Trait Anxiety Level Analysis of High School Students with Migration in Mersin

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Trait anxiety level analysis of high school students with migration in Mersin

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Abstract

Migration is a phenomenon that increasing day by day, in these days it has affection on society and individual. When stress is evaluated as the adaptation effort against to changes of the organism these effects become much clearer. This survey aims to investigate the levels of trait anxiety of high school students who has internal migration or vice versa that lives in Mersin. The sample of the research consists of 100 students having internal migration and 100 students having not. Therefore, depending on the personal information forms, the frequency and percentage distributions of demographic features has been found. Afterwards, "Independent Groups T test" technique was used in studying trait anxiety levels of students having or not having experienced migration; "One-Way Analysis of Variance (ANOVA) and "Independent Groups T-test" were used in case of homogeneity of variances so as to determine whether trait anxiety levels vary depending on socio-demographical features (parent education, income status, gender). According to the results of research, trait anxiety level of the high school students having internal migration are higher than the high school students don't have internal migration. Decreasing of the income status of the family increases the anxiety levels of the students. The result of the trait anxiety levels of the student by gender; there are no statistically significant differences between female students and male students. Analysis results demonstrate that there is no meaningful relationship between trait anxiety levels of student and education level of fathers. The relationship between trait anxiety levels of student and education status of the mother is significant. Education level of the mothers rises, trait anxiety scores of students drop.

Keywords: Internal Migration; Trait Anxiety

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1. Introduction

The purpose of this research is to study the trait anxiety levels of high school students who came to Mersin through internal migration and the anxiety levels of those who do not have migration life comparatively.

Migration is one of the fundamental concepts which have affected many families in recent years. Psychosocial stress has become inevitable during recent years when urbanization has been rising day by day. The main purpose of our research is to study the effects of this factor on especially high school students and to identify the type of reactions given by students against this effect.

Migration is a process that affects every individual more or less. The changes that affect families also have an impact on children in varying degrees.

This impact becomes even clearer when stress is considered as the effort exerted by an organism to adapt to changes. The reason is that new situations emerge with migration to which families and children need to adapt.

As it is known, the phenomenon of migration leads to some changes and problems both in terms of immigrants and the location of migration (city). When individuals and groups immigrating to the city are considered, migration and urbanization entail the process of adapting to urban conditions and culture in a way for them. In other words, those immigrating to the city have to change in socio-economic and cultural terms. This alteration is a comprehensive one that takes place in social relationships, world views and life styles of individuals as well as the works and professions that they perform (Erjem, 2008).

Another new state brought about by migration is the obligation for some children to work. Working children appear as one of the most important phenomena that conflict with the most fundamental principle in child development, "Every child should live the role of his/her age". It is obvious that irreparable problems can emerge in psychological balance and personal structure of children as a result of performing heavy labour (Balcıoğlu, 2002).

Newcomers cannot pursue their traditions in a city of unplanned urbanization. They cannot find coherence between the place of migration and the new environment they have entered. They suffer despair and deprivation and experience depression in varying degrees most of the time. We can consider a large part of psychosocial and economic difficulties as a function of this floundering situation (Balcıoğlu, 2002).

One of the main problems caused by rural-urban migration is rapid squatting. This phenomenon also brings about significant problems. It is seen that inconsistency with such problems as unemployment, housing, environment and traffic is a fundamental problem that arises from a new life style. This inconsistency creates a significant foundation for children in difficult situation and pushes them into crime. Urbanization is enabled by driving forces and attractive forces. The attractive forces are social and economic vitality of the city while the driving force is the means of transportation (Balcıoğlu, 2002).

Rural-urban migration leads to significant social changes. These changes mean reconstruction of any kind of human relationships. Structural changes affect physical structure as much as they cause behaviours and even enthusiasm of people to change (Keleş, 1984).

Here introduce the paper, and put a nomenclature if necessary, in a box with the same font size as the rest of the paper. The paragraphs continue from here and are only separated by headings, subheadings, images and formulae. The section headings are arranged by numbers, bold and 10 pt. Here follows further instructions for authors.

1.1. Purpose of the research

The main purpose of our research is to study trait anxiety levels of high school students having experienced internal migration.

Sub goals of this research are:

- Are there any differences between trait anxiety levels of high school students having experienced internal migration and trait anxiety levels of those who have not experienced internal migration?
- Do trait anxiety levels of high school students who have experienced internal migration and those who have not vary depending on gender?
- Are trait anxiety levels of high school students who have experienced internal migration and those who have not related to education levels of parents?
- Are trait anxiety levels of high school students who have experienced internal migration and those who have not related to income status of families?
- Is there any relationship between trait anxiety levels of high school students having experienced internal migration and their gender?

1.2. Significance of the research

Internal migration events depending on increasing urbanization in recent years affect society, families and individuals and cause social and individual changes. Individual change is a spectrum that contains such elements as anxiety, worry and stress.

