

Classroom Adjustment of Youth



Education

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ABSTRACT

The main aim of the present study is to know the level of classroom adjustment of youth. The investigators collected data from 300 youth in Thiruvannamalai District of Tamilnadu by using simple random sampling technique and adopted normative survey as research method. The result shows that youth possess average level of classroom adjustment. The investigators discussed the findings and made recommendations for administrators, parents, students, counselors and so on.

Introduction

It is true that life is nothing but a process of adjustment from one moment to the other. The process of adjustment starts from the moment one comes in to this world until one departs from the world. Every moment, the human being is subjected to various situations, as a result of which human is confronted with many conflicts and human is in the adjustment.

Adjustment has the following characteristics.

- Adjustment is a process that makes a person to lead a happy and well contented life.
- Adjustment helps in keeping balance between one's needs and capacity to meet these needs.
- Adjustment persuades one to change one's way of life according to the demands of the society.
- Adjustment gives strength and ability to bring out desirable changes in the condition of one's environment

It can be concluded that adjustment is a condition or state in which one's needs have been fulfilled and one's behaviour conforms to the requirement of the culture of the society one belongs to.

Educational Adjustment

Educational adjustment arises from the peer group relationship, student teacher relationship, learning process and learning environment, since education is considered as a preparation for life. The relationship between teacher and taught should be congenial. He should also clear his doubts in the classroom and freely mingle with his classmates and the teachers, which will lead to better educational adjustment. The educational activities and curriculum should be challenging and suitable to their learning abilities.

Classroom adjustment is an ability of students and teachers to handle their counterpart, classroom environment, teaching and learning process. Good classroom adjustment depends on all aspects but the most prominent one is attitude of the students because they are more in numbers in the classroom. The adjustment practices should be infused among the youth through role model, self-regulation practices, ethical and moral practices, awareness, etc., The investigators of the present study interested in knowing the classroom adjustment of youth in educational institutions because in recent years there are few incidences reported in media that lack of adjustment in leads violence in classrooms. So, the investigator would like to know the level of classroom adjustment among the youth. The result may help the counsellors, teachers, administrators and policy makers to do well in improving and maintain the classroom adjustment.

OBJECTIVES

The investigator of the present study framed the following objectives

1. To study the classroom adjustment of youth.
2. To find out the significance of the mean difference between selected sub samples of youth with respect to classroom adjustment.
3. To suggest suitable strategies for improving the classroom adjustment among youth

HYPOTHESES

The investigator of the present study framed the following hypotheses based on the objectives stated earlier

1. The classroom adjustment of youth is average.
2. There is no significant mean difference between male and female youth with respect to classroom adjustment.
3. There is no significant mean difference between rural and urban area youth with respect to classroom adjustment.
4. There is no significant mean difference between Tamil and English medium students with respect to classroom adjustment.
5. There is no significant mean difference between nuclear and joint family youth with respect to classroom adjustment.

The Method

The investigators adopted normative survey method. It gathers data from a large number of cases at a particular time and interested in knowing something about the whole population.

Statistical Techniques

In this present investigation, the statistical techniques viz. Descriptive [Mean and S.D.] and differential ['t' test] has been used.

Delimitations

The study is delimited to Tiruvannamalai district of Tamil Nadu State, 300 youth are studying in various schools and restricted to certain demographic variables only.

Variables

Variables are the conditions or characteristics that the researcher manipulates, controls or observes. Different variables selected by the investigator given the following sub-headings.

Dependent variable

The dependent variables are the conditions or characteristics that appear, disappear, or change as the researcher introduces, removes, or change independent variables. For the present study, **Classroom adjustment** was taken as a dependent variable.

