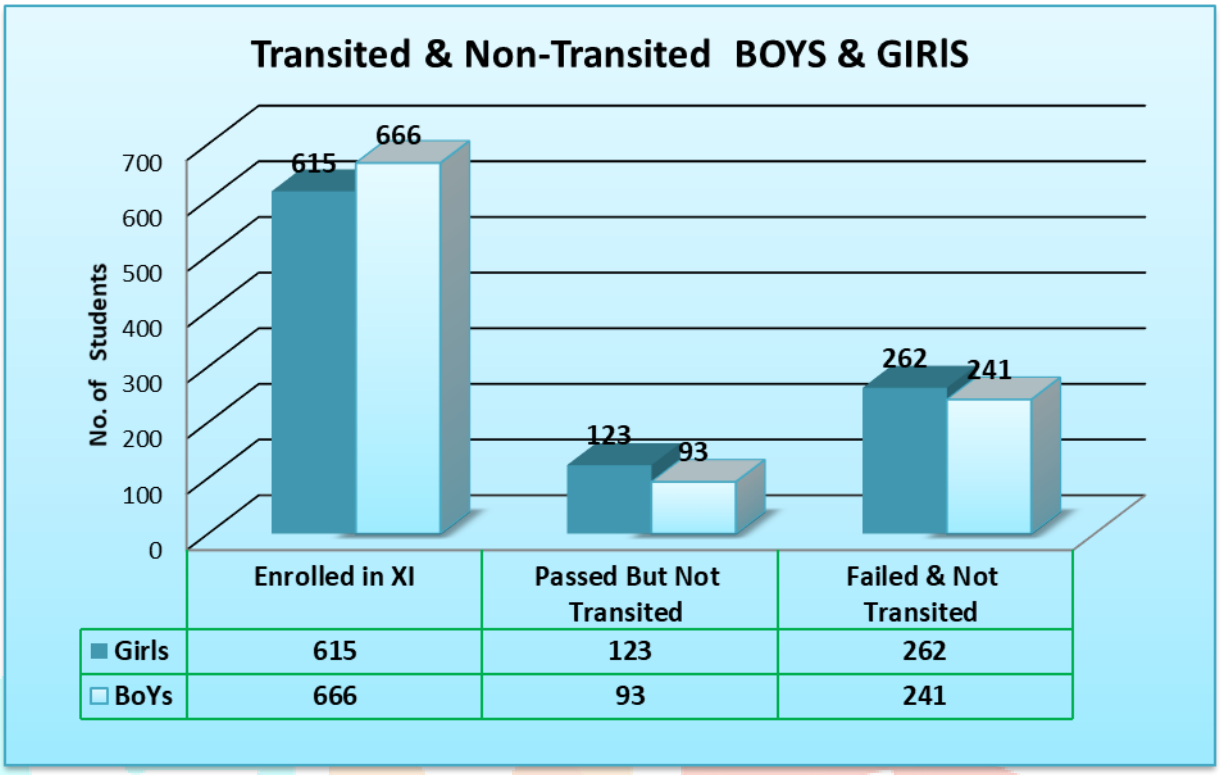
Fig. No. 4.14
TRANSITION & TRANSITION LOSS AT HIGHER SEC. LEVEL



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.

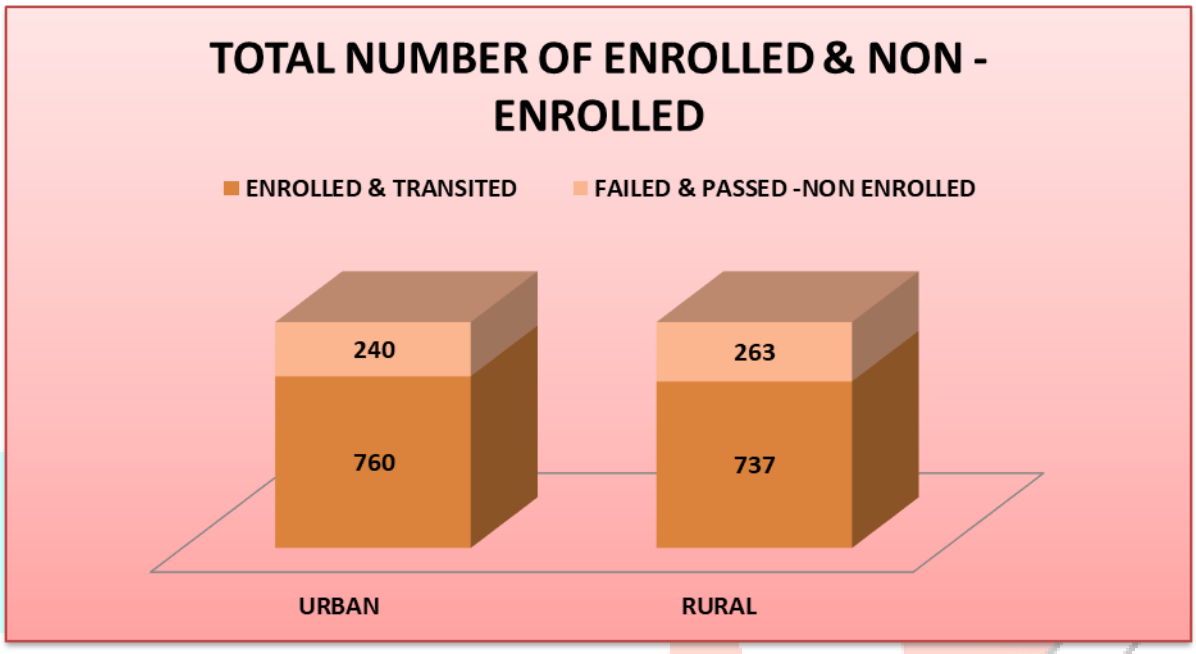
Table No. 4.14
Frequency Distribution of Selected Adolescent Students on the Basis of Transition Loss and Urban-Rural Locale

