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A Study of classroom adjustment in relation to mathematical understanding of secondary level students of Birbhum district in West Bengal

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Abstract

The present study focuses on the relationship of classroom adjustment and mathematical understanding of secondary level students. The study included 40 students from two different secondary schools of Birbhum district. Descriptive survey method has been used in this study, standardized adjustment Inventory for school students (AISS -ss) by A. K. P Sinha and R. P Singh and self-made mathematical understanding test tools have been used. It was determined that there is no significant difference between classroom adjustment and mathematical understanding of secondary level students of Birbhum district.

Keywords: ***Classroom adjustment, Classroom adjustment and mathematical understanding, Mathematical understanding on Classroom adjustment.***

Introduction

Classroom adjustment is an ability of students and teachers to handle their counterpart, classroom environments, 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.
Mathematical is an important part of one's life. So, mathematics is a subject, compulsory in school education. And it is necessary for and helpful in the realization of the practical or utilitarian value, disciplinary and cultural value. A strong background in mathematics is crucial for many career and job opportunities in today's increasingly technological society. There can be no true schooling without mathematics.

According to NCF 2005, developing children's abilities for mathematization is the main goal of mathematics education. Mech (2011) investigated whether school environment, socio-economic conditions and students' and teachers' attitude towards mathematics were factors affecting mathematics achievement and also in a present scenario social adjustment is a vital characteristic. Classroom adjustment helps to develop social adjustment by developing classroom environment which offers students the opportunity to have face to face interactions with their peers

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and instructor.

So, keeping in view the importance of mathematics learning and its implementation and also the importance of social adjustment and classroom adjustment, the researcher thought about this study.

Statement of the problem

A study of classroom adjustment in relation to mathematical understanding of secondary level of Birbhum district in West-Bengal.

Objectives

The objectives of study in the following:

1 To examine the classroom adjustment of Secondary primary level in Birbhum district.

2 To examine the mathematical understanding of Secondary primary level in Birbhum district.

3 To find out the relation between classroom adjustment and mathematical understanding of upper primary level in Birbhum district.

Hypothesis:

There is no significant relation between classroom adjustment and mathematical understanding of Secondary primary level in Birbhum district.

Research questions

1 what is the level of classroom adjustment of Secondary primary students?

2 what is the level of mathematical understanding of Secondary primary students?

Operational definition of the terms used:

- Classroom adjustment: Classroom adjustment is an ability of students and teachers to handle their classroom environment, teaching and learning process.

- Mathematical understanding: Mathematical understanding refers to their capability of understanding the mathematics at least, at knowledge, understanding and application level.

Delimitation of the study:

The proposed research work has the following delimitation.

- The study has been delimited to only Birbhum district's school.

Design of the study:

The study has been done through descriptive survey study. Secondary level students' classroom adjustment and mathematical understanding have been analysed quantitatively.

Method:

Considering the demand and the nature of the study "Descriptive Survey" method has been used. This method had been used to study classroom adjustment in relation to mathematical understanding of secondary level students.

Population:

Secondary level students of west-Bengal.

Sample: Two secondary schools of Birbhum district in west-Bengal will be selected for the present study.20 students of class VIII and 20 students of class IX have been selected as sample.

Sampling:

Simple random sampling technique has been used for this study.

Tools of the study: keeping in view the objectives Standardized Adjustment Inventory for School students (AISS-ss) by A.K.P Sinha and R.P. Singh and self -made mathematical understanding test tool have been used for the study.

Techniques: simple descriptive statistics which are mean, correlation co-efficient, parametric statistic; t-test have been used in this study.

Data analysis and interpretation objective wise data analysis and interpretation:

Objective-1:

1. Classroom adjustment of secondary level students has been discussed in the following table.

Table-1: Classroom Adjustment of the student of Sikshasatra (Class-VIII)

Sl. N.	Area wise raw score			Full Inventory	Z- Score Level of adjustment	
	Emotional	Social	Educational	Raw Score		
1	16	12	15	43	1.13	Below avg Adjustment
2	9	11	8	28	0.76	Above avg adjustment
3	9	11	10	30	0.5	Moderate Adjustment
4	14	15	14	43	1.13	Below avg Adjustment
5	9	11	8	28	0.76	Above avg Adjustment
6	13	12	16	41	0.89	Below Avg Adjustment
7	3	25	13	41	41	Below Avg Adjustment
8	12	13	12	37	0.38	Moderate Adjustment
9	5	9	4	18	2.02	Extremely High Adjustment

Among 10 students of Sikhsha-Satra 4 students are in below average adjustment, 3 students are in above average, 2 students are in average adjustment, one of them is in extremely high adjustment.

