Changing of Schools: How it affects the School Life Experiences of a Student

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ABSTRACT

The Pivot point of research carried out is to study the impact of changing of school in a student's life and various effects it can have on school life experiences. Researcher has worked upon feedbacks gathered from individuals of different age and their experience accumulated from their own school lives. Analyst got reactions from 140 participants. The information was gathered using Google forms and it was investigated utilizing Google's analytical tools. It was found that changing of school had both merits and demerits given that how one perceives it and adapts according to the changes. People have different reasons for changing their schools. Factors like new region, culture and language of new place also acts as deciding factors for the adaptability and performance of newly admitted student.

Keywords-- School Life, Change in School, Adaptability

I. INTRODUCTION

Today when robotics, modern warfare and Artificial Intelligence are taking up the centre stage in the development of the world, the importance of fundamentals of education are being overlooked. People generally want to complete education rather than acquiring practical knowledge or real life skills. Effects which arise after changing school are generally ignored by guardians which may or may not lead to behavioural changes in student's life.

In the study done by Brook lite, he tells (lite, 2019) us following insights about his study: 'When students are surrounded with new classmates, teachers, administrators and principal who come from different religions, cultures, and believes, they meet each other on daily basis which helps them with their interaction skills, they follow given instructions, compete with each other various competitions and many more activities'. When a student changes the school this above mentioned interactions and instructions multiply and hence overall experience increases.

Number of effects related to changing of schools like academic curriculum changes, peer relationships, adjusting with new teacher etc. can be a difficult task for a student to adapt. It is the responsibility as well as duty of parents in minimising or eradicating effects of these changes which can done by following small steps like keeping in touch in with their children, teaching them social skills, constantly checking their performance etc.

For instance if a student had to change his/her school for 2 or 3 times in his/her entire school life it leads to drastic mental and psychological changes which can work positively or opposite. If supposedly we talk about change in the environment of education institutes like change of language, attitude of institution's staff and fellow students, culture that people follow and more factors like this. All of these factors together individually or when grouped together affect a student's life.

If we look at this from a student's point of view, from education institute to friend circle, home, neighbourhood almost everything gets changed. This change leads to number of side effects, change in behaviour, arising of new difficulties. In the race of giving children best education from best institution often parents overlook minute details like effects of these change on overall personality of their ward.

II. OBJECTIVES

- To study the impact of Change of school on a student's academic life.
- To study how this change affects student's social, emotional and behavioural skills at different ages.

III. RESEARCH METHODOLOGY

The research is exploratory in nature. The researcher has used structured questionnaire to collect the data analyzing variables like number of times a student has changed its school, location of new school, or if there was particular reason(s) to change the existing school and what other changes occurred. Multiple Choice Questions were used in the questionnaire to get responses towards asked questions.

IV. SAMPLING TECHNIQUE

The researchers used convenience sampling for the data collection and its interpretation.

V. LITERATURE REVIEW

(Hopkins, 2004) Author Heather Hopkins writes in his article about how he studied the different challenges that transferred students face and the Orientation Program which they have formulated to help these children. As this article states, students find it difficult to mix up with the new school environment. He wanted to support these children and making these various researches as the foundation of his orientation program, he designed a five step Orientation Program- a) Sent invites to new students and their parents to take a round of the building and to attend meetings, b) Conduct an "Intake Interview" to collect information about the new student, c) Organizing meeting of new students and parents to inform them about their programs and procedures and tours of facilities, d) Have "check-in" sessions with students and parents in second and seventh week of school which aims at providing support and clear doubts, e) At last a final meeting is organized for new parents to answer questions and to address any other needs. The impact of this program turned out to be positive and helpful to both students and parents.

(Kull, 2016) The authors Rebekah Levine Coley and Mellisa Kull have explained their topic "Is moving during childhood harmful?" in their research really well. They found that children moved on average 2.5 times between birth and eighth grade, with few moving up to 11 times. They tell us that different ages experience different effects of moving. Starting with the period between birth and kindergarten moving disrupts their social-emotional but not cognitive functioning in kindergarten whereas in elementary school both social-emotional and cognitive functioning is affected in fifth grade and in middle school they say that only cognitive skills are impeded. They mentioned that each additional move is associated with some damage to the child's well-being. As their study says moving affects the school performance adversely but children generally overcome the negative effects on their academic skills, as measured by reading and math tests.