			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 l	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. $\chi 2$ (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 $\chi 2$ (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 od students in urban and rural locale but statistically the difference is it 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**

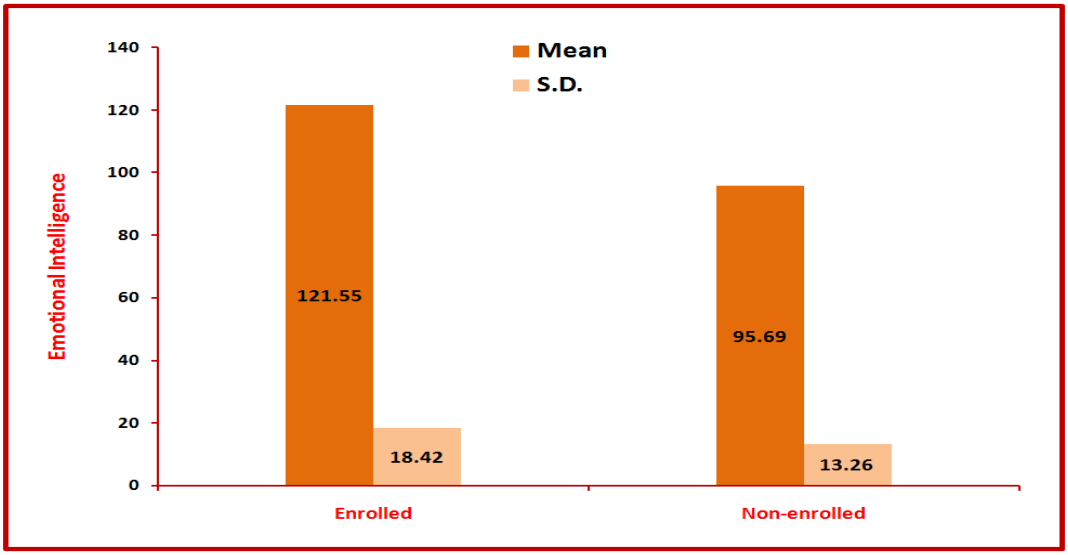
Table No. 4.15
Comparison of Emotional Intelligence between Transited and Non-transited Adolescent Students

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

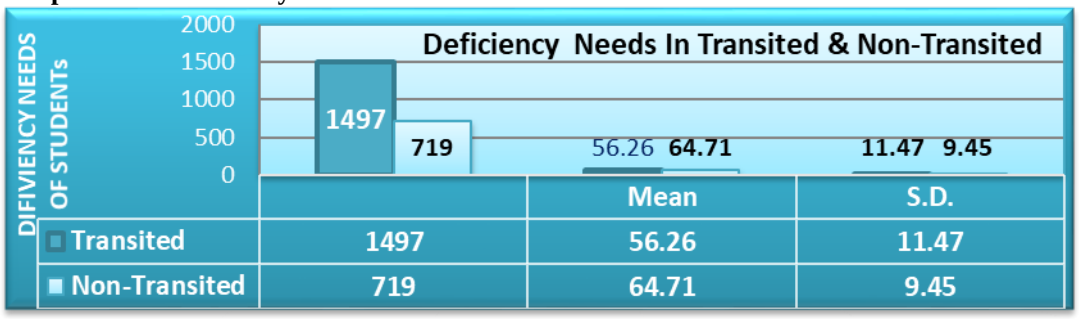
Comparison of Deficiency Needs between Transited and Non-enrolled Non-Transited Adolescent Students

