



“A STUDY OF THE ADJUSTMENT PROBLEM OF UPPER PRIMARY SCHOOL STUDENTS”

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ABSTRACT

The problem of adjustment has been existence on earth. Since the appearance of human race adjustment is relative term, opposite of adjustment/ maladjustment. Life presents a continuous chain of struggle for adjustment. The process of adjustment students starts right from the internal as well as external. The process of adjustment is complicated because of person's interaction with one demand may come in conflict with requirement of another conflict, which may arise either because two internal needs are on opposition or because two eternal demands are incompatible with each other or because an internal need opposes on external need.

Key Words: Adjustment, Inter personal relationship, upper primary school, Education

Introduction:

Man has the distinctive capacity to be aware of himself and to understand himself. Besides, he has the unique position of living in a formal society. Both these facts relates to man's psychological adjustment.

The problem of adjustment has been existence on earth. Since the appearance of human race adjustment is relative term, opposite of adjustment/ maladjustment. Life presents a continuous chain of struggle for adjustment. The process of adjustment students starts right from the internal as well as external. It is a multidimensional approach. It is an acquired one. It is a balance state between the needs of the individual and their satisfaction. It is not only depended on physiological process, psychological process. Adjustment is a ladder to adapt learns and accommodates our needs interests in a hierarchy manner.

The concept of adjustment was originally biological one and was concerned with adaptation to physical environment for survival. Adaptation to physical environment is of course of person's important concern, but he has also to adjust to social pressures and demands of socialization that are inherent in living interdependently with other person's. There are also the demands from a person's internal nature, his physiological needs like hunger, thirst, sleep, elimination etc.,and psychological needs like need to belong, to get esteem, to self actualization etc., influence the psychological functioning and adjustment of the person.

The process of adjustment is complicated because of person's interaction with one demand may come in conflict with requirement of another conflict, which may arise either because two internal needs are on opposition or because two external demands are incompatible with each other or because an internal need opposes on external need.

According to **Darwin** "life presents a continuous chain of struggle for existence and survival". The observation was optimum since every one strives for the satisfaction of this need in struggling to achieve something. If one finds that results are not satisfactory, one either changes one's self from possible injury to one's ego failure or frustration defensive. It was shifted to more position in order face the challenge of circumstances after limited failure. In the view of Mangal, this special feature of the living organism is termed as adjustment.

Importance of the study

The Ministry of education Govt. of India, realized the need and importance of providing educational guidance of providing educational guidance for the deserving students. Advisory Bureaux which are functioning at various universities on our country. The Bureaux were set up rendered services are:

1. Help in creating among students keen desire to know and plan their future.
2. Encourage them to increase their knowledge about educational development activities and facilities in India and abroad.
3. Maintain educational information libraries for the use of students.
4. Supply application forms for admission to educational institutions and universities.

"Guidance in school" (1978) a publication of NCERT has explained for the role of guidance at this stage in these words. Nothing gives a better realization of close relationship between education and guidance than a study of its functions at the elementary stage. Educations from time immemorial have emphasized the importance of the early years of child's life in the development of habits, attitudes, interest and personality, qualities, which would be required to live healthy and well-balanced personal social life.

Need of the Study

The present study aims in investigation the study of adjustment problem of VI and VII class in Kurnool district. This study, socially attempts to answers the following aspects.

1. Is there any difference between VI and X class student's adjustment problem of high school students?
2. Is there any difference between Boys and Girls student's adjustment problem of high school students?
3. Is there any difference between Hindu and Others student's adjustment problem of high school students?
4. Is there any difference among OC, BC, and SC/ST student's adjustment problems of high school students?

5. Is there any difference between rural and urban student's adjustment problem of high school students?

Objective of the Study

The important objectives covered in the present investigation are:

1. To find out the adjustment problems between VI and VII class students.
2. To identify the adjustment problems between boys and girls.
3. To find out the adjustment problems between Hindu and Others students.
4. To find out the adjustment problems among OC, BC and SC/ST students.
5. To find out the adjustment problems between Rural and Urban students.

Hypothesis of the Study

In the light of above questions, the following hypotheses are formulated for the investigation.