(Spencer, 2008) T Jelleyman and N Spencer did a systematic study to collect evidence on childhood residential mobility and the health outcomes in those children later in life. The main reasons found for residential relocation were unemployment, divorces, poverty, family disruption and house tenure. After deep research of almost 22 studies they found that residential mobility lead to emotional and behavioural problems in school going children which required psychological help, identified in adolescents the high risk of getting involved in premarital sexual behaviour and teenage pregnancy which correlated to number of moves, early introduction to drug use was related to four or more residential moves before 16 years of age and early signs of depression. As they already mentioned in their research that it is totally observational and might have other explanations, they feel there is limited support in health services as residential mobility does lead to dire health outcomes so residential mobility should be taken as a serious concern in research designs and development of child health services.

(Roger T. Webb, 2016) In a similar study done by British researcher Roger T. Webb and his colleagues, they examined a data set which contained records of people born from 1971- 1997 in Denmark which were followed from their 15th birthdays till their early forties to find out how moving in childhood affected results later in life. They focused on a numerous of negative outcomes like suicide attempts, criminality, psychiatric disorders, drug abuse, natural and unnatural deaths. They found that out of all six considered negative outcomes, the highest risks were among cohort members who relocated frequently before their 15th birthday. Kids in early adolescents (12-14 age) are most likely to suffer the ill effects of moving. A child who went through a residential move at the age of 14 had double the risk of suicide by middle age. The probability of engaging in violent crimes of illicit drug use was more than double and these ratios held true even after controlling parent's earnings and psychic history.
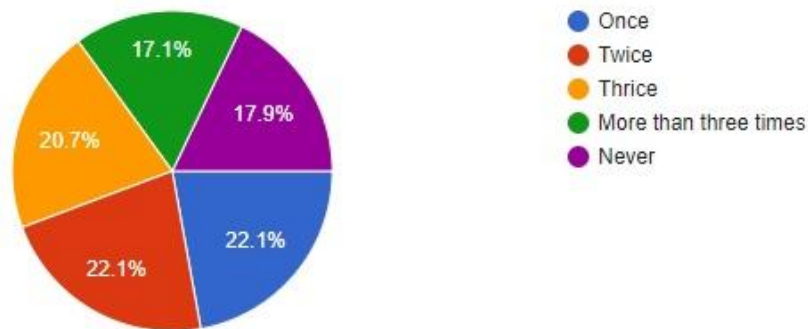
(Elizabeth Lawrence, 2015) Considering that early development shapes later development, the authors decided to study the individual, household and neighbourhood characteristics linked with residential mobility for children aged 0-5 .They found that moving was common for these families with young children, as most of them moved at least once between the birth and the beginning of kindergarten and rest of them moved three or more times during the whole study period. Other findings were that the neighbourhood aspect generally improved among movers relative to non-movers so basically they meant that moving can be a good strategy for improving neighbourhood aspect. However it was also found that neighbourhood improvements did not necessarily mean improved household socioeconomic position. After considering the main characteristics, they suggest a need for further research on this topic in future.

(Root, 2014) As relocating means moving to a new neighbourhood, the authors decided to study the impact of it in neighbourhood socioeconomic context with each following move. It was found that residential mobility did not grant any advantages in improving neighbourhood aspects for children aged 5–10 unlike the previous study. They divided people into movers and frequent movers, mover being who moved only once and frequent movers being referred as who moved 2 or more times so it was really interesting to find from the sample that over time both movers and frequent movers shifted to higher-socioeconomic-status neighbourhood but frequent movers eventually ended up at lower-socioeconomic-status neighbourhood during their final move. It can be concluded that the reason can be something negative which led them to the lower-socioeconomic-status neighbourhood because there are various negative and positive reasons behind moving which directly decide the type of neighbourhood they shift to.

(Joseph Gasper, 2012)In this study, the authors seek to determine whether switching high schools leads to dropping out or whether high school mobility is just a pioneer to dropping out. They selected a data that allowed them to analyse the effect of switching high schools on dropout for youth who are alike on pre-high school characteristics. They found that the dropout rate for youth who attended the same school was 8.1 percent while who attended two high schools was almost double that rate and dropout rate for youth who attended three to five schools was three times that of who attended only one high school. One of the major findings was that the gap between switchers and stayers drop rate could be largely accounted for by family structure and previous behaviour and academic performance. They basically concluded that it is probable switching schools is a part of the process of disconnecting from school and it can lead to dropout.

Research (Sushil Mavale, 2020) conducted by author Ramandeep Singh and Sushil mavale shows how students in today's world like to spend their time watching online streaming services almost every day and often relate their lives with the present series they watch and also recommend it to their peers and influence each other. It shows us how people are busy with themselves. It gives us an indication that if people are free and have no social activity to do they tend to spend their time alone and on digital platforms. This same behaviour can also be followed by students going to school if they don't like overall environment and have introverted nature.

