

Obstruction amongst Juveniles in Relation towards School Ambiance

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Abstract: *We encounter with increasing complex problems in today's world. Success in the complex world depends on our ability to solve these problems. This ability can be developed through education. Education, no doubt occupied a very important place in the intellectual and social development of man. Whatever a man learns during his life, whatever he experiences by living may be termed as education. Education, the foremost weapon for social reform, is now under the forces of change. Newly formed branches of knowledge and techniques of education facilitate the physical, mental and emotional development of the learners. School ambiance is always being helpful in developing plans to optimize the student's productive activities for achieving the goals of education the present study has great significance for the students as well as educational planners in understanding school ambiance in relation to obstruction.. The main goal of present research is to study school ambiance and their relationship with obstruction and their effect on behavior of the juveniles.*

Keywords: *obstruction, school ambiance, juveniles*

I. Introduction

Education, no doubt occupied a very important place in the intellectual and social development of man. Whatever a man learns during his life, whatever he experiences by living may be termed as education. Education, the foremost weapon for social reform, is now under the forces of change. Newly formed branches of knowledge and techniques of education facilitate the physical, mental and emotional development of the learners.

Education teaches adaptation to ambiance, life and existence. It widens the mental horizon, thinking and imagination. It enables one to adjust himself to the changing patterns of life. It should be thought of, as the process of man's reciprocal adjustment to nature, to his fellows, and to the ultimate nature of the cosmos. Schools have an unavoidable role in acquainting the students with the nature of changing in the field of education and in making necessary changes in the instructional techniques.

School ambiance is the atmosphere of schools as a social group that potentially influences what students learn. If the school ambiance is according to the needs of the children then they will adjust better in school. In other words, we need to help foster the development of people who have healthy or authentic self-esteem because they must trust own being to be life affirming, constructive responsible and trustworthy.

1.1 Obstruction

In our daily life we encounter barriers between our goals and ourselves. The process of blocking needs causes obstruction in human beings. Obstruction has important part of our development from birth to death. Generally speaking definition of obstruction can be classified into two categories i.e. obstruction as a state of an organism and obstruction as a hypothetical construct most of them however agree in emphasizing the role of interference.

Obstruction is born out of stress. These obstructions may be juvenile and in consequential, or they may represent serious threats to welfare or even survival. Obstruction may be an important characteristic of delinquency.

Obstruction is a response that has stimulating properties for the organism and it makes further responses to the stimuli. The responses enlisted by the stimuli of obstruction are called adjustments. Obstruction studies are of two types i.e. dealing with experimentally induced obstruction, and obstruction as it is found in actual life.

Definitions

According to Symonds (1966), Obstruction is "the blocking or interference of the satisfaction of an aroused need through some barrier or obstruction."

According to Cilmer (1967), "Obstruction is a state of an organism resulting when the satisfaction of motivated behaviours is made difficult or impossible, when the way to a goal is blocked".

According to Elizabeth B.Hurluck (1980), "Obstruction is the feeling of helplessness, disappointment, inadequacy or anxiety that comes when ever any drive is blocked."

1.2 School

School is the place where formal situations are created to facilitate teaching learning process amongst young minds so as to draw out best of them.

School is a social institution where a number of teacher having different personality traits, values and dispositions have to work together for the harmonious development of the children's abilities, attitudes and the personality as a whole. Thus, school can be viewed as network of interpersonal relationships with an interaction system resulting in a particular kind of climate, affecting-learning activity substantially.

According to Herbet Johnson, "School is an auxiliary of the home called into being by parents to aid them in fulfilling one of their parental responsibilities".

According to John Dewey, "The school is special ambiance where a certain quality of life and certain types of activities and occupations are provided with the object of securing child's development along with desirable lines".

According to K.G. Sayidian, "The school is a center of vigorous life. It is in direct intimate contact with the realities of life around reflecting, the best and worthiest of its features which are simple enough to appeal to the child".

According to Ottawa, "The school may be regarded as a social invention to serve society for the specialized teaching of young"

1.3 Ambiance

Ambiance stands for all those circumstances which are influencing the child since conception to death. Our innate abilities are modified by circumstances. A person's ambiance consists of sum total of stimuli, which he received at the time of his conception until death.