Independent variable

The independent variables are the conditions or characteristics that the researcher manipulates, or controls in his/her attempt to ascertain their relationship to observed phenomena. For this study, the investigator variables, they are;

1. **Gender** - Male/Female
2. **Locality** - Rural/Urban
3. **Medium** - Tamil/English
4. **Family Type** - Joint/Nuclear

Sample

The present study consists of 300 youth studying in various schools, Tiruvannamalai district, Tamil Nadu. To draw a sample for the present study, the investigators used simple random sampling technique.

Tools Used

The data are necessary for carrying out research investigation and it must be collected with the special instrument or devices. The successful outcome of research is mainly depends on the proper selection of the research tool. So the investigator selected the Classroom adjustment Scale.

Description of Classroom Adjustment Scale

To study the classroom adjustment of youth in Thiruvannamalai District, the investigator used the classroom adjustment scale for data collection, which was constructed and standardized by M.Suresh Kumar and A. Arulmani [2012]. This scale consists of 22 statements and each statement has five responses i.e. 'Always', 'Often', 'Sometimes', 'Rarely' and 'Never'. The maximum score for this scale is 88 and 22 is the minimum score. There is no time limit to complete the research tool but most of the respondent will complete it within 20 minutes.

Name of the Author	M.Suresh Kumar, and A. Arulmani
Year	2012
Age Group or Target Population	Youth
Pilot Study Sample	100
Number of items	22
Average time to complete	20 to 25 minutes
Administration Type	Individual and Group

Scoring Procedure, Reliability, Validity And Norm

Some of the statements in this scale worded positively and the remaining of them worded negatively. Before scoring the items in the scale, investigators identified list of positive and negative items.

List of positive and negative items:

Positive (15)	1, 2, 4, 5, 6, 8, 9, 11, 13, 14, 15, 16, 17, 18, and 19
Negative (7)	3, 7, 10, 12, 20, 21 and 22

Scoring:

The scoring to the response given by the respondents should be like the following

Response	Positive	Negative
Always	4	0
Often	3	1
Sometimes	2	2

Rarely	1	3
Never	0	4

Reliability:

Reliability refers to the consistency with which a test measures, whatever it measures. The concept of reliability suggests both stability and consistency of measurement. The investigator calculated the reliability analysis and it was given in the following table.

Method of reliability Analysis	RELIABILITY EFFICIENTS	CO-
Correlation between forms	0.812	
Equal-length Spearman-Brown	0.821	
Guttman Split-half	0.821	
Unequal-length Spearman-Brown	0.819	

Validity:

The classroom adjustment scale was given to the experts in order to find out its content validity. The experts agreed that the items in the scale provided adequate coverage of the concept.

Percentile norm:

Norms have been worked out for the classroom adjustment scale. The percentile norms are given in the Table.

PERCENTILE	SCORE RANGE	NORM
Below P ₂₅	Below 44	Poor Classroom Adjustment
Between P ₂₅ and P ₇₅	Between 45 and 66	Average level of Classroom Adjustment
Above P ₇₅	Above 66	High level of Classroom Adjustment

Administration

To collect data for the present study, the investigator administered the tools of the study individually with prior permission from the schools of Tiruvannamalai district. The investigators provided brief introduction about the research work to the youth. The researchers clarified immediately whenever they face problem. After completion of all items in the scale, the investigators collected all the research tools from the respondents.

Data Analysis and Interpretation

One of the important objectives of the present investigation is to study the classroom adjustment of youth. For this, the investigators used a scale. The maximum score for this scale is 128 and a minimum score is 0. Hence, one secures a score above 66 indicates high level of classroom adjustment, a score between 45 and 66 indicates average level of classroom adjustment and a score below 45 indicates low level of classroom adjustment. The computed values of entire sample and its sub-samples are given in the Table 1.

It is evident from the Table 1., the calculated mean score of entire sample of youth is found to be 64.63 and the standard deviation value is 11.03. The calculated mean value is higher than the percentile 25 [45] and less than the percentile 75 [67]. Hence, it is inferred that the youth are having average level of classroom adjustment.