In the research by Reesa sorin and Rosemary lloste (Lloste, 2006) they explained few of the concepts which are mostly overlooked and very less attention is given to them, through their research they told us that how moving schools impacts students present life in the

new school and also their higher studies. They found out that their parents of the family is not changing their place due to reasons like transfers within ongoing jobs but due to the reasons like changing of homes, seeking new/different jobs etc. Also they found out that when children moved into new schools, they told that they looked forward to their new teachers and their behaviour towards them.

(Hinde, 2004) This research by Elizabeth explains the various effects of school change on school culture. This article characterizes culture as it applies to schools and inspects the impacts of school culture on educators and schools as a rule. Hidden presumptions held by school staff that are expressive ways of life of schools was additionally analysed. The explanations behind change to be acknowledged or dismissed are additionally examined.

VI.   DATA INTERPRETATION AND ANALYSIS

1. When asked about age from the people who participated in the survey, we tried to keep our research as varied as possible, in which we got a majority of responses from people aged 20-25 years i.e. 68.6%, followed by the age group of 15-20 years which had a percentage of 22.1. Age group of people from 25-30 was 5.7% present in the survey. The survey also included children of age 15 years contributing 2.1%. And the rest People involved in the survey were aged more than 30 years.

Number of times respondents changed school
(Source: Authors' own contribution)

2. The following response had most variation amongst all the responses, which included 22.3% of people ended up changing their school for at least once in their school life and the same percentage was seen for people who changed their school for three times. 17.9% of people had never changed their school and on the other hand almost 17.1% changed their school for more

than 3 times. Remaining 20.3% had exactly changed their school for 3 times.

3. When asked about the location of the new school, we figured out that 56.9% people had their new school in the same city. While 27.6 % people had their new school in a different city. We also received responses in which the school was in a different state with a percentage of 22. Remaining people got into their new school which was abroad.

4. With the change in the school when asked about change in the educational board almost 71.7 % people had the same educational board as the last school and remaining no of people which were 28.3% to be exact had different board.
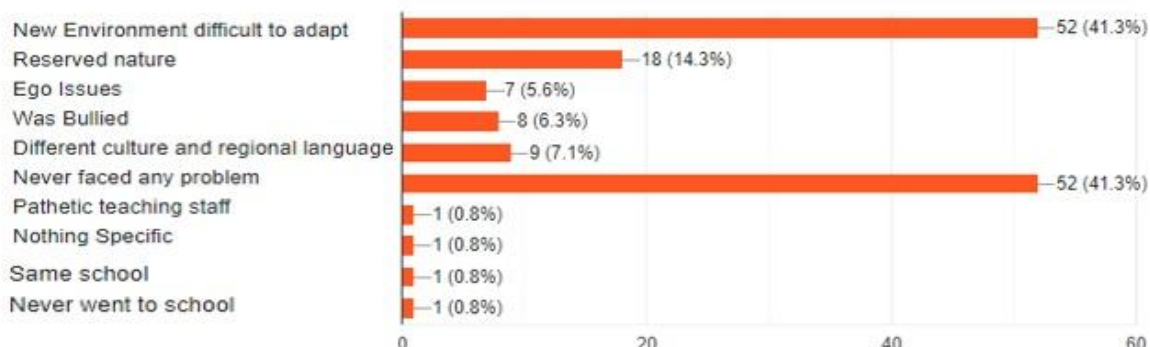
Various difficulties faced by students
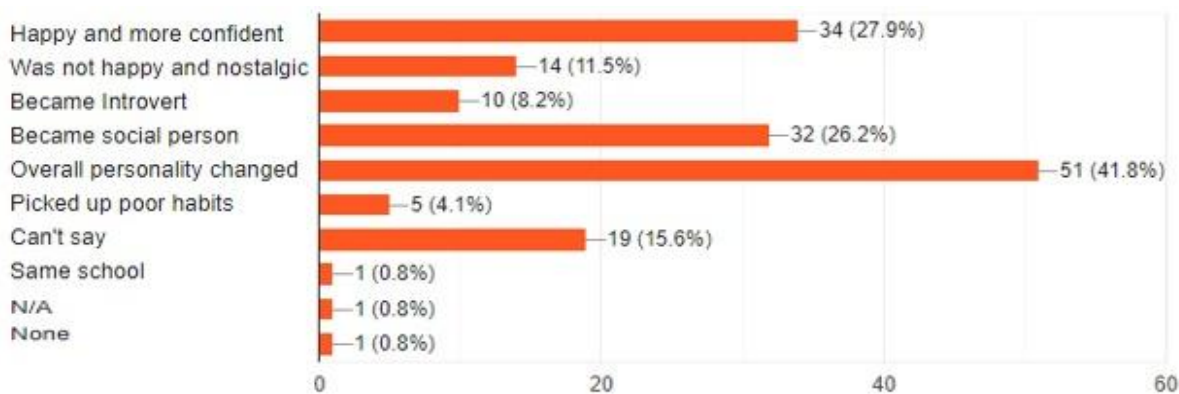
(Source: Authors' own contribution)