The term ambiance in educational and social sciences came into prominent popular usage during late 1950. It has been recognized as a complex system of situational dimensions that exerts an influence upon participating individuals. Situational dimensions may be factors of social, emotional and intellectual significance.

Bloom (1964), "Characterized Ambiance as the conditions, forces and external stimuli which impinges on the individuals. They are may be physical, social as well as intellectual forces and conditions."

According to Mitchell (1969), Ambiance is "an instructional treatment presented to the students".

According to Ambiance Protection Act of India (1986), "Ambiance includes water, air, land and inter relationship which exists amongst the between water, air and land, and human beings, other living creates, plants, microorganisms and property".

Ambiance consists of physical, intellectual, social, moral, economic, political and cultural forces.

1.4 School Ambiance

School ambiance refers to psycho-social climate of schools as perceived by the pupils. It is the quality and quantity of the cognitive, emotional and social support that has been available to the students during their school life in terms of teacher-pupil interactions.

School ambiance is very important variable for developing instinct of self-esteem amongst students. The school ambiance should be made as attractive and pleasant as possible and school ambiance comes under the heading of internal ambiance. There is a great difference in schools not only in their buildings and comparison of students but also in their own individuality and uniqueness. This individuality and uniqueness may be called as the ambiance of a school, tone of school, the school climate or personality of the school.

In educational institutions, a healthy school ambiance is very important for an effective process of education to place. It motivates teachers to be at their best in teaching and inspires the students to be keenly interested in their learning for the desired quality of education, it is very essential that an atmosphere poised with zeal and zest on the part of both teachers and taught to be ensured in all educational institutions.

According to Good (1973), School ambiance is "the sum of all physical, social, economic and mental factors that contribute to the total teaching learning situations".

According to Khera (1979), "Educational ambiance of a school may be described as one in which intellectual creative, physical and productive powers of student's blossom".

According to Koefe (1985), "School ambiance is the relatively enduring pattern of shared perception about characteristics of an organization and its members".

According to Lidelo (1989), "School ambiance may be feeling of individuals which he gets from experience in school system".

According to Husen and Postlethwaite (1994), "School ambiance is the atmosphere of a school as a group that potentially influences what students learn".

1.5 Juvenile

Juvenile is the most important period of human life. It is the time when surge of human development reaches its highest peak in all developmental dimensions such as physical, mental, emotional, social etc. This stage is a revolutionary period of growing up, during which the child is developed into man and woman. It is a bi-social transition between childhood and adulthood.

This period of life is full of opportunity to enter into new experiences, to explore new relationship, to feel resources of inner strength and ability. After a long period of stability, all of sudden the child becomes unbalanced, unpredictable and unstable as he emerges into juvenile. The child experiences a number of changes in this transitional period. At the great challenges on account of his rapid physical growth, soaring as well as falling ideals, his growing sexual desires and heightened emotions.

According to Jersiled (1967), "Juvenile is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically".

According to Biggie and Hunt (1968), "The one word which best characterizes juvenile is 'change'. The change is the physiological, sociological and psychological".

According to Jitendera Mohan (2000), "Juvenile is a period of transition turbulence, trance and tension unmatched for its energy and impact on the rest of life".

Juvenile is a period of great stress and strain, storm and strife. Juvenile is a period which is characterized by sexual, social, occupational and ideological adjustment and striving independence from parents.

1.6 Need Of The Study

India is a developing democratic country. The education in India is consistently changing as per the needs and capabilities of the nation. Education is catering to the socialistic development of the students. In the pursuit of this goal, school play pivotal role by providing quality education to the students.

The Indian Education Commission (1964-66) has rightly observed that the density of India is being shaped in the schools. The study is undertaken to find out the ambienceal variables that are most effective in promoting optimum development of each student's potentialities. School ambiance is always being helped in developing plans to optimize the student's productive activities for achieving the goals of education.

The adolescent's period is a critical period of human life as it mostly determines a person's future. In this period, equilibrium of physical, mental and social forces is lost, and the result is that the juveniles become maladjusted in school, home etc. which cause obstruction amongst them. The country's success in various fields of life depends on the proper education of juveniles. Towards this, the school ambiance always functions as the feeding source.

The present study has great significance for the students as well as educational planners in understanding obstruction amongst juveniles in relation to school ambiance of schools of Nabha. The study may help the student to reduce obstruction if they were given proper school ambiance.

1.7 Statement Of The Problem

Obstruction Amongst Juveniles In Relation To School Ambiance.

1.8 Objectives Of The Study

1. To study the obstruction amongst juveniles of Nabha.
2. To study the school ambiance of Nabha.
3. To study the relationship between school ambiance and obstruction amongst juveniles of Nabha.
4. To study the relationship between school ambiance and obstruction amongst juveniles of Nabha with respect to locale.
5. To find out the difference in school ambiance of Nabha with respect to gender.

5. Hypotheses Of The Study

1. There is no significant difference in obstruction amongst juveniles of Nabha.
2. There is no significant difference in school ambiance of Nabha.
3. There is no significant relationship between school ambiance and obstruction amongst juveniles of Nabha.
4. There is no significant difference in school ambiance and obstruction amongst juveniles of Nabha with respect to locale.
5. There is no significant difference in school ambiance and obstruction amongst juveniles of Nabha with respect to gender.

1.10 Delimitations Of The Study

1. The sample was drawn from schools of Nabha .
2. The study was delimited to 20 juveniles of Nabha
3. The study was further delimited to 5 girls and 5 boys of urban schools and 5 girls and 5 boys of rural schools only.
4. The study was delimited to 10th class students of Nabha.

II. Review Of Related Literature

2.1 Studies Related To School Ambiance

Stone & Han (2005) examined a sample of 578 Mexican American juveniles to explore the relative influence of several correlates of perceived discrimination & found that perceptions of school climate are strongly & consistently related to perceptions of discrimination & school performance

Kumari (2006) conducted a study on 'Learning Ambiance' in government and non-government school. The present study was undertaken in Bhilwara city (Rajasthan). 100 students were selected from schools of Bhilwara city through random sampling. Survey method was used for the study. School Ambiance Inventory developed by Koruna Shankar Mishra was used for the study. The data was analysed by mean, standard deviation and t-test. Results show that there exists a significant difference in the quality of learning ambiance that pervades the classroom in government and non-government school in cognitive encouragement and rejection areas.

Reid Etal (2006) tested the mediating effects of violence victimization in the relationship between school climate & adolescent drug use. It was found that the lack of enforcement of school rules & the presence of unsafe place in & around the school influenced adolescent drug use directly & indirectly through their effect on violence victimization.

Sangeeta Nath (2008) The Purpose of this investigation is to study the attitude of tribal students towards school ambiance. Samples of 200 students studying in class ninth and tenth were selected for the study. The study and were provided attitude scale by Minushree Das. It is observed that there is a mark able difference found in the attitude of tribal children of tribal school and general school towards their school ambiance.

Aarti (2010) studied Impact of school ambiance on adjustment of juveniles of Muktsar District and found that there exists no significant difference in mean scores of adjustment of male and female juveniles of schools of rural areas of Muktsar District and there exists significant relationship between school ambiance and adjustment status of juveniles of schools of Muktsar District.

2.2 Studies Related To Obstruction

Brodie,Stacey,Nicale (2000) examined the relationship between under education, unemployment, obstruction, self-esteem, parent child attachment and exposure to violence on juvenile delinquency significant differences were found between education, unemployment, parent child attachment on juvenile delinquency

Kauri,A (2002) In her study, reveled a significant relationship between anxiety and obstruction. No significant gender difference was found however mean difference was found with respect to habitation.

Shveta (2002) reveled in her study significant relationship between adjustment problems and obstruction significant difference with respect to adjustment was found in youth in relation to their gender as well as habitation

Chadha M (2003) in her study concluded that psycho-social correlates the anxiety, achievement, adjustment and family ambiance contribute to 97% of the obstruction in teachers of professional colleges.

Savita Bansal (2006) in her study of obstruction amongst secondary school teachers of Chandigarh warrant are one definite conclusion that in the recent year not much attention has been paid to the obstruction of teacher.

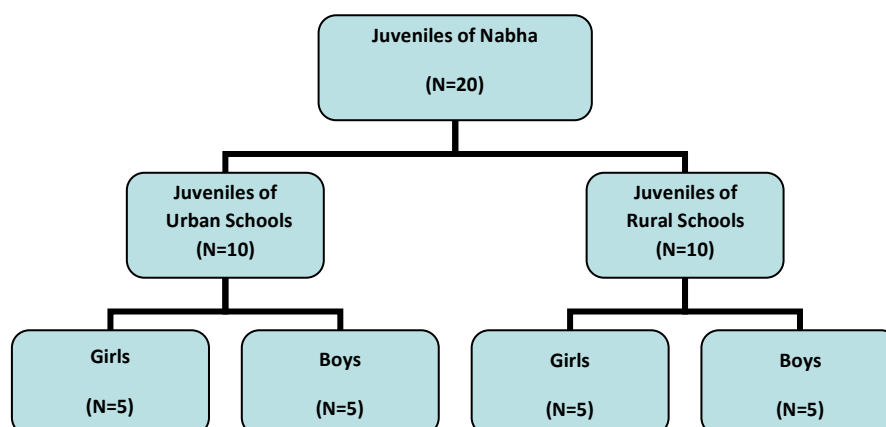
III. Method And Procedure

3.1 Design Of The Study

In the present study, descriptive survey method of investigation was employed, which was conducted on 20 juveniles of Nabha. The study was conducted in different phases.

Phase -1

The investigator classified the sample into two categories of urban and rural school juveniles. These were further categorized into boys and girls juveniles. Schematic layout of the sample is given below:



3.2 Sample Of The Study

In order to collect the data; a sample of 100 juveniles of 10th class of Nabha was involved. Stratified random sampling has been used in the selection of students.

3.3 Description Of The Sample

The school wise break-up of the sample is being reported as follows:

Table No. 3.1
Distribution of the Sample

Sr. No.	Name of the school	Type of School	Male	Female	Total
1	G.B. International School, Nabha.	Urban	5	5	10
2	Govt. Sr. Sec. School, Allowal, Nabha	Rural	5	5	10
	Total		10	10	20

3.4 Tools Used

A research tool plays a major role in any research, as it is the sole factor in determining the sound data and in arriving at accurate conclusions about the problem or study in hand, which ultimately, helps in providing suitable remedial measures to the problem concerned. The following tools have been used by the investigator to collect data:

1. School Environment Inventory by K.S Mishra (2002)
2. Nairashya Maapa (Frustration test) by Prof. N.S.Chauhan and Dr.G.P.Tiwari (1972), (1999).

IV. Analysis And Interpretation

Hypothesis – 1

Table No. 4.1
Showing percentage of juveniles having different levels of obstruction.

Categories	Description	Percentage of Juveniles
A	Very High	0 %
B	High	5 %
C	Average	7 %
D	Low	5 %
E	Very Low	3 %
Total		20

Above Table No. 4.1 shows, percentage of figures having different obstruction level which indicate that no adolescent have very high obstruction level, 5% of juveniles have high obstruction level, 7% of juveniles have average obstruction level, 5% of juveniles have low obstruction level and 3% of juveniles have very low obstruction level.

Thus hypothesis 1 stating, “There is no significant difference in obstruction amongst juveniles of Nabha” stands partially accepted. Juveniles of Nabha have different levels of obstruction.

HYPOTHESIS - 2

Table No. 4.2
Showing percentage of juveniles having different types of school ambiance

Categories	Description	Percentage of Juveniles
A	Very Good	5 %
B	Good	6 %
C	Average	8 %
D	Poor	1 %
Total		20

Above Table No. 4.2 shows, percentage figures having different types of school ambiance which indicate that 5% of juveniles have very good school ambiance, 6% of juveniles have good school ambiance, 8% of juveniles have average school conditions and 1% of juveniles have poor school conditions.

Thus hypothesis 2 stating, “There is no significant difference in school ambiance of Nabha” is partially accepted.

Hypothesis - 3

There exists no significant relationship between school ambiance and obstruction amongst juveniles of Nabha.

Table No. 4.3
Significance of relationship between school ambiance and obstruction amongst juveniles of Nabha

Sr. No.	Variables	Number	r	Co- efficient of Correlation
1.	School Ambiance	20	-0.029	Negative Markably Correlation
2.	Obstruction	20		

Above Table No.4.3, shows the Co-efficient of Correlation between school ambiance and obstruction amongst juveniles of Nabha. This indicate that there is negative markably correlation between school ambiance and obstruction level of juveniles of Nabha District.

