Research Paper

A Study of Classroom Adjustment of Higher Secondary School Students

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ABSTRACT

The main purpose of the present study is to know the levels of classroom adjustment of rural and urban higher secondary school students and to find out the difference in the classroom adjustment of rural and urban higher secondary school students. The investigator collected data from 176 (88 rural and 88 urban) higher secondary students in Hapur district of Uttar Pradesh by using simple random sampling technique and adopted normative survey research method. In this study mean, standard deviation and t-test have been used by the investigator to analyse and interpreting the collected data. A tool of by Dr. A.K.P.Sinha & Dr. R.P.Singh has been used by the researcher to collect responses from the respondents (higher secondary school students). The findings of this study revealed that there is a significant difference exists in classroom adjustment of higher secondary students between rural and urban areas. Urban higher secondary school students have good class room adjustment as compared to rural higher secondary school students.

Education is considered the most powerful tool for maximizing human potential, through which individuals gain economic opportunities, strive for a fulfilling life, and aspire to achieve a higher standard of living. It is the cornerstone of human life upon which individuals can build a happy and prosperous existence. Education not only improves one's own life but also contributes to the betterment of others' lives. Our country is a multicultural nation, and therefore, harmony in education is crucial because children with diverse skills, backgrounds, abilities, and cultures learn together in the classroom. This provides them with the opportunity to develop their skills in harmony with one another. School is a platform where children learn to collaborate with students from different religions, cultures, ideas, and perspectives on life. Especially in secondary school, students are navigating the ups and downs of adolescence. This stage is considered a critical phase in their lives because, at this age, students are neither fully children nor fully adults. Although adjustment is a major concern at all stages of life, adolescents face significant physical, mental, and emotional changes. Consequently, adjustment problems are at their peak during adolescence. **Encyclopaedia Britannica[1]** defines adjustment as a process of maintaining balance among needs. Previous studies indicate that numerous research studies have been

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conducted on adolescent adjustment problems. Most of this research focuses on aspects such as physical appearance, health, academic scores, and relationships with family members. Maladjustment can lead to low academic achievement, poor study habits, truancy, and other undesirable behaviours.

It is true that life is nothing but a process of adjustment from one moment to the other. The concept of adjustment is originated from the biological term adaptation but in psychology, psychologist use this term adjustment means the reaction to the demand and pressure of social environment imposed upon the individuals. According to **Gates, A.S. and Jersild, A.T. (1948)[2]** adjustment mean to change oneself and adjust with environment to establish harmonious relation. The adjustment process starts from the birth of a child and continuous till one's death. It is a behavioural process which helps individuals to keep out basic impulses at tolerable labels to believe in one's own abilities and to achieve desire goals. Classroom adjustment refers to the process of acquainting the students with the various norms and rules of the school and classroom environment which help them to the successfully adapting to the school and classroom environment. Classroom adjustment is a process of bringing an individual's behaviour in conformity with the norms of the class and school setting. It is emphasized through pupil's positive performance in his/ her action to solve the task imposed by the educational environment.

REVIEW OF RELATED STUDY

Ahmed S and Rana, R.A (2023).[3] in his study, attempted to explore the relationship between academic adjustment and motivation to learn science among students. For this study, he used a correlational research design. The Academic Adjustment Scale and a standardized scale measuring students' motivation towards science learning were used to collect data. A sample of 526 students was selected through simple random sampling. Pearson's correlation method and t-tests were used to analyse the data. Based on the analysis, a positive correlation was found between academic adjustment and motivation to learn science. Furthermore, no significant difference was found between male and female students, or among students of different age groups.

Rani Asha and Rashmi Shashi (2023)[4], the objective of this research is to measure the intensity of academic pressure among high school students and to explore the relationship between two variables: school adjustment and stress. For this study, 100 students were selected from two different schools in Bhiwani and Hisar districts using a simple random sampling method. Fifty students were selected from government schools and 50 from private schools. The results of the study indicate that students in private schools experienced higher academic pressure compared to those in government schools. conversely, private school students showed poorer adjustment compared to their counterparts in government schools.

Savita D (2023)[5], the main objective of this study was to investigate the relationship between school adjustment and academic achievement among secondary school students residing in Raichur city. A sample of 100 students was primarily selected for this study. The School Adjustment Inventory developed was used to measure students' adjustment, and a classroom achievement test prepared by the researcher was used to assess students' academic achievement. Based on the results of this study, it was found that gender, school location, and type of school influence students' school adjustment and academic achievement. Furthermore, the study revealed that school adjustment has an impact on the academic achievement of secondary school students.

MD Mohammad Alam (2018)[6], this study was conducted to examine the impact of adjustment on senior secondary school students. The study included students from government and private schools located in rural and urban areas of Aligarh district. From these schools, a sample of 220 students from the 11th grade was selected. Data was collected as part of this study. To collect the data, a tool constructed and standardized by Dr. A.K.P.Sinha & Dr. R.P.Singh was used. Based on the results of this study, it was found that there were significant differences in the adjustment of senior secondary school students based on gender, academic stream, locality, and type of school.