1. There is no significant difference between VI and VII class students in their adjustment problems of high school students.
2. There is no significant difference between boys and girls in their adjustment problems of high school students.
3. There is no significant difference between Hindu and Others student's adjustment problems of high school students.
4. There would be no significant difference among OC, BC and SC/ST students in their adjustment problem of high school students.
5. There would be no significant difference between rural and urban student's adjustment problems of high school students.

Limitations of the study

1. The present study was confined of Kurnool district only.
2. The study was limited to students of VI and VII classes during the academic year 2024-2025.
3. The study was confined to 100 boys and 100 girls of Kurnool district.
4. The study was confined to VI and VII classes only.

Need for Review of Related Literature

The study of the related literature helps the investigator in understanding the problem. Review of related literature is useful to avoid the risk of duplication to provide ideas, themes, explanations and hypotheses in formulation of the problem, to locate the comparative data useful in the interpretation of results and to support the methods of survey methods of research appropriate to the problems. It is important to know the results of survey done by various researchers. It helps us to have a deeper insight into the problem under study. The investigator can be sure that her/his problem does not exist in a vacuum and that considerable work has been done already on problems which are directly related to her/his investigation

Ms. Monika Kumari (2025) conducted a study on "A study of Adjustment Problems of Tribal School Going Adolescents in Relation to their Gender". The present study an attempt has been made to understand the

adjustment problems of tribal school going adolescents in relation to their gender and type of institution. The investigator selected a sample of 320 senior secondary school students studying classes 10+1 and 10+2 in different institutions in district Kinnaur of Himachal Pradesh by adopting purposive sampling method. Adjustment problems are defined as the problems experienced by an individual in four wide areas viz, Home, Health, Social and Emotional areas as assessed through the tool developed by Bell's Adjustment Inventory by Dr. R. K. Ojha. The results revealed that There is no significant gender-wise difference in adjustment problems faced by tribal school going adolescents with respect to home and health adjustment. Tribal school going male and female adolescents faced more or less the same problems of adjustment in these areas. Tribal schools going female adolescents have significantly higher problems of adjustment in social and emotional areas than tribal school going male adolescents. There is no significant gender-wise difference in adjustment problems faced by tribal school going adolescents with respect to overall adjustment.

Mr. Mohan Gaur and Dr. Om Parkash (2024) conducted a study on “Study of Adjustment Problems of Pupil Teachers (Girls) at D.EL.ED. and B. ED. Level in Co-Educational Colleges”. The study used an adjustment inventory created by R. P. Singh and K. P. Sinha. For this study, a random sample size of 100 girls was as 50 D.EL.ED and 50 B.ED., the ages group of 18 to 20 D.El.Ed. and 20 to 22 B.Ed. at 4 different colleges in the Panipat district. The "t" test was applied to compare, examine the mean, and t-value. The results indicate that unhealthy aspects of college life are causing a higher degree of problems regarding adjustment in student teachers' (girls') life. The result showed that there is no discernible difference at educational, social, and home adjustments of D.El.Ed. and B.Ed. pupil teachers (girls). While D.El.Ed. pupil teachers (girls) are found to have fewer problems than B.Ed. pupil teachers (girls). A counsellor should be appointed to D.El.Ed. college in order to provide students with opportunities to gain poise and balance in their emotional, educational, social, and home adjustments & health.

PurabiSingha and LutfunRasulSaikia (2023) conducted a study on “A Study on Social, Emotional and Educational Adjustment Problems of College Students”. In the present study an attempt has been made to study the adjustment problems of college students especially in the three dimensions- Social, Emotional and Educational Adjustment. A total number of 178 college students (112 boys and 66 girls), studying in two degree colleges of Barpeta District were selected randomly. The tool for data collection was Adjustment Inventory for College Students by Prof. A. K. P. Sinha and Prof. R. P. Singh (2005). The statistical techniques, Simple Percentage, Mean, Standard Deviation and ttest were used to test the significance of the difference between the variables. The result of the study revealed that the level of adjustment of college students is Average. There exists significant difference between boys and girls college students in emotional adjustment and there exists no significant difference between boys and girls college students in Social and Educational adjustment. Again, there exists significant difference between Arts and Science college students in Social and Emotional adjustment and there exists no significant difference between Arts and Science college students in Educational adjustment.

