

UNDERSTANDING ABILITY OF ADOLESCENT STUDENT EDUCATION AND LEARNING ENVIRONMENTS IN ANDHRA PRADESH

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Introduction

Parameswaran and Beena (2004) cited by Talukdar & Talukdar (2008, p. 268); stated that adjustment is a process by which an individual acquires a particular way of acting or behaving or changes an existing form of behavior or action. This adjustment is of two types' viz. adjustment to external conditions and Adjustment to internal conditions. A balance between these two adjustments become necessary as a person grows older.

Adjustment is a very significant factor in determining the degree of achievement of students. It consists of the psychological processes by means of which the adolescent manages or copes with various demands or pressures.

Adjustment can be viewed from two angles. Firstly, adjustment may be viewed as an achievement or how well a person handles his conflicts and overcomes the resulting tension. Secondly, adjustment may be looked upon as a process as to how a person adjusts or compromises to his conflicts.

Adjustment is a learning process and an able teacher would bring about adjustment in a positive way, which strengthens the personality of a child. A well - adjusted child enjoys his school environment in a positive manner and not by twisting his personality in an unhealthy way. But when we are unable to provide situations in the school, which can enable the students to satisfy their needs, both high and low achievers react differently and adjustment problems arise. Thus, the adjustment problems always result from creation of needs and their non-fulfillment.

Classifying Adjustment

- Adjustment by defense: It is characterized mainly as aggressive or outgoing. It involves group interaction or communication described as "moving against people".
- Adjustment by escape: It shows a marked lack of social activities characterized by withdrawing or escaping from the experiences that incite conflicts.
- Adjustment by ailments: It deals with physical illnesses including pains, paralyzes and cramps. These mechanisms are severely disabling maladjustments.
- Anxiety states: The anxiety states are mainly non-adjustive. They are not mechanisms that

reduce tensions but are evidences of unresolved adjustment problems.

Educational Adjustment

Concept of Education: Education is the process of manifestation of potentialities of human beings. It brings changes in the pattern of behavior of individuals for better adjustment in different situations of life. It enlightens the human mind to perceive the truth, beauty and nature of things in their proper perspectives. It uplifts people to the higher aspects of life by gathering knowledge, wisdom and experience. It explores the resources for development of human culture and civilization. It assists in upholding the human welfare and prosperity for peaceful living in a better world.

An intimate home-school gives all those concerned a much better understanding of the importance to the growing boy or girl of a well-adjusted school life than is possible if parent, school adviser, and pupil attempt to carry out their own ideas concerning educational values independently of one another. Statements in this area are concerned with his education, whether he is satisfied with it or not, what improvements, he wants to suggest and do, whether he wants to take higher education, etc. It also covers the students' relations with the teachers, the administrators and also the co-students. In academic areas, most of the subjects were in favor of resolutions related to schools. They agreed that the school culture should be more compatible, according to one's background as it facilitates them to better adjust in their school environment.

Learner and the School: many modern schools today have accepted responsibility for adjusting their programs to the diverse needs of individual learners. In the process of school adjustment first the learner adjusts actively in the school environment rather than passively adjusting to the school's program. Adjustment here does not mean any unhealthy twisting of one's personality through withdrawing from others, evading responsibility, or deceiving one self, however much comfort may come there-from. Rather, the title "adjustment" healthy, energetic participation in group activity, grasping of responsibility, at times to the point of leadership, and above all, avoidance of any self - deception in the adjusting. Since the personality of the individual is so largely a product of learning, adjusting is essentially a process of re-learning. Although a variety of factors influence adjustments, directly or indirectly many

maladjustments are primarily the result of unfortunate learning experiences.

Review of Literature

A number of studies have been conducted about the facts and problems related to adjustments and achievements of students.

Reddy A.V. (1979) conducted a study on “problems of concern for many of the school going adolescents” He studied more about the adjustment areas and gitches of adolescents. The study was done in city, semi-urban and rustic places. The researchers has concluded that the adolescents were finding it problematic to adjust in the area of academics by their individual life.

Jain P. and Jandu K. (1998) A comparative study of school adjustment of adolescent girls and boys of employed and non-employed mothers in the age group of (14-18). The outcomes of z-test disclosed that (1) girls of non-employed and employed mothers had a respectable adjustment than the boys. (2) Girls of non-occupied mothers had a healthier communal adjustment but worse scholastic adjustment matched to the girls of employed mothers. (3) Compared to the boys of non-working mothers, the boys of working mothers had an overwhelming level in the society. So by appraising the investigation, the authors have stressed that there is a necessity for a fact-finding exploration on adjustment problem of school going juveniles.

