

Effect of Intelligence and Hyperactivity on Classroom Adjustment of 7th Class School Students

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Abstract: - The purpose of this study was to verify interaction effect between level of intelligence and level of hyperactivity. This study aims to investigate effects on classroom adjustment of students. For this study 30 students i.e. 50% of the populations were taken selected. The standardized tools were used for the study. Only ex-post-facto method was adopted. The result revealed that level of intelligence and level of hyperactivity both variables are not significantly related to classroom adjustment. Both variables are found independent and significant effect has been noted.

I. MEANING OF SPECIFIC TERMS

The formal education of child starts in the school usually at the age 4 or 5, a student spends most of his time of school in his class room. As the purpose of the investigation is to study class room adjustment, it would be beneficial to understand initially the meaning of class and adjustment. The classroom adjustment, in general terms may be defined as the adjustment of a child within the limits of classroom. A comprehensive definition of classroom adjustment has been given by Rekha Agarwal (1990) as: The personality of a child characterized by intrinsic interest in the subject matter of study. Positive attitude towards teacher, flexibility and appropriateness in behavior with the classmates, stability of goals, balanced emotional life, ability to concentrate for a reasonable length of time, willingness to conform to academic requirements routine regulations and ability to enjoy life in many areas.

Intelligence: - Intelligence is the innate ability to solve the problems and this innate ability is term, that (ability) which is present in an individual from birth and not that (ability) which is other wise acquired through self study or as the result of classroom instructions. Intelligence is the ability to learn. Intelligence is the ability to deal with the abstraction. Intelligence is the ability to make adjustment or to adapt to new situation.

II. HYPERACTIVITY

Hyperactivity means not only more activity and restlessness but also the ability to engage in specific activity of stay with a particular object or activity at appropriate times. Hyperactive children are generally characterized by the four behaviors.

Overactivity
Distractivity

Impulsivity
Excitability

III. OBJECTIVES

Following are the objectives of the present study:-

- To study whether student's level of intelligence interacts with student's level of hyperactivity in determining their classroom adjustment.
- To study the main effects of level of intelligence on students classroom adjustment.
- To study the main effects of level of hyperactivity on students class room adjustment.

IV. HYPOTHESES

In order to achieve the foregoing objectives following hypotheses were formulated:-

That the interaction effect on student's class room adjustment between level of intelligence and level of hyperactivity (A X B) is not significant. That the effect of level of intelligence (A) on student's class room adjustment is not significant. That the effect of level of hyperactivity (B) on student's class room adjustment is not significant.

V. DELIMITATION

The study has been delimited to students of class VII of Ghaziabad Public School of Ghaziabad.

VI. METHOD OF THE STUDY

The present study is aimed at identifying the interaction effect of level of intelligence and level of hyperactivity on student's classroom adjustment. On the basis of research studies and considering the nature and objectives of available, the investigator reached to the conclusion that only ex-post facto method was the most suited to be adopted.

VII. POPULATION AND SAMPLE SELECTION

For this study, the population has been defined as all the students (Girls and Boys) of class VII of the Ghaziabad Public School, Ghaziabad. Systematic sampling method was used for collection of samples. Thus the obtained number of students was 60, out of which 30 students were selected, thus 50% of the population were taken.

VIII. VARIABLES

Present study involves three variables out of which two variables are independent and one is dependent variable. The independent variable are level of intelligence and level of hyperactivity and the dependent one is classroom adjustment.

TOOLS SELECTED:

'Verbal Intelligence Test', constructed by Ojha and Ray Choudhary (1971).

'Hyperactivity Test' constructed by the Rekha Agarwal (1990).

'Manglam Kaksha Samayojan Mapan Patri' constructed by Rekha Agarwal (1960).

IX. REVIEW OF RELATED RESEARCH AND LITERATURE

HYPERACTIVITY:-

Clements and Peters and Dauglas (1962) :- says about the hyperactivity that Hyperactivity is a generalized symptom which has been used to categorize a population of individuals who exhibit a lack of control of spontaneous activity. R.G. Jacob (1978) :- conducted a study on hyperactive child he found that the hyperactive children were less complaint engaged in more off task or competing behavior and were more negative than normal children in classroom behavior.

"CLASSROOM ADJUSTMENT AND INTELLIGENCE"

Stromswold and Wrenn (1948) defined school adjustment in terms of the characteristics exhibited by a well adjusted student rather than in terms of grades obtained. Congdon f(1943), Houston and Mazzoff (1944), Hibler and Larson (1944) and Carroll and Jones (1944) found several adjustment problems in classroom associated with the low intelligence children's. Frankel (1960):- found that high intelligent children were conforming to school regulations and better adjusted to academic situation.

X. GENERAL CONCLUSIONS

Following conclusions may be drawn from the review of researches done in India and abroad in the field of classroom adjustment as studied by the investigator on the basic of foregoing researchers :-

Level of intelligence and level of hyperactivity have been studied as independent factors in relation to classroom adjustment. A wide variation is seen in the results of investigators but no attempt has been made so far to explain the phenomenon of this variation. No attempt yet has been made to study level of intelligence and level of hyperactivity in relation to academic

adjustment as such. None of the investigators has tried to study the interaction effect of these two vital factors on student's classroom adjustment. Therefore an attempt has been made in the present study to investigate the individual as well as interacting effect of level of intelligence and level of hyperactivity in the process of influencing students classrooms adjustment. Hence the study is titled as "Effect of Intelligence and Hyperactivity on Classroom Adjustment of 7th Class School Students".

