OPINION OF ADOLESCENT GIRLS ABOUT SCHOOL ENVIRONMENT IN HARYANA

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Abstract- School is the most important experience process of child development. Two types of social interactions occur in the classroom Teacher vs. Students and students vs. students. The study was conducted in Haryana state purposively. Two districts, Hisar and Bhiwani were selected randomly from Haryana state on the basis of rural female literacy rate i.e. in between 65%. the total sample of 200 adolescent girls and 200 parents (200 mothers & 200 fathers) were selected for the study, thus making a total sample of 600. Result revealed that In Hisar rural area, 40 percent of adolescent girls were of opinions that they had top level self-managing environment but, In Hisar urban area, 48 percent of adolescent girls were opined to mediocre level self-managing environment. Result further reflects that, In Bhiwani rural area, 34 percent of adolescent girls were of opinion that they had bottom level self-managing environment but, In Bhiwani urban area, majority of adolescent girls (54%) were opined to mediocre level self-managing environment.

Keywords: Adolescence, school environment, parents, gender, development and adjustment.

INTRODUCTION:
Adolescence refers to the period of development and adjustment during the transitional period between childhood and adulthood. Adolescents carve out ambitious plans for their future. During this critical stage in the life cycle, a young person’s social, economic, legal and political status is transformed. Adolescence is a time of preparation for the adult roles of worker, citizen and community participant, spouse, parent, and household manager. Adolescence is also a time of gender differentiation. In many societies, the world expands for boys and contracts for girls during the teen years. Adolescence is a critical period of capacity development and one of heightened vulnerability and risk, especially for girls. Tucker and Bernstein (1972), two environments, home and school share an influential space in individual’s life and there exists a unique combination between the two. Family being the first and major agency of socialization has great influence and bearing on the development of the child. It is the home which sets the pattern for the Childs’ attitude towards people and society, aids intellectual growth in the child and supports his achievements. A highly significant positive relationship between the variables of academic achievement and family scores had been assessed (Shaha and Sharma, 1984). Adolescents have a poor reputation of getting along poorly with their families. The teenage boy or girl may be faced with serious problems of adjustment when there is a difference of opinions, ideals and attitudes with their parents. Family being the first and major agency of socialization has great influence and bearing on the development of the child. It is the home which sets the pattern for the Childs’ attitude towards people and society, aids intellectual growth in the child and supports his achievements. A highly significant positive relationship between the variables of academic achievement and family scores had been assessed (Shaha and Sharma, 1984).

Next to family, school is the most important experience process of child development. These two environments not only affect the educational aspiration of adolescents but also affect directly or indirectly on the academic achievement of children. Pupils immediate environment is the classroom where unique face-to-face group interaction marked by interpersonal relationships among its members. These interpersonal relationships essentially include teacher-student relationship and peer relationship. The general atmospheres within the academic activities that take place influence the social relationships. Two types of social interactions occur in the classroom Teacher vs. Students and students vs. students. First one is the most referred one in educational context. However, the interaction going on amongst students is equally significant from a psycho-social view point. The success or the failure of the students also depends on the quality of classroom’s social climate (Sunita, 2005).

OBJECTIVES:
• To assess the opinion of adolescent girls about school environment in Haryana state.

MATERIAL AND METHODS:
The study was conducted in Haryana state purposively. Two districts, Hisar and Bhiwani were selected randomly from Haryana state on the basis of rural female literacy rate i.e. in between 65%. In Hisar, rural female literacy rate is 62.3% and in Bhiwani, it is 64.8%. One block was selected randomly from each selected district comprising of total 2 blocks for the study (Hisar I block from Hisar district & Tosham block from Bhiwani district). A list of senior secondary schools in villages in both the districts outside the municipal limits and also in Hisar and Bhiwani city was prepared. From the prepared lists, two schools (Ladwa & Talwandi Rana from Hisar I block and Bajina & Dhani Mau from Tosham block) from each block and 2 senior secondary schools from Hisar and Bhiwani cities were selected randomly. Hence, 8 senior secondary schools (i.e. 4 from selected villages and 4 from Hisar & Bhiwani cities were selected randomly from Haryana state on the basis of rural female literacy rate i.e. in between 65%.

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city) were taken for the present study. From each selected school, 25 adolescent girls enrolled in class XI and XII both and their parents were selected for present study. Thus, the total sample of 200 adolescent girls and 200 parents (200 mothers & 200 fathers) were selected for the study, thus making a total sample of 600. School Environment Inventory (SEI) by Misra, 1983 were used to assess the school environment.

RESULT:
4.1 Opinion of adolescent girls about school environment
Table-1 summarized the results regarding opinion of adolescent girls about school environment. In Hisar rural area, 40 percent of adolescent girls were of opinions that they had top level self managing environment followed by mediocre level (34%) and bottom level self managing environment (26%). In Hisar urban area, 48 percent of adolescent girls were opined to mediocre level self managing environment followed by top level (24%), bottom level (18%) and only 10 percent thought it poor level self managing environment.

Data regarding Bhiwani rural area, 34 percent of adolescent girls were of opinion that they had bottom level self managing environment followed by top level (26%), mediocre level (22%) and 18 percent were opinion to poor level self managing environment. In Bhiwani urban area, majority of adolescent girls (54%) were opined to mediocre level self managing environment followed by top level (22%), bottom level (18%) and only 6 percent were opined poor level self managing environment.

Table 1. Opinion of adolescent girls about school environment

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>School Environment</th>
<th>Frequency (%) n=200</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Hisar Rural</td>
</tr>
<tr>
<td>1.</td>
<td>Bottom level self managing (350-263)</td>
<td>13(26.0)</td>
</tr>
<tr>
<td>2.</td>
<td>Top level self managing (262-174)</td>
<td>20(40.0)</td>
</tr>
<tr>
<td>3.</td>
<td>Mediocre level self managing (173-86)</td>
<td>17(34.0)</td>
</tr>
<tr>
<td>4.</td>
<td>Poor level self managing (85 and below)</td>
<td>0(0.00)</td>
</tr>
</tbody>
</table>

CONCLUSION:
It was conclude that Majority of adolescent girls perceived top and mediocre level self managing school environment in Hisar district while in Bhiwani district, majority of adolescent girls perceived bottom and mediocre level self managing school environment. The result could be supported by Chope (2006) stated that school environments with high expectations were associated with "high level educational and occupational aspirations". Majority of adolescent girls perceived top and mediocre level self managing school environment in Hisar district while in Bhiwani district, majority of adolescent girls perceived bottom and mediocre level self managing school environment.

REFFERENCES: