

A study of the effect of classroom adjustment on academic achievement of students at secondary level Hapur city

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Abstract: This paper attempts to analyze the status of adjustment and achievement. National festivals like Gandhi Jayanti, Independence Day and multi-cultural programmes and festivals can be celebrated from the primary education itself. Therefore it will inculcate good discipline and fraternity among the students. Hence there will enhance the affection on others and automatically the adjustment. Will be increased. School should celebrate the sports day by providing various types of sports and games. There will ensure the physical fitness of the students and team spirit, unity will be formed. Eventually the students mind set up will be standardized and flexible to the situations. All these will prelude to enhance the adjustment as well as the academic achievement of the students in classroom.

Key Words: adjustment, académic achievement, intelligence and hyperactivity.

1. INTRODUCTION:

Academic scores have become the dusting chartars for Indian students almost every students bear the heavy bag of the expectations of parents. Thus exploring the predictors of academic success has always been on the agenda of both educational and child psychologists. Admittedly academic achievement is a complex phenomenon and requires different approaches to understanding and interpretation. It is the function of many cognitive and non cognitive aspects of personality one cognitive factor that may affect the academic achievement of students is adjustment. The term adjustment is often used as a synonym for accommodation and adoption and in other wards adjustment is major concern in all developmental stages. Student's happiness, aspiration, motivation level, emotional wellbeing and subsequent achieve are linked to their adjustment with the ever changing internal and external environment.

It may be defined as a degree of successful attainment of specific grade. The school has its own hierarchy which is largely based on achievement and performance obviously in the school great emphasis is place on achievement right from the beginning of formal education. A considerable no. Of students from school go the colleges and institutions for higher learning. It is very important to ensure that such students acquire the requisite competences so as to benefit most out higher education. Researcher has conducted studies from time to time to discuss the cause of low & high achievement of school children.

2. Statement of the Problem:

"A study of the effect of classroom adjustment on academic achievement of students at secondary level in Hapur city".

3. Objectives:

- The find out the classroom adjustment of students at secondary level.
- To compare the classroom adjustment of Public and Government school students.

4. Hypothesis:

In order to achieve the objective of the study following hypothesis were formulated:-

1. There is no significant effect of classroom adjustment of students on their academic achievement at secondary level.
2. There is no significant difference in classroom adjustment of public and Government school students.

Key Terms Used:

1. Classroom:

A class may be defined as a specific group, homogeneous in age and level of growth having organized structure and bound by similar objectives and a classroom may be specified in terms of the environment prevailing while a class is present in a room. It is the collection of pupils coming from different social-economic backward.

2. Adjustment:

Adjustment as the modification of weighting of a series of results to compensate for meet special condition, whereas a judgment heuristic in which subjective probability estimates start at a certain point and are raised or lowered depending upon the circumstances has been defined as adjustment by Morgan.

3. Academic Achievement:

Achievement refers to the scholastic or academic achievement of the students at the end of any educational programme. Academic Achievement in a subject may be defined in terms of the acquisition of knowledge, understanding and reflective thinking of that particular subject.

5. LITERATURE REVIEW:

Review of related literature is an important aspect of research study.

Shah Jyotsana & Sharma Bhawna (2012), Conducted a study on social maturity, adjustment and academic achievement among residential school girls. The result indicated a significant relationship between social maturity and school adjustment. Also significant difference existed between the school adjustment and academic achievement.

Arora Seema (2014), Showed the effect of intelligence and hyperactivity on classroom adjustment of 9th class school students. The result revealed that level of intelligence and level of hyperactivity both variable are found independent and significant effect has been noted.

6. MATERIALS:

Tools used for measuring classroom adjustment- Manglam kaksha samayojan mapan patri developed by Dr. Rekha Agarwal.

Variables:

- Independent variable – Classroom Adjustment.
- Dependent Variable – Academic Achievement.

7. METHOD:

The present study is belonging to normative survey method of research. Considering the nature and objectives of present study as well as resources of investigation survey method of research has been used in the present investigation.

8. DISCUSSION:

If a child poor adjusted in the classroom then child is not able to achieve high scores in exams. So the effect of classroom adjustment on academic achievement is highly significant.

This study supports the finding of the researcher that the difference in classroom adjustment of Public and Government students is highly significant.

