

# A Study of Classroom Climate in relation to Students Adjustment in Secondary Schools of Prakasam District of Andhra Pradesh

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## Abstract

The present investigation was an attempt to determine the Classroom Climate in relation to Students Adjustment of Secondary Schools in Prakasam district of Andhra Pradesh. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consisted of 300 students from Prakasam district using stratified random sampling method. Questionnaire was constructed for the students to find out the opinions on Classroom Climate in relation to Students Adjustment in Secondary Schools of Prakasam district in Andhra Pradesh. The data were analyzed using various statistical methods like correlation, t-test and ANOVA by SPSS package. The score obtained by different groups are compared across the variables like gender, class, medium of instruction, school management, father and mother qualifications, father and mother occupation and parental income. The study revealed that there is a positive strong correlation between Classroom Climate and Student Adjustment. The results are discussed in light of previous research studied; Implications and Recommendations for further research were also suggested.

**Key words:** Classroom Climate, Student Adjustment.

## Introduction:

Man has an amazing tendency to be dissatisfied with things as they are. Therefore, he is involved in a constant struggle with physical, social and other forces for making them minister to his comforts and safety. In this process he comes to know new things which develop his power of adjustment. He alters his behaviour and acquires new skills. According to the demand of situation, he wants that his children, too, should acquire these experiences as a means to their increased security and happiness. Thus education should be regarded as adjustment. But adjustment is a life long process, therefore education too should be a life long process.

## Relationship between Classroom Climate and Student Adjustment:

The Classroom Climate is multidimensional as it encompasses social and academic aspects of the classroom. The teacher plays a key role in shaping the Classroom Climate by providing emotional and academic support to students and by facilitating and encouraging student interaction and mutual respect. Teacher characteristics such as a caring disposition, recognition of, interest in, respect, and concern for students, and fair treatment of students influence the psychological environment of the classroom and thus have the potential to create an environment which stimulates students' engagement and learning (Murdock,

1999). Teacher support has monumental effects on youth's social and motivational development and achievement (Sakiz, Pape, & Woolfolk Hoy, 2012). As students advance into adolescence, their peer interactions become increasingly salient in influencing their academic and social adjustment. Thus, whether teachers promote positive peer interactions within the classroom is a critical area in this type of research. Current research investigating relations between students' perception of their Classroom Climate and their adjustment examine a variety of classroom and student variables. Most of the findings to date support the idea that the quality of the Classroom Climate has powerful influences on student adjustment with particular emphasis on teacher emotional/social support. Teachers play in shaping the Classroom Climate, understanding the connections between the affective components of learning environments and early adolescents' adjustment should be an area of focus for school psychologists. One of the earlier studies that illustrates the central role of the Classroom Climate was conducted by Ryan and Patrick (2001).

### **Need and Importance of the study**

Classroom climate should be conducive and also should be encouraging to the students to adjust in the classroom situation for learning. If the classroom climate is not conducive, students may not be adjusted, that situation may impede for learning. The students may come various backgrounds, their socio-economic conditions may vary, the group of students may be heterogeneous in group; with all these features students may differ in their attitudes, interests, and also sometimes may not adjust with the classroom or school situations, Hence, classroom situation or the school atmosphere or climate should be attractive and encouraging. The psychologists suggested that, some factors may be the cause for adjustment of the students in learning aspects. Some studies were conducted in India on the adjustment and classroom climate. Basing on the situations and climatic conditions of the locations of Andhra Pradesh and the specified districts it is necessary to undertake study at the Secondary school. This stage is very crucial, and also the classroom situations should also be more encouraging for such group of students. where the classroom climate conditions are encouraging these are rate of adjustment be high. Hence, the researcher taken up this study to know the perceptions of secondary school students towards Classroom Climate in relation to Student Adjustment of Secondary School Students in Prakasam District of Andhra Pradesh. This study was provide some useful hints for further exploration.

### **Objectives of the study**

1. To study the relationship between Classroom Climate and Adjustment of secondary school Students in Prakasam District
2. To study the significant differences on the perceptions of secondary school students towards Classroom Climate in Prakasam District basing on Socio -economic variables viz, a) Gender, b) Class, c) Medium of Instruction, d) School Management e) Locality of the school f) Father Educational Qualification g) Mother Educational Qualifications h) Father Occupation, i) Mother Occupation and j) Parental annual income.
3. To study the significant differences on the perceptions of secondary school students towards adjustment basing on their socio-economic variables viz, a) Gender, b) Class, c) Medium of Instruction, d) School Management e) Locality of the school f) Father Educational Qualification g)

Mother Educational Qualifications h) Father Occupation, i) Mother Occupation and j) Parental annual income.