Syed InshaallahTahir et al. (2022) conducted a descriptive study on Home environment and Social adjustment of Secondary School students of Kashmir. The data were collected from 300 students using a self-constructed questionnaire. The study revealed a significant association between home environment and social adjustment of secondary school students of Kashmir. The data also revealed that when it comes to the home environment and social adjustment, male and female secondary school students had significantly different mean scores. When students were assessed based on their geographic location (urban v/s rural), it was evident that rural secondary school students had better home contexts and social adaptations than their urban counterparts.

Hemant Kumar Bunker (2021) conducted a study to investigate whether there is any significant relationship between adjustment of secondary school students from urban and rural areas. The sample consists of 120 secondary school students from 2 schools in Ahmedabad District, Gujarat, India. The tool used for the present study were School Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh (2007). The results revealed that there is no significant difference in emotional, Social and Educational Andhra University, Visakhapatnam 32 adjustment of urban and rural secondary school student. Further, the study revealed that gender has no influence on the adjustment of students.

Adaptation of the Tool

The adapted Telugu version of the Mooney's problem check list was used in the present study to identify the intensity of problems faced by students studying at different schools in Kurnool District. Telugu version of the Mooney's problem check list developed by Chandrasekhar Reddy (1987) was taken. As it is adapted from the original check list, it is assumed that the check list containing both validity and reliability.

The problem check list was administered to 200 pupils. The information regarding the present education also included in addition.

Sampling

The population from which the sample for the investigation was comprised of the students enrolled in VI and VII class of high school in Kurnool District. Total sample was 200 students, selected at randomly. The ratio between the sample and the population was maintained in selection the students from each of the different categories in relation to management (Government & Private), class (VI and VII) and sex (boys and girls).

. Statistical Techniques Used

The scores obtained by each of 200 subjects on all the variables were computed the data were carefully analyzed by employing appropriate statistical techniques.

Analysis and Interpretation of Data

Class Vs Adjustment:

To find the significant difference of adjustment problems of students of VI and VII class the following hypothesis is tested.

Hypothesis - 1: "There is no significant difference between the VI and VII class students in their adjustment problems of high school students".

The sample of high school students who participated in the study were studying VI and VII classes. Accordingly on the Class in which they were studying students were divided into two groups. Mean, SDs and 't' values of the adjustment of VI and VII high school students were presented in Table-4.

Table-4:Mean and SDs of scores of VI and Vii class students adjustment problems of upper primary school students and the results of 't' test.

Class	N	Mean	SDs	t- Test
VI	100	35.57	18.41	2.15
VII	100	30.45	15.12	

*Significant at 0.05 levels.

The above table reveals that the mean adjustment problems of VII class students lower than the mean adjustment problems of the VI class students. That means the VI class students have more adjustment problems than the VII class students.

It is evident from the table that the calculated 't' value 2.15 is greater than the table value 1.97 for 198 degree of freedom at 0.05 level. It is significant at 0.05 levels. Hence, the null hypothesis is rejected. It is concluded that the significant difference between VI and VII class students adjustment problems of high school students.

Sex Vs Adjustment:

To find out any significant difference between adjustment problems of Boys and Girls students the following hypothesis is tested.

Hypothesis -2: "There would be no significant difference between boys and girls students in their adjustment problems of high school students".

The sample of high school students who participated in the study was studying VI and Vii classes divided into two groups as boys and girls depending upon their sex. Means and SDs and 't' values of the adjustment score of boys and girls students were presented in Table -5.

Table -5:Mean and SDs score of boys and girls student's adjustment of upper primary school students and the results of 't' test.

Sex	N	Mean	SDs	t- test
Boys	100	36.54	17.09	2.99*
Girls	100	29.48	16.24	

*Significant at 0.05 levels.

In the above table the mean score of adjustment problems boys is 36.54 which is greater than the mean score of girls 29.48. It reveals that the boys students have more adjustment problems than the girls students.

It is evident from the table that the calculated 't' value 2.99 is the greater than the table 1.97 from 198 *df* at 0.05 levels. It is significant at 0.05 levels. Hence null hypothesis is rejected. It is concluded that there is no significant difference between Boys and Girls student's adjustment problems of high school students.

Religion Vs Adjustment:

To find out the significant difference of adjustment problems of students studying under different religious the following hypothesis is tested.