5. On being asked about the difficulties students faced in the new school we registered that 41.3% of people faced difficulties due to the new environment.14.3% of people faced problems due to their introverted nature. Almost 9.7 % of people had difficulties due to different regional language and culture of that place. Whereas 6.3 % faced difficulties due to bullying. 5.6% of people confirmed that they had ego issues, which became a barrier for them. Very surprisingly we also found out that almost 41.3 % had no difficulties at all.

6. It was noted that 38.3 % of people changed their school due to the reason that they wanted to pursue higher studies from a reputed school. While 39.1% of people had to change their school due to relocation of their parent's job.19.2% people changed the school because education and infrastructure of their present school was not up to the mark. People also claim to change their school because of the fact that they were unhappy in their present school and their percentage was (5.8).

7. Around 41.1% accepted the fact that due to change in school their academic performance suffered but then with time it did improve, whereas over 47% of people stated that their academic performance was not affected. In the last about 11.3% people claimed to have suffered in their academic performance due to change in school.

8. It was observed from the responses that 37% of people found the new educational board and different pattern of syllabus challenging, whereas hectic schedule of new school was a reason of difficulty for about 35.2% of people. 19.2 % faced challenges academically because the study related material was expensive. 9.3% of people claimed that they found difficulties due to non-cooperative peers. Poor infrastructure of school was a difficulty for about 5.6%. 6.5 %of people had no difficulties at all.

9. When asked about the effect upon extracurricular activity profile, 72.5% of people agreed to the fact that they did improve their profile due to the change and remaining 27.5% of people said that their profile suffered.


Behavioural changes faced by students

(Source: Authors' own contribution)

10. It was recorded from the responses of the survey that 41.8% of people agreed that their overall personality changed and confidence was boosted. 27.9% felt more confident. 26.2% new and bigger friend circle helped me become

active socially.15.6% people couldn't figure out any change. 11.5% of people became sad due to the change. Due to bullying 8.2% people became introverted due to it. Around 4.1 % of people picked up bad habits from bad company.
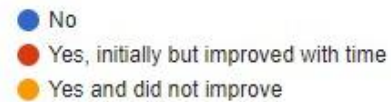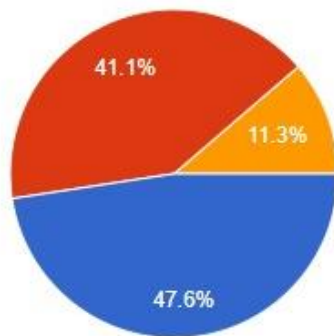
Responses on change in grades

(Source: Authors' own contribution)

11. Emotional and academic support was provided to people when they came into a new school and percentage of it was 47.2.while only 28% people said that they only got academic support from school. 23.2% people said that we didn't get any kind of support. Remaining 1.6 % of people didn't receive any emotion.

VII.   CONCLUSION

In this study, it was found out that the majority of people have changed their school for at least once. It was seen that people who have had changed to a new school, their new schools were located in the same city or different state or even abroad, which shows that how migrancy is deeply rooted and affects bigger spectrum than thought.

The following reasons were observed through this research that lead people to change their schools, these reasons varied from person to person but it was noted that the majority of students had to change their school because their families relocated to a new place. Second most common reason was that students wanted to pursue higher education from a reputed institution. Other reasons starting from poor education, outdated infrastructure to schools being overcrowded were also found.

When a student moves to a new school he/she faces different challenges. Changing schools is difficult for everyone but this overall change in environment, other factors and how one perceives it, it depends on person's personality. It was observed that people with reserved nature faced more problems mixing up with fellow students also they were bullied which resulted in depreciation of their both academic and extracurricular performances. Regional language and culture of the new place also acts as a great difficulty to understand and mix up with the new classmates.

It was also found out that when students deal with changes, these changes can be very helpful to boost their self-confidence and performance. When students get better faculty, peers, infrastructure more opportunities with good competition they explore their new capabilities and limits. We can also refer this great quote written by Gail Sheehy: "*If we don't change, we don't grow. If we don't grow, we aren't really living*". So we observed that somewhere or another there are both merits and demerits of this change which and it really gives us motivation to grow and change as we strive ahead in our lives

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