### **Hypotheses of the present study**

- 1) There is no significant relationship between Classroom Climate and Emotional Adjustment of Secondary School Students in Prakasam District.
- 2) There is no significant difference between socio economic variables of students perceptions (Viz., Gender, Class, Medium of Instruction, School Management, Locality of the school, Father Educational Qualification, Mother Educational Qualifications, Father Occupation, Mother Occupation and Parental annual income) towards classroom climate of Secondary School Students in Prakasam District.
- 3) There is no significant difference between socio economic variables of students (Viz., Gender, Class, Medium of Instruction, School Management, Locality of the school, Father Educational Qualification, Mother Educational Qualifications, Father Occupation, Mother Occupation and Parental annual income) towards Adjustment of secondary School Students in Prakasam District..

### **Limitations of the study**

This study was limited to know the perceptions of secondary school students towards Classroom Climate in relation to Student Adjustment of Secondary School Students in Prakasam District of Andhra Pradesh. The study is limited to 800 Students from Secondary Schools of Prakasam District. This study is also limited to collect data from the 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> class students from Prakasam district.

### **Review of Related Literature:**

**Boniface Ugwumaduka Ezike (2018)** studied on “Classroom Environment and Academic Interest as Correlates of Achievement in Senior Secondary School Chemistry in Ibadan South West Local Government Area, Oyo State, Nigeria”. This study investigated classroom environment and students’ academic interest as correlates of achievement in Senior Secondary Chemistry. Correlational design was adopted. 208 secondary school students from ten randomly selected Public Secondary Schools in Ibadan Oyo State, Nigeria participated. Result showed significant relationships between classroom environment and academic achievement, students’ academic interest and achievement in Chemistry. Therefore it was recommended that all hands should be on deck in providing conducive school and classroom environments for learning, teachers and parents should create activities that will help develop and sustain interest of students.

**Keri Stewart (2013)** studied on “The Mediating Role of Classroom Social Environment between Teacher Self-Efficacy and Student Adjustment”. Additionally, the type of environment teachers promote is based on their assessments of their own teaching abilities Therefore, this study describes a model proposing that the classroom social environment mediates the relation between teacher self -efficacy and student adjustment. This model was tested via single-level structural equation model with 358 middle school students from an economically and racially diverse sample. Findings suggest that teacher self-efficacy had minimal impact on classroom social environment and student adjustment variables, and thus may not play a mediating role between these variables. However, findings did indicate a significant, moderate impact of the

classroom social environment on student adjustment. This finding aligns with previous research which suggests when the classroom environment provides opportunities for students to develop their academic and social competencies, and when students feel cared for and supported, school adjustment is enhanced. The overall impact of the classroom social environment on student adjustment in this study highlights the need for school psychologists to advocate for the development of middle school environments that meet early adolescents' developmental and basic needs.

The study made by **Pandy and Pratap (2001)** based on "Achievement motivation, adjustment, anxiety and educational achievement of working and non - working mother's children" It was concluded that significant difference noted in adjustment and anxiety between working and non-working mother's children. But no difference was found in achievement motivation and educational achievement.

#### **Variables:**

Gender, Class, Medium of Instruction, School Management, Locality of the school, Father Educational Qualification, Mother Educational Qualifications, Father Occupation, Mother Occupation and Parental annual income.

#### **Design of the Study**

The investigator followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

#### **Research Tool:**

The present investigation is collected from the perceptions of students towards Classroom Climate in relation to Adjustment of Secondary School Students in Prakasam District; Questionnaire was constructed and administered to find out the Classroom Climate in relation to Adjustment of Secondary School Students.

#### **Sample:**

According to the research, the survey will be conducted amongst the (300) students which are located in Prakasam district of Andhra Pradesh.

#### **Statistical Techniques Used**

The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the 't' - test and Analysis of Variance have been used by the investigator. The 't' test is used to test the null hypothesis when the data is correlated from matched groups. Analysis of (ANOVA) variance is used to find out the effect, if any, of the variables studied.

**Table 1: Correlation between Classroom Climate and Student Adjustment of Secondary School students**

N	'r'-value	p-value
300	0.15**	0.00

\*\*Significant at 0.01 level

Table 1: we observed that, there is a high significant correlation between Classroom Climate and Student Adjustment of Secondary School students. The 'r'-value is found to be 0.15 which is significant at 0.01 level.

