

Analysis of the Level of Students' Adaptation to the university Environment

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Abstract: The present article is dedicated to the problem of detection of the level of students' adaptation to the learning environment in the university. The author made an analysis of the key directions of researches in the present problematical area. Basing on the analysis of theoretical resources the author has defined such criteria of adaptation as: the mastering of the socio-economical environment; the satisfaction with the educational work performed at the university; the activeness in study and daily life of the university; the effectiveness of study at the university; and has defined the most significant indicators of the students' adaptation. In the present article the author has described in detail the method and results of experimental study focused on detection of the level of students' adaptation to the university environment, as well as formulated a conclusion concerning the necessity to perform the goal-directed and systematic work on adequate environment for the students' adaptation development.

Key words: Adaptation % Students' adaptation % Adapting % Criteria of adaptation % Levels of adaptation

INTRODUCTION

The hardest development of the human civilization and the constantly changing socio-economical and cultural conditions of life require the new knowledge which should positively affect the various processes proceeded in the modern society. To our opinion such constantly observed phenomenon also includes the process of adaptation. The studying of this problem is one of the most promising directions in the comprehensive study of a human being.

The analysis of the literature identifies that the researches in various areas of the scientific knowledge are focused on the problem of adaptation and its different aspects are the object to the study.

At the present time the scientists (Gordon L.A., Zalevsky G.V., Lisovsky V.T., Romm M.V., Folonov G.N., Yarkin T.F., etc.) are studying the essence of the socio-adaptation process, as well as substantiate the status of the "social adaptation" category and study its techniques and mechanisms.

Such researchers as Dmitriev M.S., Kiselev N.M., Korobova L.V., Logunova L.Y., Stefanenko T.G., etc. are substantiating the significance of the goal-directed

pedagogical management of the process of adaptation, as well as suggest the ways and means to increase its effectiveness.

Barash B.A., Gorkunova A.Y., Kraeva L.I., Kushak A.V., Solodilova T.V., Stepanova O.P., etc. are paying their attention to the importance of pedagogical rehabilitation with the purpose to assist the maladjusted youth, as well as to the process of active adaptation of young people.

The process of adaptation is examined as one of the most significant processes in the "socio-productive identity" establishment [1].

The foreign studies develop the methodological toolkit of analysis of the problem of adaptation of immigrants to the new socio-cultural environment [2, 3, 4]; examine the problems connected with the ways of adaptive behavior [5, 6]; and underline the importance of the leveled analysis of adaptation which allows to systemize the process in accordance with its qualitative-quantitative characteristics [7, 8].

However, despite the significant complex of scientific researches concerning the problems of the social students' adaptation, no resulting vector of the goal setting to the solving problem was found. The argumentative is the problem concerning the ways of

detection of the level of students' adaptation which is closely associated with the search for the criteria of adaptation.

Main Part: People differently react onto the changes in the social environment depending on specifications of that instant social environment they are living in. The significant features of the social adaptation also include the historical stage which is the living base of the exact society. The modern period, for example, differs with the spurt intensity of adaptation processes and consequently the criteria of adaptation change as well.

If we summarize the views onto the selection of criteria of adaptation and determine the most significant indicators, we, in continuation of Vilensky M.Y., Gorshkov A.G. [9], Kazakova O.N. [10], Savotina N.A. [11], will determine the following criteria of the students' adaptation:

- C Mastering of the socio-cultural environment.
- C The availability of personal, social and professional knowledge.
- C Free orientation in the socio-cultural environment.
- C The informed and free choice of forms of activity.

The satisfaction with the learning environment at the university.

The satisfaction with the educational work performed at the university:

- C The syllabus;
- C The learning environment;
- C the extra-curricular work performed at the university.

The orientation to the membership in the study group:

- C The satisfaction with the interpersonal relationships in the study group;
- C The satisfaction with the relationships in the line of the teacher - the student;
- C The satisfaction with the relationships in the line of the curator - the student.
- C The orientation to learning and occupation:
- C The satisfaction with the vision of the attractiveness of education;
- C The orientation onto the post-university education.
- C The satisfaction with the living conditions.
- C The activity in study and daily life of the university.

- C The adoption of rules and norms of the university life.
- C The activeness in the study process.
- C The activeness in the extra-curricular activities.
- C The visiting of libraries.
- C The behavior in the study group and the nature of communication with fellow students.
- C The effectiveness of study at the university.

The success of the study process:

- C The adaptiveness to the intensive study loads and the study and free time pattern;
- C The annual and the end-of-term pass rate.
- C The assessment made by the fellow students.
- C The prospects of the status growth.

Basing of these criteria we have performed a detection of the level of the students' adaptation to the environment of the university. The researches were made in October-November 2012. The selection of methods is determined by the character of the objects of researches. The researches are based on the comprehensive approach and the comparative analytical tool of factual material. To solve the set problems we have used the following methods: direct, indirect and insider observation, pilot study, polling (questioning, interview, discourse), qualitative and quantitative analysis of the received data.