Table-2: Classroom Adjustment of the student of Rajatpur High School (Class-VIII)

Sl. N.	Area wise raw score			Full Inventory	Z- Score Level of adjustment	
	Emotional	Social	Educational	Raw Score		
1	12	11	9	32	0.79	Below avg Adjustment
2	7	18	7	32	0.79	Below Avg Adjustment
3	7	11	13	31	0.59	Below Avg Adjustment
4	11	10	9	30	0.39	Moderate Adjustment
5	12	16	9	37	1.81	Unsatisfactory Adjustment
6	9	7	11	27	0.22	Average Adjustment
7	2	15	6	23	1.04	Average Adjustment

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8	6	11	8	20	1.65	High Adjustment
9	10	6	9	24	0.84	Above avg Adjustment
10	8	8	9	25	0.63	Above avg adjustment

Among 10 students of Rajatpur High School 3 students are in below average adjustment, 2 students are in above average, 3 students are in average adjustment, one of them is in high adjustment and one is in unsatisfactory adjustment.

Table-3: Classroom Adjustment of the student of Sikshasatra (Class-IX)

Sl. N.	Area wise raw score			Full Inventory	Z- Score Level of adjustment	
	Emotional	Social	Educational	Raw Score		
1	9	12	14	35	0.54	Below avg adjustment
2	9	10	15	34	0.4	Adjustment
3	6	8	14	28	0.45	Above avg adjustment
4	6	11	8	25	0.88	Above avg adjustment
5	13	6	10	29	0.31	Average adjustment
6	9	13	11	33	0.26	Average adjustment
7	5	9	6	20	1.59	High Adjustment
8	15	17	12	44	1.81	Unsatisfactory Adjustment
9	13	4	7	24	1.02	Above avg Adjustment
10	16	14	10	40	1.25	Below avg Adjustment

Among 10 students of Siksha-satra 2 students are in below average adjustment, 3 students are in above average, 3 students are in average adjustment, one of them is in high adjustment and one is unsatisfactory adjustment.

Table-4: Classroom Adjustment of the student of Rajatpur High School (Class-IX)

Sl. N.	Area wise raw score			Full Inventory	Z- Score Level of adjustment	
	Emotional	Social	Educational	Raw Score		
1	15	20	17	52	1.95	Unsatisfactory Adjustment
2	11	14	15	40	0.78	Below avg adjustment
3	11	10	8	30	0.206	Extremely high adjustment
4	12	14	13	39	0.68	Below avg adjustment
5	1	8	4	13	1.88	High adjustment
6	5	12	5	22	0.99	Above avg adjustment
7	7	10	11	27	0.5	Avg adjustment
8	7	15	13	35	0.28	Avg adjustment
9	9	8	11	28	0.4	Avg adjustment
10	12	13	10	35	0.28	Avg adjustment

Among 10 students of Rajatpur High School 3 students are in below average

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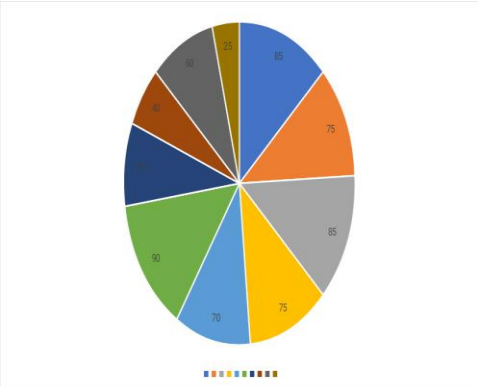
adjustment, 2 students are in above average, 2 students are in average adjustment, one of them is in high adjustment and is in unsatisfactory adjustment and one of them is extremely high adjustment.

Objective-2:

Mathematical understanding of secondary level students has been discussed in the following table.

Table-5: Mathematical test result of the student of Sikshasatra (Class-VIII)

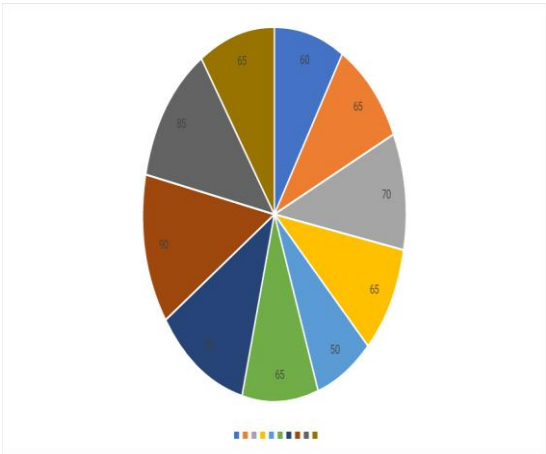
Sl. No.	Marks Obtained	Percentage
1	17	85
2	15	75
3	17	85
4	15	75
5	14	70
6	18	90
7	11	55
8	8	40
9	12	60
10	5	25



Among 10 students 3 students got 80% above, 4 students got 60% above, one student got 50% above and one is in below 40%.