**Table 2: Mean, SD, and 'F'/'t' Values on the perceptions of students based on their Socio-Economic variables towards Classroom Climate**

Variable	Category	Mean	S.D.	F/t-value	p-value
Gender	Male	152.01	11.10	6.42**	0.00
	Female	156.79	8.29		
Class	8th Class	166.21	14.54	3.98*	0.02
	9th Class	163.11	9.66		
	10th Class	164.20	9.64		
Medium of Instruction	English	164.29	11.68	0.20 <sup>NS</sup>	0.84
	Telugu	164.11	10.58		
Management	Government	165.41	9.14	0.32 <sup>NS</sup>	0.81
	Zilla Parishad	164.40	12.83		
	Municipal	165.06	11.57		
	Private	163.97	11.08		
Locality	Rural	164.23	11.59	0.43 <sup>NS</sup>	0.97
	Urban	164.20	10.73		
Father Qualification	Illiterate	167.20	6.73	6.51**	0.00
	Up to 5th Class	160.44	6.64		
	6th to 10th	163.32	10.60		
	Intermediate	161.82	11.48		
	Degree & above	166.92	12.66		
Mother Qualification	Illiterate	167.95	10.89	9.22**	0.00
	Up to 5th Class	161.00	9.02		
	6th to 10th	161.16	12.15		
	Intermediate	165.71	9.11		
	Degree & above	167.00	16.31		
Father Occupation	Labour	163.79	9.97	6.42**	0.00
	Cultivation	168.50	12.01		
	Business	164.00	12.48		
	Employee	157.33	7.66		
	Others	165.60	12.00		
Mother Occupation	Housewife	164.08	10.88	5.32**	0.00
	Labour	170.39	12.07		
	Cultivation	164.23	13.63		
	Business	162.44	11.94		
	Employee	161.00	10.37		
	Others	166.47	10.07		
Parental Income	Below Rs. 25000	159.00	8.91	10.24**	0.00
	Rs. 25,000 to 50000	166.64	11.39		
	Above Rs. 50,000	169.47	10.90		

\*\*Significant at 0.01, \*Significant at 0.05 level and

NS: Not Significant

Table 2: revealed that, there is a significant difference among the perceptions of students based on their Socio-Economic variables i.e., gender, class, father qualification, mother qualification, father and mother occupation and parental income towards Classroom Climate in Secondary Schools. The t /F – values were found to be 6.42, 3.98, 6.51, 9.22, 6.42, 5.32 and 10.24 and the p-values were 0.00, 0.02, 0.00, 0.00, 0.00, 0.00 and 0.00 which were statistically significant at 0.01 and 0.05 levels. Hence, the null hypothesis was rejected. We conclude that, according to their gender, male category students perceived high perceptions



than that of female category students, based on their class, 8<sup>th</sup> class students perceived high compared to 9<sup>th</sup> and 10<sup>th</sup> class students, whereas according to their father and mother qualifications, illiterate fathers and mothers perceived high compared to other qualifications of father and mother category students. According to their father occupation, cultivation occupation of fathers of students perceived high than that of labour, business, employee occupations of fathers of students. According to their mother occupation, labour occupations of mothers of students perceived high compared to other occupations of mothers of students. According to their parental income, above Rs. 50,000 parental income of students perceived high than that of below Rs. 25000 and Rs. 25000 to 50000 parental income of students.

There is no significant difference among the perceptions of students based on their socio-economic variables i.e. medium of instruction, locality and school management towards Classroom Climate in Secondary Schools. The t /F – values were found to be 0.20, 0.32 and 0.43 and the p-values were 0.84, 0.81 and 0.97 which were statistically not significant at any level. Hence, the null hypothesis was accepted. We conclude that all the students based on their socio-economic variables i.e. medium of instruction, locality and school management perceived similar opinion towards Classroom Climate in Secondary Schools in Prakasam district.

**Table 3: Mean, SD, and ‘F’/‘t’ Values on the perceptions of students based on their Socio-Economic variables towards Student Adjustment**

Variable	Category	Mean	S.D.	F/t-value	p-value
Gender	Male	140.46	13.72	5.04**	0.00
	Female	145.67	10.41		
Class	8th Class	140.47	12.32	3.11*	0.05
	9th Class	143.38	13.08		
	10th Class	143.40	12.22		
Medium of Instruction	English	142.36	12.76	0.57 <sup>NS</sup>	0.62
	Telugu	142.96	12.66		
Management	Government	142.94	11.03	2.93*	0.05
	Zilla Parishad	142.29	12.71		
	Municipal	145.14	11.84		
	Private	142.08	12.93		
Locality	Rural	142.51	12.66	0.22 <sup>NS</sup>	0.82
	Urban	142.74	12.81		
Father Qualification	Illiterate	132.60	10.87	6.44**	0.00
	Up to 5th Class	146.78	10.49		
	6th to 10th	142.76	13.59		
	Intermediate	142.03	10.71		
	Degree & above	143.05	12.59		
Mother Qualification	Illiterate	140.34	8.75	4.32**	0.00
	Up to 5th Class	141.76	16.28		
	6th to 10th	141.27	13.27		
	Intermediate	145.30	11.47		
	Degree & above	139.91	13.23		
Father Occupation	Labour	142.68	12.56	1.09 <sup>NS</sup>	0.36
	Cultivation	149.00	6.27		