Kumar Suresh et al. (2015)[7], sought to determine the levels of Classroom adjustment among youth. A researcher used simple random sampling technique to collect data from 300 youth of Thiruvannamalai district, Tamil Nadu. His findings revealed that there was no significant difference in classroom adjustment between rural and urban youth, male and female youth, Tamil and English medium youth, and those from nuclear or joint families.

Objectives of the Present Study
For the present study the following objectives have been formulated
1. To study the level of classroom adjustment of higher secondary school students.
2. To study the classroom adjustment of students studying in rural and urban higher secondary schools.

Hypothesis of the Study
On the basis of corresponding objectives, hypothesis has been designed in the study.
- **H-1:** There is no significant difference in Classroom adjustment of students studying in rural and urban higher secondary schools.

METHODOLOGY
The present research used a survey method to study classroom adjustment among senior secondary school students in rural and urban areas of Hapur district, Uttar Pradesh. One hundred seventy-six students from various senior secondary schools were selected using a simple random sampling method to represent the target population. A standardized tool, the School Students' Adjustment Inventory developed by **Dr. A.K.P. Sinha & Dr. R.P. Singh[8]**, was used to measure the variables. A t-test was used to measure the difference in classroom adjustment of urban and rural senior secondary school students.

Delimitation of the Study
- The present study was delimited to higher secondary students.
- The present study was delimited to Hapur district only.
- The present study was delimited to 176 students only.
- The present study was limited to age limit of students.

ANALYSIS, INTERPRETATION AND DISCUSSION
Applicable analysis along with its interpretation and discussion is being drafted as follows:

Objective 1: To study the level of classroom adjustment of higher secondary school students. In order to know the level of classroom adjustment of higher secondary school students, fundamental statistical measures have been assessed.

Table 1: Showing Percentage of Higher Secondary School Students Falling Under Different Levels of classroom adjustment

Total sample of higher secondary school students	Excellent classroom adjustment	Good classroom adjustment	Average classroom adjustment	Unsatisfactory classroom adjustment	Very *Unsatisfactory* classroom adjustment
176	11(6.25%)	29(16.47 %)	98(55.68%)	30(17.06%)	08(4.54%)

Null Hypothesis-1: There is no significant difference in classroom adjustment of students studying in rural and urban higher secondary schools.

Table 2: Showing Difference in Mean Scores of Classroom Adjustment in terms of Locale.

Variable	Group	N	Mean	SD	SEM	df	t-Value obtained	Result
Classroom Adjustment	Rural	88	18.55	7.69	0.818	174	5.20	Significant at 0.01 level
	Urban	88	16.40	7.2	0.721			

The result indicates that (table 2) there is a significant difference in the mean score of classroom adjustment of the two groups. The present result argues that the urban higher secondary school students are significantly better in the classroom adjustment than the rural higher secondary school students. t-value of study habits among rural and urban students was found to be 5.20 which was significant at the point 0.01 level (critical value of t at a particular degree of freedom = 2.60). So, it can be assured that there is a significant difference in study habits among rural and urban students. Hence, the null hypothesis-1"there is no significant difference in classroom adjustment of students studying in rural and urban higher secondary schools" is rejected. Mean scores shows that urban students having better classroom adjustment in academic field than rural students.

DISCUSSION

The findings of the study showed that the difference of classroom adjustment of rural and urban higher secondary school students is significant. This study is consonance with the findings reported by **Diane Joseph (2017),**[9] **Basant Kumar Sonber et. al (2020),**[10] **Lata Suman (2015),**[11] revealed that there is significant difference in adjustment of rural and urban students. Urban students have better adjustment than rural students.

However contradictory result was found **Bajaj Seema & Kaur Harpreet (2020),** [12] **Linda etal (2008),** [13] who revealed that rural students have better adjustment in class and school than urban school students.

Findings of Present Study
1. Out of 180 higher secondary students selected for the study
   a) **6.25%**(11) Higher secondary school students have **Excellent** classroom adjustment.
   b) **16.47%** (29) Higher secondary school students have **good** classroom adjustment.
   c) **55.68%**(98) Higher secondary school students have **average** classroom adjustment.
   d) **17.06%**(30) Higher secondary school students have **unsatisfactory** classroom adjustment.

e) **4.54%** (8) Higher secondary school students have **very unsatisfactory** classroom adjustment.

2. The significant difference was found between rural and urban higher secondary school students. Urban higher secondary school students have better classroom adjustment than rural higher secondary school students.

Educational Implications of the Study

Higher secondary students have an average level of classroom adjustment. This may be due to increased social and emotional pressure. Therefore, parents, teachers, counsellors, and educational administrators should develop a favourable learning environment in the classroom by encouraging cooperation, group discussions, and extracurricular activities in school and the classroom. Urban area higher secondary school students show better classroom adjustment than rural area higher secondary school students. This may be due to urban students having more exposure to various aspects of life compared to rural students. Factors such as socioeconomic background, access to resources, and individual personalities influence the adjustment of students. Students in rural areas face many challenges related to poverty, limited opportunities, and resources, and also face several infrastructural limitations. Therefore, the authorities, teachers, principals, and school counsellors should provide adequate opportunities such as coaching, training, and resources to rural area students to improve their adjustment skills.

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