The calculated mean score of different sub samples of youth is ranging from 59.77 to 66.33. These values are higher than the 25 [45] and less than the percentile 75 [67]. Hence, it is inferred that irrespective of sub samples the youth are having average level of classroom adjustment.

Table - 1**The Mean and Standard Deviation of classroom adjustment scores of youth**

S. No.	Variable	Sample	N	Mean	S.D	't' Value	LS
1	Gender	Male	141	62.78	11.59	1.45	Not Significant
		Female	159	66.24	12.92		
2	Locality	Rural	78	62.19	11.95	0.86	Not Significant
		Urban	222	65.22	11.41		
3	Medium	Tamil	165	65.68	10.98	0.96	Not Significant
		English	135	63.33	11.09		
4	Family Type	Nuclear	217	63.51	10.85	1.47	Not Significant
		Joint	83	67.33	11.35		
5	Entire Sample		300	64.63	11.03	-	-

Calculated 't' values are found to be 1.45, 0.86, 0.96 and 1.47 respectively for

Important Findings

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

1. The youth are having average level of classroom adjustment and irrespective of sub samples the youth are having average level of classroom adjustment.
2. The male and female youth do not differ significantly in their classroom adjustment.
3. The rural and urban area youth do not differ significantly in their classroom adjustment.
4. The Tamil and English medium youth do not differ significantly in their classroom adjustment.
5. The nuclear and joint family youth do not differ significantly in their classroom adjustment.

Discussion and Recommendations

The youth are having average level of classroom adjustment. It may be due to more social and personal pressure. So, the parents and educational administration should develop classroom adjustment by encouraging the cooperation, group activities in schools and home.

The classroom adjustment level of female youth is better than male youth. It may be due to the family practices, parental influence, and social pressure etc., So, the parents and teachers should motivate the male youth to develop the skill of adjustment that will give success to them in their career.

Joint family youth possess better classroom adjustment than nuclear family youth, which may be due to the family system and elders' advice and their personalized care and supervision in joint family may helped them to acquire the adjustment skills. So, the parents should realise the importance of elders instead of feeling burden. The experience of elders in family is really an asset to the joint family youth not only in developing the adjustment skills it also cultivates many values among the youth of joint family.

Urban area youth is good in classroom adjustment than rural area youth. It may be due to the more exposure to urban area youth than rural area youth in many aspects. The classroom ad-

justment is mainly depends on the rapid changes in curriculum, technological innovation, teaching and learning process etc., So, the authorities in government, teachers and school counsellors should provide adequate coaching, training and exposure to rural area youth for improving the adjustment skills.

In addition to those points, the following strategies could be adopted for improving the classroom adjustment among youth.

Administrators: should

- provide adequate infra structure facility to youth
- understand the mindset of the youth and frame a curriculum according to the ability, interest, personality and so on.
- harmonious and peaceful environment to the youth learners to develop their adjustment skills
- conduct a regular training programme to students and teachers on various themes such as life skills, career skills, Yoga and Meditation, etc

Teachers: should

- group the youth with same interest, ability level, nature that will increase the level of classroom adjustment among youth
- teach them good adjustment practices to learners
- act as a role model in developing adjustment
- resolve the conflict immediately among the learners in the classroom
- act as a friend rather than boss in the classroom
- cultivate adjustment skills by games and positive inputs

Youth [students] : should

- co-operative with authorities, teachers and fellow classmates
- understand the importance and benefits of classroom adjustment
- follow and respects the words of teachers and parents
- develop the skill of adjustment
- realize the importance of adjustment and its benefits in education setting

In conclusion, adjustment is an important process requires to all of us. The level of adjustment may be differing from individual to individual but the outcome of adjustment is far better than creating conflict. If anyone wish to become successful in their career, education, life etc. they should develop the adjustment skill. The adjustment with oneself makes him successful and adjustment with the external environment will make him more successful in the competitive world.

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