During our organized researches made on the basis of a quota sample and by means of polls using the questionnaire developed by us, we have polled 332 first-year students of the Mordovan State Pedagogical University. The selection of this type of the studentship as the object of the study is determined by the necessity to make an analysis of the initial stage of the student' adaptation period at the university during which certain understanding and axiological preferences are formed and the professional interests and perspective plans for future are becoming actual.

The following aspects are the subject of the psychology-pedagogical analysis:

- C The availability of difficulties in study;
- C the level of exploration of the socio-cultural environment;
- C The satisfaction with the learning environment at the university;
- C Social activity of a person;

The results of detection of the experiment participants have shown the following: the number of students with the exact difficulties in the process of their adjustment to the student life is 31%; 25% of respondents have felt themselves the sound students without any adaptation period overcoming; for the rest half of the respondents (46%) the adaptation period was short and without serious consequences.

The fact that the number of students that feel some difficulties due to inadequate attention to them from the side of Deanery and curator is about 11% only came under notice. Also the students have almost no problems associated with the failure to regulate their time. The number of students who noted the availability of such difficulties is 7% only.

The degree of exploration of the socio-cultural environment by the students had a significant importance during the detection of the level of their adaptation. The performed studies have shown that 80.4% of respondents have successfully settled in the new life space. This is attested to by the high level of information awareness of the future specialists about the student life, the operation of the university, its departments and offices, the activity of the student public organizations, the cultural life of the city and the free orientation in this socio-cultural environment, as well as the selection of types of activities in the student's spare time.

One of the most important directions of detection of the degree of exploration of the socio-cultural environment is the analysis of the leisure activities of the students. The sphere of leisure activities and the involvement into the socio-cultural environment at the place of residence is examined by us as the obligated component of the students' adaptation. The data on preferences of the students concerning the various types of activities in the free from the study time are given below in Table 1.

Thus, the data on the structure of the student's spare time allow us to make a conclusion about the availability of knowledge of the socio-cultural environment, free orientation in it and the selection of types of activities which, in its turn, identifies the high degree of exploration of the socio-cultural environment by the students.

The quite significant aspect that allows us to a certain extent get an idea about the level of the students' adaptation to the environment at the pedagogical university is the assessment of the students' satisfaction with the learning environment at the university. Here first of all we were interested in such moments as the

Table 1: The preferences of the students concerning the various types of activities in their spare time, %

Types of spare time activities	Number of answers
Meeting with friends	44.6
Cultural life	8.2
Reading	41.3
Entertainment	18.0
Sport	6.7
Hobbies	19.6
Domestic cares	34.5
Learning of trade, speciality	17.1
Public activities	3.7
Watching of the TV (listening to the Radio)	14.7
Additional earnings	-

satisfaction of the students with the syllabus and the learning environment, the satisfaction with the interpersonal relations, the satisfaction with the extra-curricular work performed at the university, the satisfaction with the life conditions, the satisfaction with the vision of attractiveness of education and the orientation onto the post-university education.

Analyzing the results of the students answers, we can note the following: the bulk of the students (70.7%) is generally satisfied with their student life, while the third part of them (22.5%) is satisfied in full; 14.7% of respondents have evidenced their more or less dissatisfaction with their student life at the university and only 5.5% of students are not satisfied with the learning environment at the university.

The next direction of the study of the level of students' adaptation is the detection of the degree of their activity in the study and daily life of the university. Such indicators as the current pass rate, the working capacity, the attendance of classes and libraries, the involvement into the work at classes, the interest to the study and participation in the scientific-research work of the university, the activity in the extra-curricular activities and the character of behavior in the student group were the subject to the analyses.

The received data proves the fact that the greatest number of the students have a pass rate at the same level they had school, but thereat their study activity has slightly increased. Those with the pass rate slightly decreased (8.5%) have noted that they apply less efforts at the university than they had at school. Only 2.4% of the students have increased their pass rate due to the fact that they apply more efforts at the university than they had at school. The bulk of respondents (93.1%) have no decrease in their work capacity at the university.

One of the most significant indicators of the students' activity at the daily life of the university is the character of their involvement into the study process. The results of the studies allowed us to fix that the significant number of the student (66.6%) start to understand the importance of the planned work in 2-3 weeks after the semester beginning; 11.2% of respondents are kicked into the process of learning activity at the same time with the semester beginning; 11% of the second-year students start to work effectively closer to the end of the semester; and only 7.4% of respondents are kicked into the work during the examination period.

The analysis of orientation to learning has a separate interest in general. Thus, for example, 29.7% of students take an active interest in education at the university; the less but still strongly marked interest to the study take 22.2% of students; the number of students that have a disparaging orientation to learning is only 3.5%.

The following data give us the visual expression about the level of the students' activity in the extra-curricular activities: only few students (3.6%) did not participate in the public activities performed in their university during the whole academic year. The same number of students has performed a single public order. The rest of students have quite active extra-curricular activities. 18.5% of them participate almost in all arrangements conducted at the university; 11.1% regularly visit the classes at the faculty of additional education; 7.4% of students are the members of the student core groups of the faculty.