Kasinath (2003) studied interactive effect of mental health, school adjustment and socio economic status on academic achievement with the objective to find out the difference among students who were well adjusted and mal-adjusted to school environment differ in their academic achievement by taking a sample of 200 students (102 boys and 98 girls) with the age range of 15- 16 years and found that mental health had significant determinant effect on achievement in school subjects; students having better social and emotional adjustment attain good academic scores.

RESEARCH METHODOLOGY

Types of Data

The descriptive survey method has been adopted to carry out the study. It is one of the common methods of diagnosing and solving the social problems. To evaluate the adjustment problems of high achievers it is necessary to contact the students with whom the problem is concerned. Thus the descriptive survey method is proved very important and useful for this research.

Population: In this thesis, All the Xth standard students of secondary level of Kurnool district, ANDHRA PRADESH, are the population of this study.

Sample: A 100 sample was selected from the population for observation and analysis from five girls higher secondary schools of Kurnool city (M.P.) were selected and among them two groups of high and low achievers were selected.

GROUPS	RURAL	URBAN	TOTAL
BOYS	25	25	50
GIRLS	25	25	50
TOTAL	100	50	100

Data collection method

Data editing & Statistical Tools

Higher secondary adjustment inventory prepared by Karuna Brijwani has been used and applied on selected sample. The inventory is divided into five different areas of adjustment like social adjustment, emotional adjustment, and educational adjustment.

The standardized test that is “adjustment inventory for school students” was constructed by A.K.P Singh and R.P. Singh with 100 items that is 50 boys and 50 girls of class X equally distributed on social, educational and emotional adjustments.

Development of Adjustment Inventory

Adjustment ability refers to a process whereby individuals interact with the environment to meet physical, psychological and social needs, and achieve a harmonious state. This Inventory consisted with three factors, namely

Family adjustment: solving familial problems and the degree of happiness, School adjustment: academic achievement and individual progress, obeying school and class rules

Social adjustment: admiring others, avoiding conflict, behaving appropriately, socializing with friends and willing to helping others, etc.

Analysis and Interpretation of Data:

The various statistical tools will be used to analyze data that is mean, standard deviation and t-test. The focus will be on finding out the difference between adjustment ability of adolescent students in urban and rural schools with the help of chi-square test.

The statistical analysis of the data and interpretation includes the findings and observations based on the data collected with the

help of the questionnaire. The data was collected and tabulated as per the explanation given in the previous chapter of methodology. The obtained data was sorted out and a computer spreadsheet of the entire data was created. The scoring was done later which was followed by the data analysis using various relevant statistical tools. An inferential data analysis was done to infer the characteristics of the selected samples from the population. The results for t - test were obtained by using statistical software 'SYSTAT'. The results of the entire study are presented in this section.

Conclusion

Findings of the present study indicate that the adolescents should be encouraged and guided to find solutions to their different adjustment problems and become well adjusted individuals.

1. Adolescents must be taught to think logically and critically about what they know go hand in hand with helping them to master particular academic skills.
2. As adolescents mind mature, the education that schools, teachers and parents provide, changes accordingly. Adolescents sometimes lose sight of reality in their search for possibilities.
3. If the parent is able to adjust his own attitudes and behavior to the needs of his child, it will help his child in solving problems related to various adjustment factors.
4. Adolescents face many social problems; hence parents, advisers and other social leaders must be alert and seek for opportunities to assist young people in developing desirable associations with others.
5. Adolescence is a stage of heights of emotionality, thus parents, teachers and elders should help the young people to acquire better.
6. Proper guidance should be given to the adolescents by their teachers, parents and elders to help them cope up with their problems which they may face as they attempt to adjust themselves to successful school living.
7. Emphasis must be given on young people as well, by the elders to develop healthy habits, thoughts and actions.

Findings from the study on the emotional, social and educational adjustment reveal the rising levels of boys and girls reporting adjustment problems. There are no observed significant differences however between the means of the two groups at

the 95% confidence interval. Positive correlation between all three domains within the two groups is observed since, unstable emotions causes disruption in social skills and lack of socialization affects educational achievements. Interviews with children held after the debriefing session revealed that there were significant factors such as limited time with parents, sibling comparisons, parental demands, lack of recreation and stressors at school that contributed to the findings. This draws us to an important implication, as these are findings in a normal school population. There can be severe problems that may evolve, if the condition goes unnoticed. Counseling and the continued assistance of practitioners is seen as vital in providing adequate coping skills and are therefore necessary in resolving these early predictors of distress in mid adolescence transitioning.

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