	Business	144.00	13.39		
	Employee	141.14	14.38		
	Others	142.32	12.60		
Mother Occupation	Housewife	42.29	6.08	1.02 <sup>NS</sup>	0.40
	Labour	42.56	5.24		
	Cultivation	39.92	7.09		
	Business	42.91	4.06		
	Employee	41.38	5.48		
	Others	40.87	7.09		
Parental Income	Below Rs. 25000	139.76	12.76	9.92**	0.00
	Rs. 25,000 to 50000	144.54	12.32		
	Above Rs. 50,000	140.94	13.00		

\*\*Significant at 0.01,

\*Significant at 0.05 level and

NS: Not Significant

Table 3: revealed that, there is a significant difference among the perceptions of students based on their Socio-Economic variables i.e., gender, class, school management, father qualification, mother qualification and parental income towards Adjustment of Secondary School Students in Prakasam district. The t /F – values were found to be 5.01, 3.11, 2.93, 6.44, 4.32 and 9.22 and the p-values were 0.00, 0.05, 0.05, 0.00, 0.00 and 0.00 which were statistically significant at 0.01 and 0.05 levels. Hence, the null hypothesis was rejected. We conclude that, according to their gender, female category students perceived high than that of male category students, based on their class, 10<sup>th</sup> class students perceived high compared to 8<sup>th</sup> and 10<sup>th</sup> class students, whereas according to their school management, municipal school students perceived high compared to other schools, according to their father qualification, up to 5<sup>th</sup> class qualified fathers of students perceived high compared to other qualifications of fathers of students. According to their mother qualification, intermediate qualified mothers of students perceived high compared to other occupations of mothers of students. According to their parental income, Rs. 25000 to 50,000 parental income of students perceived high than that of below Rs. 25000 and above Rs. 50000 parental income of students.

There is no significant difference among the perceptions of students based on their socio-economic variables i.e., medium of instruction, locality, father occupation and mother occupations towards Adjustment of Secondary School Students in Prakasam district and they perceived similar opinion

### Findings and Conclusions:

1. We noticed that, there is a high significant correlation between Classroom Climate and Student Adjustment of Secondary School students in Prakasam District.
2. There is a significant difference among the perceptions of students based on their Socio-Economic variables i.e., gender, class, father qualification, mother qualification, father and mother occupation and parental income towards Classroom Climate in Secondary Schools. We conclude that, according to their gender, male category students perceived high perceptions than that of female category students, based on their class, 8<sup>th</sup> class students perceived high compared to 9<sup>th</sup> and 10<sup>th</sup> class students, whereas according to their father and mother qualifications, illiterate fathers and mothers perceived high compared to other qualifications of father and mother category students. According to their father occupation, cultivation occupation of fathers of students perceived high than that of

labour, business, employee occupations of fathers of students. According to their mother occupation, labour occupations of mothers of students perceived high compared to other occupations of mothers of students. According to their parental income, above Rs. 50,000 parental income of students perceived high than that of below Rs. 25000 and Rs. 25000 to 50000 parental income of students.

3. There is a significant difference among the perceptions of students based on their Socio-Economic variables i.e., gender, class, school management, father qualification, mother qualification and parental income towards Adjustment of Secondary School Students in Prakasam district. We conclude that, according to their gender, female category students perceived high than that of male category students, based on their class, 10<sup>th</sup> class students perceived high compared to 8<sup>th</sup> and 10<sup>th</sup> class students, whereas according to their school management, municipal school students perceived high compared to other schools, according to their father qualification, up to 5<sup>th</sup> class qualified fathers of students perceived high compared to other qualifications of fathers of students. According to their mother qualification, intermediate qualified mothers of students perceived high compared to other occupations of mothers of students. According to their parental income, Rs. 25000 to 50,000 parental income of students perceived high than that of below Rs. 25000 and above Rs. 50000 parental income of students.

#### **Suggestions:**

1. A comprehensive approach will be needed, involving changes in school and classroom climate, increased teacher-parent involvement.
2. Classroom physical environment plays a crucial role in strengthening students' academic achievement therefore, it is strongly recommended that classroom physical should be well structured and physical facilities should be provided to each school on priority basis.
3. Special budget should be provided to each school for purchasing classroom accessories. Heads of the institutions should be authorized to purchase and ensure classroom facilities.

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