The main element in our research is to observe the degree at which this psychosocial impact in high school students affects anxiety levels and the reactions given by students against this impact. The same applications will also be made for high school students who have not been affected by this factor (migration) in order to assess the results better. As much as identification of anxiety levels and reactions observed can contribute to possible psychosocial intervention programmes, the ability to foresee these reactions will serve the main purposes of psychological science.

2. Method of research

2.1 Population Sample

The method of "disproportionate cluster sampling" was used in this research. Generally, clusters were selected randomly instead of taking random samples on individual basis from each group (cluster) and in this way economization was aimed both in economical and temporal terms (Gay, 1987). This method was chosen due to size of population, economical reasons and for the purpose of using time more wisely (Charles and Mertler, 2002).

The population of the research is composed of high school students studying in 2012/2013 Academic Year in Mersin. On the other hand, sample of the research consists of 200 students studying in Atatürk Technical and Industrial High School in Toroslar district centre.

Model of the research is arrangement of requisite conditions relevantly and economically in order for data to be collected and analysed. Survey method was used in this research. (Karasar, 2002).

2.1.1 Children Having Experienced Migration

Children having experienced migration were selected from Atatürk Technical and Industrial Vocational High School located in Alsancak Quarter of Mersin. Alsancak Quarter is one of the quarters of Mersin which receive migrants and where mostly families with lower socio-economic levels live.

100 students having experienced migration were selected from those having experienced internal migration after 5 years of age among 1st, 2nd, 3rd and 4th grade students of Atatürk Technical and Industrial Vocational High School.

2.1.2 Students Not Having Experienced Migration

They were selected through the same method and from the same high schools. 100 students among those born in Mersin who were in the same class as the students who had experienced migration were identified through the method of complete inventory. These students constitute the control group.

2.2 Data Collection Tools
2.2.1 Personal Information Form

The questionnaire was formed by the researcher. It contains questions related to gender, age and socio-economic status of the people who have or have not experienced migration as well as the region from which they migrated.

2.2.2 Trait Anxiety Inventory

Adaptation of the scale, the original form of which was developed by Spielberger et al. (1970) so as to identify state and trait anxiety levels separately, to Turkish as well as reliability and validity studies were carried out by Öner and Le Compte (1974-1977). The scale, which is a type of self-assessment, consists of two separate scales which is composed of a total of 40 items. In this study, "Trait Anxiety Scale" of the inventory with 20 items was used. In the scale, which was 4 point Likert type, the answers given to 1st, 6th, 7th, 10th, 13th, 16th and 19th items are graded inversely. The total score value obtained from the scale can vary between 20 and 80. High scores denote high anxiety level while low score level denotes low anxiety level. The scale's Kuder-Richardson (Alpha) reliability varies between .83 and .87, test-retest reliability varies between .71 and .86 and item (Item Remainder) reliability varies between .34 and .72. Its structure or experimental concept validity and criterion validity analyses were conducted and satisfactory results were obtained (Öner and Le Compte 1985).

3. Findings

In this section, data obtained through "Personal Information Form" and "Trait Anxiety Inventory" and trait anxiety levels of students who have or have not experienced migration were analysed and their findings were summarized.

Frequency and percentage distributions of demographical features were found depending on personal information forms. Afterwards, "Independent Groups T test" technique was used in studying trait anxiety levels of students having or not having experienced migration; "One-Way Analysis of Variance (ANOVA) and "Independent Groups T-test" were used in case of homogeneity of variances so as to determine whether trait

anxiety levels vary depending on socio-demographical features (parent education, income status, gender) and findings were stated in the tables below.

Girls make up 88 (44%) while boys make up 112 (56%) of 200 high school students who have and have not experienced internal migration and from whom data was collected. Girls make up 31 (31%) and boys make up 69 (69%) of 100 high school students having experienced internal migration and girls constitute 57 (57%) and boys constitute 43 (43%) of 100 high school students who have not experienced migration. 30% of high school students having experienced internal migration migrated from Eastern Anatolia Region, 26% from South-eastern Anatolia Region, 16% from Central Anatolia Region, 1% from the Black Sea Region, 19% from different provinces of the Mediterranean Region, 1% from the Aegean Region and 7% migrated from Marmara Region.

58 (29%) of the students from whom data was collected are 9th grade, 65 (32,5%) are 10th grade, 65 (32,5%) are 11th grade and 12 (6%) are 12th grade. Given their average ages, 48 (24%) of the students are 15 years old, 69 (34,5%) are 16 years old, 65 (32,5%) are 17 years old and 18 are (9%) 18 years old.

Table 1. T-test Results of Trait Anxiety Scores by Internal Migration

Migration Status	N	X	S	sd	t	p
Experienced	100	50349	7.79	198	5.79	.000
Not experienced	100	43.86	8.41			

As it is seen in Table 1, average trait anxiety score of students having experienced internal migration is 50,49% while average trait anxiety score of students not having experienced migration is 43,86%. There is a significant relationship at the level of .00 between trait anxiety levels of students and the levels of having or not having experienced internal migration. According to this table, trait anxiety levels of high school students having experienced internal migration are significantly higher than levels of those who have not experienced internal migration.