Table-6: Mathematical test result of the student of Rajatpur High School (Class- VIII)

Sl. No.	Marks Obtained	Percentage
1	12	60
2	13	65
3	14	70
4	13	65
5	10	50
6	13	65
7	16	80
8	18	90
9	17	85
10	13	65



Among 10 students Rajatpur High School (class VIII) 3 students got 80% above, 5 students got 60% above, 2 students got 50% above.

Table-7: Mathematical test result of the student of Sikshasatra (Class-IX)

Sl. No.	Marks Obtained	Percentage
1	11	55
2	9	45
3	7	35
4	20	100
5	12	60
6	7	35
7	15	75
8	10	50
9	10	50
10	8	40

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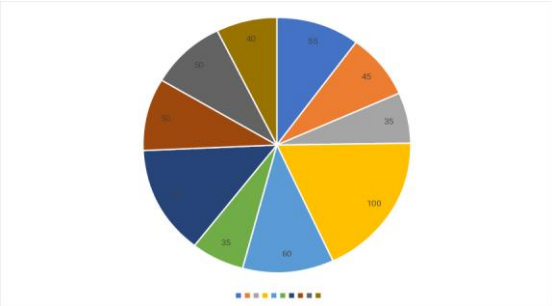
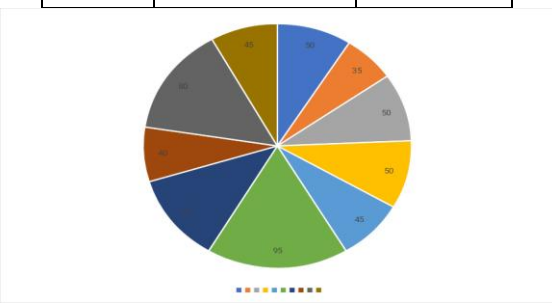


Among 10 students Siksha-satra (class IX) one student got 80% above, 2 students got 60% above. 3 students got between (50-55) %, 2 students got below 40%.

Table-8: Mathematical test result of the student of Rajatpur High School (Class- IX)

Sl. No.	Marks Obtained	Percentage
1	10	50
2	7	35
3	10	50
4	10	50
5	9	45
6	19	95
7	13	65
8	8	40
9	16	80
10	9	45



Among 10 students Rajatpur High School (class IX) 2 students got 80% above, one student got 60% above, 3 students got 50%, 3 students above 40%, one below 40%.

Objective-3:

To find the relationship between classroom adjustment and mathematical understanding among secondary level students.

This objective is concerned to find out the relationship between classroom adjustment and mathematical understanding among secondary level students for 40 students. Therefore, to accomplish this objective the researcher framed the following null hypothesis for experimental verification.

Hypothesis-1:

There is no significant relationship between classroom adjustment and mathematical understanding among secondary level students.

In order to find out relationship between classroom adjustment and mathematical understanding among secondary level students for the total sample, the investigator analysed the scores of participants by using the statistical method Pearson Product Moment coefficient of correlation.

Table-9: Following table is for the value of correlation between Classroom Adjustment and Mathematical Understanding among Secondary level students

Variables	N	Calculated r	P-Value
Classroom Adjustment	40	-.311	.051
Mathematical Understanding			

The above table represents the coefficient of correlation between classroom adjustment and mathematical understanding among secondary level students for the sample of 40. The table reveals that there is no significant

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relationship between classroom adjustment and mathematical understanding. The calculated coefficient of correlation values is -0.311(P=0.051) which is insignificant at both the level at 0.01 level of confidence and 0.05 level of confidence. That means there is no significant difference between classroom adjustment and mathematical understanding. This the null hypothesis "there is no significant relationship between classroom adjustment and mathematical understanding among secondary level students" is not rejected.

Conclusion:

Through this study Researcher found that there is no significant relationship between classroom adjustment and mathematical understanding. So, it is proved that classroom adjustment is not affected by mathematical understanding.

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