The received data allow us to make a conclusion that the bulk of students own an active potential and have a fish to implement it in the practically-oriented, personally-useful and compensated forms.

Another important indicator of the level of students' adaptation is the effectiveness of their study at the university which is expressed by the general assessment of adaptation of the first-year students to the study and spare time patterns, annual and semester pass rate, the assessment to the fellow students and the availability of the prospect to increase the status.

During the assessment of the students' adaptation to the study and spare time patterns the significant importance has the fact of how the students manage to prepare to the various types of learning activities. The performed analysis of the received data identifies the positive results of the students. Thus, the number of student who most frequently do not manage to prepare to the practical classes is about 33.3%. At the same time 63%

of respondents manage to prepare to all classes and the share of students that have noted that they almost always do not manage to do this is only 3.7%.

The analysis of distribution of the active time budget of the students shows that in average 33.8% of the time (5.4 hours) the students spend onto the study, 12.5% of time (2 hours) they spend onto the various types of activities connected with the study, the spare time occupies about 28.1% of the active time (4.5 hours), 10% of time (1.6 hours) are spent by the students for staying alone with themselves and 15.6% of time (2.5 hours) are occupied by other types of activities.

The next indicator of effectiveness of education of the students at the university is the semester and annual pass rate. The special attention should be paid to the fact that the students the adaptation of which to the study and spare time patterns is partial or insufficient usually have an average or low level of the pass rate.

The significant indicator of the students' adaptation to the university environment is the assessment to the fellow students. The data of the poll of the first-year students are given below in table 2.

At attempt to find out what connects the students with their collective we have determined the following:

- С Common extra-curricular activities – 25.9%;
- С Common learning interests – 22.3%;
- С Common extra-curricular activities – 22.3%;
- С Common study process, regular communication – 22.1%;
- С Common plans for future – 7.4%.

Generally we can set forth forcibly that the socio-psychological background in groups is quite favorable which, in its turn, has become the secondary factor contributing to the more advantageous students' adaptation and the condition for their adequate self-identification, self-implementation and self-development.

Table 2: The assessment of the character of relationships in the study group made by the students, %

The character of relationship	I course
The complete kindness and manual help	7.4
Smooth relationships without conflicts	22.3
Indifference relation	33.3
Slightly strained relation	14.8
Often occurrence of conflict situations	11.1
Difficult to answer	11.1

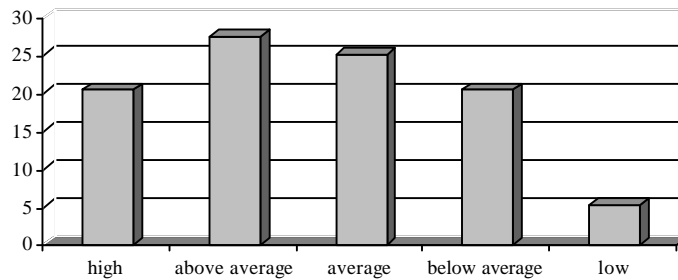


Fig. 1: The levels of the students' adaptation.

Table 3: The formedness of wishes to become a teacher and to work at school, %

Judgments	Number of answers
Positively, could work as a teacher in future	44.5
Excellent, I would like to be and will be a teacher in future	25.9
Neutral, I will never work at school	25.9
Difficult to answer	3.7

Another indicator of the level of the students' adaptation to the process of education at the university is the availability of prospects to receive the status, the wish (and attempt) to become a teacher and to work at school. Most of respondents answering the question concerning their plans for the future have noted that they would like to work as the teachers after the graduation (Table 3).

The fact that about 25.9% of students intend to never work at school comes under the notice. Such situation puts on an agenda the problem of solving tasks of professional behavior within the frameworks of organizational, goal-focused and intensive activity.

Taking into account the earlier separated types of the students' adaptation and the typology of the student's groups by the level of adaptation to the environment of the university, as well as the data given above, it seems quite possible for us to provide the following distribution of the students according to the levels of their adaptation (Fig.1).

CONCLUSION

The Figure given above lets us tell that in terms of their adaptation to the new life situation, although having a quite high level of the adaptation with the adaptation potential being high and sensibly managed, at the present time most of students, however, need the specialty care and support. This arise the problem of necessity to develop the goal-focused and planned work on creation of adequate conditions for their adaptation.

Perhaps the improvement of activity on adaptation of the college kids, as well as the renovation of the extra-curricular activities at the university according to the requirements of time will lead in future to the decrease in the number of cases of social disadaptation in the students environment.

ACKNOWLEDGEMENT

The work is published with the financial support from the Ministry of Education and Science of the Russian Federation under the project 2.1.1 "The solving of the complex problems concerning the development and introduction of humanitarian technologies into the educational practice on the base of scientific-educational centers and scientific-research laboratories" of the event 2.1 "The development of fundamental, application studies and RTD on humanitarian directions of science and education" of the Program of strategic development of the Mordovian State Pedagogical University for 2012-2016.

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