Thus Hypothesis 3 stating, “There is no significant relationship between school ambiance and obstruction amongst juveniles of Nabha” stands partially accepted.

Hypothesis - 4

There is no significant relationship between school ambiance and obstruction amongst juveniles of Nabha with respect to locale.

Table No. 4.4 (a.a)
Significance of relationship between school ambiance and obstruction amongst juveniles of Nabha with respect to urban area.

Sr. No.	Variables	Number	r	Co- efficient of correlation
1.	SchoolAmbiance (urban area)	10	0.064	Positive Mark ably Correlation
2.	Obstruction (urban area)	10		

Above Table No. 4.4 (a.a), shows the Co-efficient of Correlation between school ambiance and obstruction amongst juveniles of Nabha with respect to Urban Area. This indicate that there is positive markably correlation between school ambiance and obstruction level of juveniles of Nabha with respect to Urban Area.

Table No. 4.4 (a.b)
Significance of relationship between school ambiance and obstruction amongst juveniles of Nabha with respect to rural area.

Sr. No.	Variables	Number	r	Co- efficient of Correlation
1.	School Ambiance (Rural area)	10	-0.092	Negative Mark ably Correlation
2.	Obstruction (Rural area)	10		

Above Table No. 4.4 (a,b), shows the Co-efficient of Correlation between school ambiance and obstruction amongst juveniles of Nabha with respect to Rural Area. This indicate that there is negative markably correlation between school ambiance and obstruction level of juveniles of Nabha with respect to Rural Area. Thus Hypothesis 4 stating, “There exists no significant relationship between school ambiance and obstruction amongst juveniles of Nabha with respect to locale” stands partially rejected for urban area and partially accepted for rural area.

Hypothesis – 5

There exists no significant relationship between school ambiance and obstruction amongst adolescent of Nabha with respect to gender.

Table No. 4.5 (b.a)
Significance of relationship between school ambiance and obstruction level of Nabha amongst male juveniles.

Sr. No.	Variables	Number	r	Co- efficient of Correlation
1.	School Ambiance (Male)	10	-0.032	Negative Mark ably Correlation
2.	Obstruction (Male)	10		

Above Table No. 4.5 (b,a), shows the Co-efficient of Correlation between school ambiance and obstruction amongst juveniles of Nabha with respect to male. This indicate that there is negative markably correlation between school ambiance and obstruction level of Nabha amongst male juveniles.

Table No. 4.5 (b.b)
Significance of relationship between school ambiance and obstruction level of Nabha amongst female juveniles.

Sr. No.	Variables	Number	r	Co- efficient of Correlation
1.	School Ambiance (Female)	10	-0.003	Negative Mark ably Correlation
2.	Obstruction (Female)	10		

Above Table No. 4.5 (b,b), shows the Co-efficient of Correlation between school ambiance and obstruction amongst juveniles of Nabha with respect to female. This indicate that there is negative markably correlation between school ambiance and obstruction level of Nabha amongst female juveniles.

Thus Hypothesis 5 stating, “There is no significant relationship between school ambiance and obstruction amongst juveniles of Nabha with respect to gender” stands partially accepted.

V. Conclusion

1. Obstruction level amongst juveniles of Nabha was average.
2. Juveniles of Nabha had enough school ambiance.
3. There was no significant relationship between school ambiance and obstruction amongst juveniles of Nabha.
4. There was significant relationship between school ambiance and obstruction amongst juveniles of Nabha with respect to urban area.
5. There was no significant relationship between school ambiance and obstruction amongst adolescent of Nabha with respect to gender.

5.1 Educational Implications

- Study may be able to improve juveniles’ obstruction level.
- Parents and teachers should know the areas where the students become frustrated and try to give better conditions for proper adjustment in every sphere.
- As most of students differ in emotional, social and health areas of adjustment, the school should provide facilities for such students for better adjustment.
- Parents should be aware of school ambiance before getting their wards admitted to schools.
- Parents should take their wards to visit the classroom and the teacher before school begins.
- Administrators should appoint highly qualified staff, which is given good salary and various facilities like house, food at small expenses.
- Teachers should provide good ambiance and opportunities to all students for exploration.

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