XI. ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

TABLE OF RESULTS

Main and interaction effects of level of intelligence and level of hyperactivity on class room adjustment:-

S.NO.	SOURCE	SS	DF	SSMS	F-RATIO
1.	SSA	148.80	1	148.81	1.17
2.	SSB	153.17	1	15.17	1.21
3.	SSA X B	2960.13	1	2960.16	23.36
4.	SSW	3293.96	26	126.96	--

NOTE: - A. Level of intelligence

B. Level of hyperactivity

HYPOTHESIS – 1:-

Hypothesis – 1 stated as “That there is no significant relationship between level of intelligence and classroom adjustment of students.” The objective of this hypothesis was to study the effect of students’ level of intelligence on classroom adjustment. To achieve this objective a null hypothesis was formulated and tested by applying F-test. The obtained value of F is 1.17 which is less than the table value of F which is 2.84 at 0.01 levels for 1.26 df. Hence, the null hypothesis was accepted and it concluded that the student’s level of intelligence does not affect their classroom adjustment.

XII. DISCUSSION

Since the obtained F-value, of 1.17 is less than the table value of F which is 2.84, it shows that there is no significant relationship between level of intelligence and classroom adjustment. Hence, the research hypotheses that, “there is no significant relationship between level of intelligence and classroom adjustment” was accepted. It may be inferred from this analysis that the students, who have high level of intelligence are not contradictory to the findings of studies conducted by R.K. Arora who find significant difference between level of intelligence affects

favorably on the classroom adjustment of students, because the high intelligent student are the most adjusted but low intelligent are the poorest in adjustment.

HYPOTHESIS – 2:-

This hypothesis was stated as “that there is no significant relationship between students’ level of hyperactivity and their classroom adjustment” to test this hypothesis x2 table of factorial design of experiment was prepared and F- test was applied. It can be seen from the table that the main effect of students’ level of hyperactivity has an F-ratio of 1.21 which is not significant at any level. The obtained value of F 1.21 is much less than the table value of F which is 2.84 at 0.01 level for 1.26 df. Hence, the null hypothesis was accepted and it was conducted that the students’ level of hyperactivity does not effect their classroom adjustment.

DISCUSSION:-

Obtained results under this hypothesis indicate that level of hyperactivity is not a factor for determining students’ classroom adjustment. There are not much studies available on this particular variable, but there are many studies on the creativity. This result is contradictory on the basis of creativity study conducted by khire who find that high creative student adjust well in classroom. But the obtained result is supported also on the basis of creativity study conducted by R.K. Arora who find that creativity plays not any effective role in determining the personality adjustment and classroom adjustment. It is, therefore difficult to explain obtained result, as there are not much studies available on this variable. It requires further investigations.

HYPOTHESIS – 3:-

Hypothesis -3 was stated as “that is no significant interaction effect between students’ level of intelligence and level of hyperactivity as regard to their classroom adjustment. To test this hypothesis the same 2x2 table of factorial design of experiment was used and F-test was applied. This is clear from the table that the interaction between level of intelligence and level of hyperactivity has and F-ratio of 28.36 which is much more that the table value of 2.84 for 1.26 ft. therefore, the null hypothesis was rejected and it was concluded that level of intelligence affects students’ classroom adjustment difference at both the level of hyperactivity. There is an interaction effect means it affects classroom adjustment differently at different level of intelligence and level of hyperactivity.

DISCUSSION:-

It can be seen from the table that the effect of level of intelligence on student’s classroom adjustment is not significant at any level. Also, it can be seen the effect of level of hyperactivity on their adjustment is not significant at any level. But from the table it was conducted that the interaction of level of intelligence and level of hyperactivity affects student’s classroom adjustment. Pa. From the data it can safely be concluded

that those possessing both high convergent and divergent abilities are by far the most accommodative persons among different level hyperactive intelligence groups seems to be good adjusted. High hyperactivity high intelligence students are the most adjusted, and high hyperactivity but low intelligent are poorest in adjustment. It means hyperactive abilities upto a certain level of intelligence help in adjustment. No immediate research evidence is available in this field.

MAJOR FINDINGS

Major findings of the present study are as follows:

There has been no significant relationship between student’s level of intelligence and classroom adjustment. There has been no significant relationship between student’s level of hyperactivity and their classroom adjustment. The interaction effect of level of intelligence and level of hyperactivity has been significant on students classroom adjustment.

IMPLICATIONS OF FINDINGS:

The findings of this investigation have following practical implication: Though in this investigation, level of intelligence has not been found significantly related to there classroom adjustment but this should not be considered final. Students leaning ability and mental adaptability to new problems, consequently affecting there classroom adjustment. Paying careful attention to the adjustment problem of the student is one of the most promising means of increasing efficiency of the students and there by securing to society the enduring values of education and better returns of investment. Teachers and parents should help students to develop desirable qualities for there adjustment. Intelligence test should be held in the school time to time for improving there level of intelligence. Special care and special or separate class should be arranged for hyperactive children.

SUMMARY OF THE FINDINGS:-

To sum up, it may be concluded that level of intelligence and level of hyperactivity has not shown any significant relationship with the classroom adjustment, interaction effect of hyperactivity, is found to be a highly significant on students’ classroom adjustment.

SUGGESTIONS FOR FURTHER RESEARCH:

The research should be carried out on larger sample. This investigation has included both boys and girls. The research can be carried out separately on boys and girls as they are different in there psychological disposition. Moreover, they are scopes for comparative studies age wise as well sex wise. A variety of dependent variables related to various aspects of students personality may also be studied in future researchers. Environment does affect the personality of a person which must show its affects on his adjustment. It seems that there are more hidden environmental factors, which yet have to be identified.

Instead of factorial design of analysis, researchers may use co-relational methods.

XIII. BIBLIOGRAPHY

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