9. ANALYSIS:

It is not only sufficient to collect data for researcher but analysis and interpretation of result is also essential for testing of hypothesis and achievement of objectives. The collected data were tabulated and t-test was calculated. The scores of different variable are presented.

Hypothesis 1 is stated that there is no significant effect of classroom adjustment of students on their academic achievement at secondary level. A null hypothesis was formulated to achieve this objective and as tested by using t-test.

Table -1
‘t’ between classroom adjustment and academic achievement of secondary school students

Groups	Number of students	Mean	Standard déviation	Df	t-Value obtained
Classroom adjustment	120	120.3	15.61	238	80.40
Academic achievement	120	376	31.12		

For df 238, table of t at 0.05 level =1.97

Total value of t at 0.01 level = 2.59

So the null hypothesis is rejected. It may be interpreted as that the effect of classroom adjustment is highly significant on academic achievement.

Hypothesis -2 is stated that there is no significant difference of classroom adjustment of Public and Government secondary school students. The objectives of this hypothesis is to find out the difference of Public and Government secondary school students. A null hypothesis was formulated to achieve this objective and as tested by using t- ratio test.

Table -2
't' between classroom adjustment of Public and Government secondary school students

Groups	Number of students	Mean	Standard déviation	Df	t-Value obtained
Classroom adjustment Public school students	60	126.7	13.7	118	4.90
Classroom adjustment of Government school student	60	114	14.20		

For df 118, table of t at 0.05 level =1.98

Total value of t at 0.01 level = 2.60

So the null hypothesis is rejected. It may be interpreted as that the difference of Public and Government secondary school students highly significant.

10. FINDINGS:

It is always emphasized that the finding of a study must be used in actual practice of education as far as possible. Present study focuses on the influence of the class room adjustment on academic achievement of public and Government secondary students. The study was conducted on secondary students, therefore finding of the study are perfectly applicable for secondary students, on the basis of analysis and interpretation of data. It is concluded that :

- The major finding is that the effect of classroom adjustment on academic achievement is highly significant.
- The second major finding is that the difference in classroom adjustment of public and Government school students are highly significant.

11. RESULT:

Hypothesis-1:

This hypothesis started that there is no significant effect of classroom adjustment of students on their academic at secondary level. The objective of this hypothesis is to find out the effect of classroom adjustment of students on their academic achievement at secondary level. A null hypothesis was formulated to achieve this objective and a tested by using t-test. Here the calculated 't' value is more than the table value at both levels of significant. So the null hypothesis is rejected. It may be interpreted as that the effect of classroom adjustment is highly significant on academic achievement.

Hypothesis-2:

This hypothesis states that there is no significant difference of classroom adjustment of Public and Government Secondary School students. The objective of this hypothesis is to find out the difference of Public and Government Secondary School students. A null hypothesis was formulated to achieve this objective and a tested by using t-ratio test. Here the calculated 't' value is more than the table value at both levels of significant, So the null hypothesis is rejected. It may be interpreted as that the difference of classroom adjustment of Public and Government Secondary School students are highly significant.

12. RECOMMENDATIONS:

The present study opens many issues and suggestions in this direction. It can be summarized as below:

- Present study can be conducted further by taking adequate large samples of the students of different students to generalize the results to a well defined population.
- In the present study two variables classroom adjustment and academic achievement are taken. This study can be carried out by taking few more variable like intelligence, study habit etc.
- Many other cross-sectional comparison regarding adjustment and achievement of students, like rural/urban, married/unmarried, school/college etc. May be carried out.
- Present study was conducted on secondary level. Study can be conducted at other levels of Education for example senior secondary level, college level also.

13. CONCLUSION:

Class room Play a vital rôle in the development of students as they spend most part of their day engaging in other activities in schools and even at home engaged in class work. Better adjustment in the school make the students proud and self satisfied, motivate them for future success, encourage them to be an independent thinking person and build their confidence and turn improve the mental health. A research study the school adjustment and academic achievement of public and Gouvernement secondary school students in order to suggest the suitable measure to improve their education level in Government school. Because of the education can improve the adjustment level of the students. academci.

In a classroom atmosphère, the teacher can encourage the students. It will increase the adjustment in turn it improve the academic achievement of the students.

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