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# Adaptational Potential And Subjective Well-Being Of Comprehensive School Graduates And First Year Students Of Higher Educational Institutions

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## Abstract

Adaptational potential of person in conditions of stability (students of high-school) and objective difficulties (first-year students) may be connected with characteristics of satisfaction with life and also with social and academic activity. That is why it is necessary to study if there is a connection between the parameters of adaptation and students' satisfaction with life in the situation of transition from one education step to another. School students (graduates) N=85 and first-year students N=90 took part in the research. During the transition from one education step to another, young men's adaptational potential decreases because of the decrease of behavior regulation and satisfaction with life. Social and psychological adaptation of students is connected with satisfaction with the social status, goals reaching and their habitat. The statistical connection between psychological and physiological level of adaptation and satisfaction with life is not fixed. There is a direct statistically significant connection between adaptational potential and satisfaction with life. Waiting for exams and uncertainty in future, dissatisfaction with social status and goals reaching are defining for disadaptational violations of students.

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*Keywords:* Personality, adaptational potential, subjective well-being.

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## 1. Introduction

The issue of adaptation of pupils during the transition period from one educational stage to another is touched upon in a large number of studies. However, the majority of scientific works is devoted to adaptation of pupils (at

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the beginning of training and further during various stages of school education).

Thus, these investigations study adaptation of pupils in the course of his/her interaction with the educational environment at different educational levels (Grigorieva, 2010), during the critical periods of development in the educational environment (Litvinenko, 2009), and various factors of adaptation as well (Shin, Ryan, 2012; Grigorieva, 2010; Wouters, Germeijs, Colpin, Verschueren, 2011). Adaptation of students, as a rule, is viewed separately from school adaptation. Thus, scientists paid their attention to adaptation of first-year students and those who are continuing to study at universities (Aspelmeier, Love, McGill, et al., 2012), the difficulties experienced by students during the first year of training (Mescheryakov, & Sobolev, 2010), gender differences in correlations of social and academic, psychological and academic adaptation of students (Yau, Sun, & Fong Cheng, 2012), and a number of other issues.

Meanwhile, there are investigations of a correlation of adaptation in school and university students. Thus, in the research by S. Wouters, V. Germeijs, H. Colpin, K. Verschueren (2011) it was shown that school academic self-assessment has considerable impact on academic adaptation of students in higher education institutions.

Adaptation potential of a personality presupposes the existence of phenomena, which have to activate its psychological resources in order to adapt to changing circumstances and therefore, to provide rapid inclusion into activities and relations. Let us note that an important value for adaptation is a personality's attitude to the adaptation sphere, which primarily influences its style – be it an active or a passive one (Dombrovskis, Guseva, & Murasovs, 2011; Shamionov, 2012).

In relation to graduates of schools the question of adaptation readiness is especially important in connection to their preparation for examinations, professional self-determination, which becomes complicated under a number of objective circumstances (including expectation of possible quick (in the course of few days) change of major, higher education institution, which substantially increase strain). Thus, in different studies growth of strain of school graduates is directly or indirectly indicated. Thus, M.V. Grigoryeva (2010) noted the growth of the number of pupils having emotional problems by the point of time when they go to the 9th-11th grade, and at the same time a relative decrease in their social and psychological problems; N.V. Litvinenko (2009) noted increase of uneasiness in their assessment of opportunities and abilities. It is quite obvious that emotional problems of school graduates in many respects correspond to difficulties of self-determination and are supported by rather intensive work load (additional preparation for examinations, psychological pressure from the outside).

Studying personal adaptation in terms of age inevitably raises the question regarding features of this process and specifics in three main dimensions: adaptational experience, flexibility, and sensitivity to changes (Shamionov, 2012). At the expense of social and age changes, these subsystems can compensate each other to a certain extent and thus create preconditions for preservation of adaptational readiness for a long time.

Investigation of the problem of structurization of adaptational readiness of the youth needs to be conducted in the context of the existing social and age-related reality and those social and psychological factors, which act as the foundation for inclusion into adaptational process. Besides, it is necessary to take into consideration that in some cases we can be faced with refusal of a personality to be included into adaptation process in the new (for him/her) reality, which can be connected to socialization process preservation and blocking of a number of actualization requirements at the expense of their restriction. At that, the disadaptation does not act as a mechanism of involvement of activity structures aimed at inclusion into the new reality.

Adaptational potential of a personality under conditions of stability (high school students) and objective difficulties (first-year university students) can be linked to characteristics of satisfaction with life, social and academic activity. Therefore, it is necessary to study if there is a link between parameters of adaptation and satisfaction with life in pupils in transition situations from one educational stage on another.

## **2. Methodology of Research**

### *2.1. General background of research*

#### *Hypothesis.*

If in a situation of transition from one educational stage to another there is a decrease in internal regulation of behavior and subjective well-being, the probability of disadaptational disturbances increases.

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