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Student adjustment to higher education: the role of alternative educational pathways in coping with the demands of student life / Rebecca Shankland ...

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**Abstract**

The present longitudinal study measured student adjustment to higher education, comparing 50 participants from alternative schools (Steiner, Montessori, New Schools) with 80 students from the traditional school system. We hypothesized that students from alternative schools adapt better, because of greater perceived social support, academic self-efficacy, and task-oriented coping styles. Measures were taken during the last school year (baseline characteristics), and at the beginning of the first and last terms of the first year in higher education. The quality of adjustment was assessed through academic results, and physical and psychological well-being. The following instruments were used: the State-Trait Anxiety Inventory by Spielberger (1983), the 13-items Depression Inventory by Beck et al. (1961), the Coping Inventory for Stressful Situations by Endler and Parker (1990), and semi-directed interviews. Results show that students from alternative schools adjust better to higher education: they report less anxiety and depression symptoms, and show greater life satisfaction and academic achievement. (HRK / Abstract übernommen) Shankland, Rebecca, E-Mail: rebecca.shankland@upmf-grenoble.fr