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

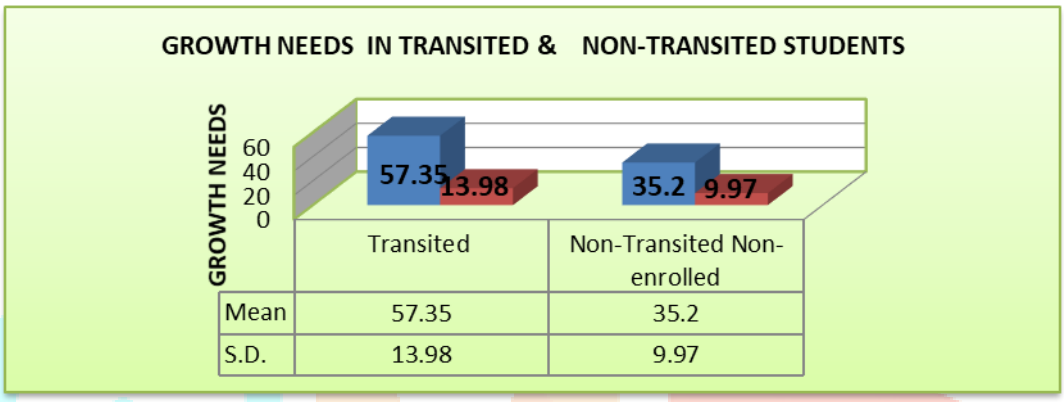
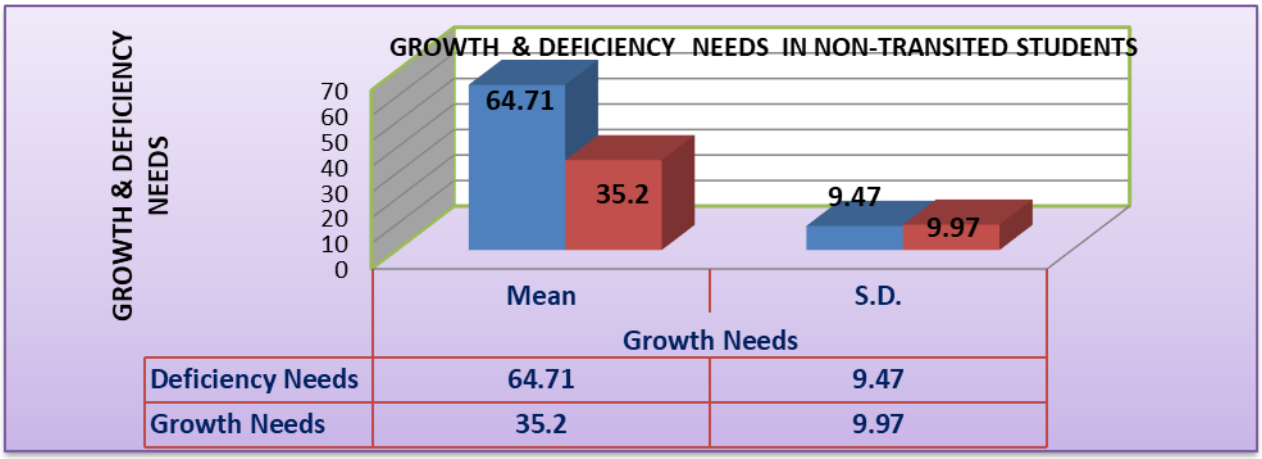


Table No. 4.18
Comparison of Deficiency Needs and Growth Needs of Transited Adolescent Students

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.



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.

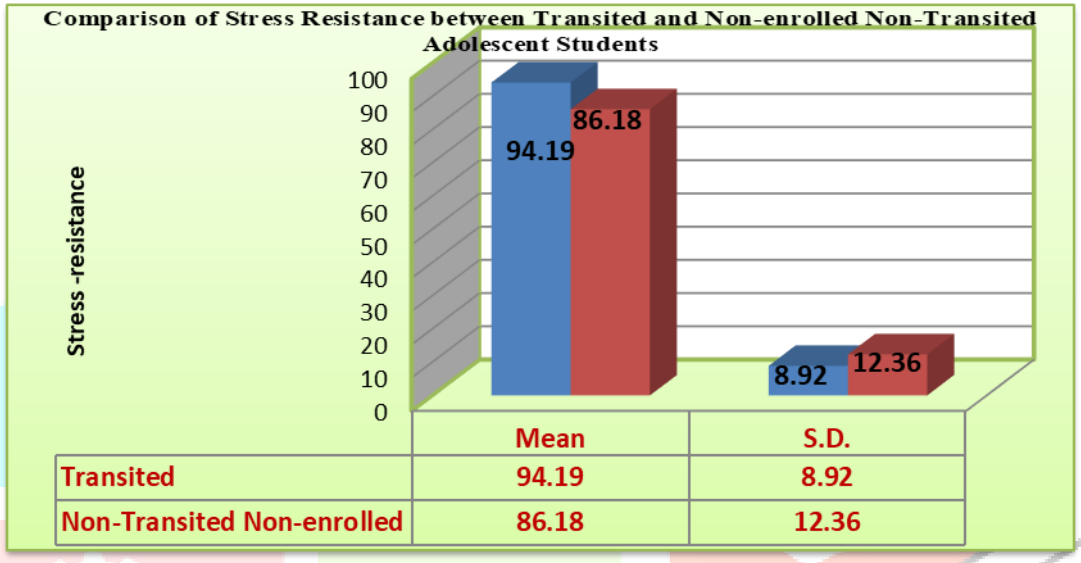
Table No.4.19

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.

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 0f 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 $\chi 2$ (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 $\chi 2$ (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.

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