Hypothesis-3: "There is no significant difference between Hindu and Others student's adjustment problems of high school students".

The sample of high school students who participated in the study were studying under different religious students was devised into two groups as Hindu and Others. Means, SDs and 't' values of the adjustment score of the adjustment scores of Hindu and Others students were presented in table – 6.

Table -6: Means and SDs scores of Hindu and Others students adjustment of upper primary school students and the results of 't' test.

Religion	N	Mean	SDs	t-Test
Hindu	155	32.39	16.67	0.92@
Others	45	35.16	18.08	

@ Not significant at 0.05 levels.

In the above table the mean scores of adjustment problems Hindu is 32.39 which is lower than the mean score of others 35.16. It reveal that the Hindu students have less adjustment than the others students.

It is clear from the table that the calculated value 0.92 is less than the table value is accepted. It is concluded that there is no significant difference between religious student's adjustment problems of high school students.

Caste Vs Adjustment:

To find out the significant difference of adjustment problems of students classified according to their Caste the following hypothesis is tested.

Hypothesis – 4: "There would be no significant difference among OC, BC, and SC/St students in their adjustment problems of high school students."

The sample of high school students who participated in the study was studying VI and VII classes were divided into three groups as OC, BC abd SC/ST depending upon their Caste. Means and SDs of in the table-7.

TABLE-7

Means and SDs scores of adjustment problems of students classified according to their Caste.

Caste	N	Means	SDs
OC	84	34.61	18.195
BC	70	31.03	15.140
SC/ST	46	33.11	17.273

The above table reveals that the means adjustment problems of OC , and SC/ST students are greater than the mean adjustment problems of BC students. To test whether is any difference in the mean adjustment scores OC, BC and SC/ST students were significant; one way analysis of variance technique is used and Resulted are presented in the ANOVA table.

Table-8

<i>Source of Variable</i>	<i>df</i>	<i>Sum of Squares</i>	<i>Mean Sum of Squares</i>	<i>F-Ratio</i>
<i>Between the groups</i>	2	498.547	244.773	0.837@
<i>Within the groups</i>	197	57580.438	292.287	

@ Not significant at 0.05 levels

It is clear from the table that the calculated is less than table value 0.887 for 2 and 197 df at 0.05 levels. It is not significant at 0.05 levels. Hence, the null is accepted. It is concluded that there is no significant difference among different castes of adjustment problems of high school students.

Locality Vs Adjustment:

To find any significant difference between adjustment problems of rural and urban students following hypothesis tested.

Hypothesis -5: “There would be no significant difference between rural and urban student’s adjustment problems of high school student.”

The sample of high school students who participated in the studying were studying VI and VII classes were divided into two groups as rural and urban depending upon their locality. Means, SDs and ‘t’ values adjustment scores of rural and urban students were presented in Table-9.

Table-9

Locality	N	Means	SDs	t-value
Rural	76	34.45	17.63	0.92@
Urban	124	32.13	16.61	

@ Not significant at 0.05 levels

In the above table the mean score of adjustment problems rural students are 34.45 which more than the mean score of urban students 17.63. It reveals that the rural students have more adjustment problems than the urban students.

It is clear the table that the calculated ‘t’ value 0.92 is less than the table value 1.97 for 198 df at 0.05 levels. It is not significant at 0.05 levels. Hence, the null hypothesis is accepted. It is concluded that there is no significant difference between rural and urban student’s adjustment problems of high school students under the variable of locality.

Finding of the study:

1. There is significant difference between VI and VII class students adjustment problems of high school students.
2. There is no significant difference between Boys and Girls student's adjustment problems of high school students.
3. There is no significant difference between religious student's adjustment problems of high school students.
4. There is no significant difference among different castes of adjustment problems of high school students.
5. There is no significant difference between rural and urban student's adjustment problems of high school students under the variable of locality.

Educational implication of the study

The following suggestions are made concerned authorities in the educational fields.

- a. The Government must take steps to minimize or reduce the number of problems faced by the boys and girls students.
- b. The concentration in providing in special facilities must be more on the girls as they are facing more number of problems.
- c. Special care must be taken by the principal, teachers and parents to solve problems of VI and VII class students.
- d. Provides the education facilities by rural illiterate adults, whose children were facing more number of adjustment problems in rural areas.

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