Table 2. Results of One-Way Analysis of Variance (Anova) of Trait Anxiety Level Scores of Students Having or not Having Experienced Migration by Income Level Variable

Variance Source	Sum of Squares	sd	Average of Squares	F	p
Among groups	1444,263	6	240,711	3,377	,003
Within groups	13756,612	193	71,278		
Total	15200,875	199			

Analysis results demonstrate that a significant inverse relationship exists between trait anxiety levels of students and their income statuses $F_{(6, 193)}$: 3,38, $p<.01$. In other words, as income status of families rises, trait anxiety scores of students drop.

Table 3. Results of One-Way Analysis (Anova) of Variance of Trait Anxiety Level Scores of Students Having or not Having Experienced Migration by Education Level Variable of Mothers

Variance Source	Sum of Squares	sd	Average of Squares	F	p
Among groups	47,882	41	1,168	,972	,001
Within groups	189,913	158	1,202		
Total	237,795	199			

Analysis results demonstrate that a significant inverse relationship exists between trait anxiety levels of students and education levels of mothers $F_{(41, 158)}$: ,97, p<.01. In other words, as education level of mothers rises, trait anxiety scores of students drop.

Table 4. Results of One-Way Analysis (Anova) of Variance of Trait Anxiety Level Scores of Students Having or not Having Experienced Migration by Education Level Variable of Fathers

Variance Source	Sum of Squares	sd	Average of Squares	F	p
Among groups	52,118	41	1,271	1,000	,480
Within groups	200,757	158	1,271		
Total	252,875	199			

Analysis results demonstrate that there is no meaningful relationship between trait anxiety levels of students and education levels of fathers $F_{(41, 158)}$: 1,00, p>.01.

Table 5. Independent Groups T-Test Results of Trait Anxiety Levels by Gender Variable

Gender	N	X	S	sd	t	p
Women	88	46,97	1,25	198	,299	,903
Male	112	47,34	1,24			

As it is seen in Table 5, average trait anxiety score of female students is 46,97% while average trait anxiety scores of male students is 47,34%. There is no meaningful relationship between trait anxiety levels of students and their genders. According to this table, gender of students does not affect trait anxiety scores (p>,01).

Conclusion and Discussion

Impacts of migration on trait anxiety levels of high school students were presented in the study. The concept of migration, which affects lives of people in every aspect, also has an impact on anxiety levels.

The studies conducted previously also support this argument. In the study executed in 2009, Uluocak underlined that psychological adaptation problems occur in children having experienced migration (Uluocak, 2009). Psychological statuses of groups having and not having experienced migration were compared in the research conducted by Polat (2007) and it was seen that the number of children displaying maladaptation was around twice higher in the group having experienced migration (Polat, 2007).

Conclusions

The following results were attained as a result of the research:

Trait anxiety levels of high school students having experienced internal migration are higher than those who have not experienced it. Given the anxiety levels of students by gender, no meaningful difference could be found between trait anxiety levels of female students and those of male students.

A significant inverse relationship exists between trait anxiety levels and family income statuses of students. It was seen that as economic levels decrease, anxiety levels rise.

It was seen that educational statuses of fathers do not have a significant impact on trait anxiety levels. There is a significant relationship between educational status of mothers and trait anxiety levels. As educational status of mothers rises, anxiety levels of students decrease.

Recommendations

The following recommendations can be made depending on research results:

- It will be useful if schools that contain students having been affected by internal migration are included in Psychosocial Intervention Services Programme co-organized by the Ministry of National Education and UNICEF.
- Psychological counsellors of schools should conduct personal talks and direct the students in need to relevant units for required treatment and assistance services for the purpose of decreasing their anxiety levels.
- It will be useful if psychological counsellors of schools conduct studies to determine anxiety levels of students at the beginning of the academic year.
- Following determination of students with high anxiety levels, their families and relevant institutions should be informed and cooperation should be conducted with them.
- Economically insufficient students should be determined and notified to the relevant organizations and basic needs should be satisfied by governorates.
- "Psycho-education" study should be conducted for students with high levels of anxiety.
- In schools with dominance of students having experienced migration, psychological counsellors of schools should conduct seminars on "anxiety, anger management and communication".
- Psychological Counsellors of schools should introduce the psychological counselling service and its functions.
- Family training and counselling should be provided for families of students having experienced internal migration by school psychological counsellors and community health centres.
- 7-19 year-old family training executed by the Ministry of National Education should be extended and priority should be given to students with high anxiety levels.
- An eclectic study should be conducted which involves all units (Ministry of National Education, Ministry of Health and Ministry of Family and Social Policies) that aim at determining problems of students having experienced internal migration.

In conclusion, Guidance and Psychological Counselling services are quite important in regions where a lot of students having experienced migration live. Extension of this service and ensuring that it attains every student bear great importance for early identification of problems and required treatment and assistance activities.

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