International Journal of Physical Education and Sports Sciences

Vol. VIII, Issue No. XV, July-2015, ISSN 2231-3745

STUDY OF SOCIAL ADJUSTMENT IN PHYSICAL EDUCATION AND NON-PHYSICAL EDUCATION STUDENTS

AN INTERNATIONALLY INDEXED PEER REVIEWED & REFEREED JOURNAL

www.ignited.in

International Journal of Physical Education and Sports Sciences
Vol. VIII, Issue No. XV, July-2015, ISSN 2231-3745

Study of Social Adjustment in Physical Education and Non-Physical Education Students

Dr. Pradeep Kumar*

Asst. Prof., Dept. of Sports & Phy. Edu., Govt. Women (PG) College, Kandhla (Shamli)

Abstract – The purpose of this study was to compare Social Adjustment between physical education and non-physical education students. The study was performed with randomly selected 30 male subjects from Physical Education students and 30 male subjects of Non-Physical Education students of age range 17 to 23 years old of Chaudhary Charan Singh University, Meerut. The study was also delimited to assessment of Social Adjustment by using Social Adjustment questionnaire of Assistant Index of Cowell's. The significant difference of Social Adjustment between physical education students and non-physical education students was 7.27, which is higher than the required value at 0.05 level of significance (t=2.00). It shows there is significant difference between the performance of physical education and non-physical education subjects on social adjustment.

Keywords : Sports, Social Adjustment, Physical Education Students, Non-Physical Education Students, 't' ratio.

----------♦----------

INTRODUCTION:-

Physical fitness is the ability of the human body to function with vigour and alertness, without undue fatigue and with ample energy to engage in leisure activities, and to meet physical stress. It is a well-accepted fact that every human being is an individual with his own unique characteristics and ways of responding and behaving. There are various ways of responding and behaving can be either positive or negative, can make one's life a happy one or a miserable one, can make one a successful person or a failure. These facts are true of every individual in every sphere of life. The behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments, a sequence of adjustment beings when a need is felt and ends when it is satisfied. Social adjustments are similar. In most cultures people want to be recognized and approved by their fellows. Adjustment processes concerning human beings have handin-glove relationship with human nature. It is adjustment which is responsible for the organization of behaviour.

Zamirullah Khan and Naseen Ahmed found that inter university male swimmer were significantly different from female swimmer on social, emotional and total adjustment, in which the scholar found that male swimmer have better social, emotional and total adjustment over the female swimmer. Nirmaljit found that university were significantly different from college athletes on social, emotional and over all adjustment. Gill studied 406 teachers (234 male & 172 females) and concluded that male physical education teachers were better adjusted and more original than their female counter parts. Kamlesh made an attempt to diagnose the incentive motivation of Indian athletes through Wood's Inactive motivation inventory and concluded that excellence; affiliation success and sensation are the major reasons for the athletes to participate in competitive sports, and male and female athletes to do not differ on the level of their incentive motivation. He also found that India athletes are average in their motivational profile. Uppal, Sidhu and Gangopadhyay administered Butt's sports motivation scale to 15 Indian and 15 Zimbabwean International Women Hockey players. It was concluded that the Indian and Zimbabwean women hockey team did not significantly differ in sports motivation. Total Zimbabwean Hockey team was higher on neurological conflict score and Indian Hockey Team's co-operatives are higher from each other. Liweiz has discussed the developing trend of China's sports psychology. It was pointed out that in the field of competitive sport psychology small sample study, experimental study the development sport oriented psychological testing instruments, talented selection by psychological means coaches, education of sports psychology and development cognitive sport psychology should be paid close attention. Maxon conducted a study in which the

Mehrabian Measures of achieving tendency and a survey of a swimming achievements instrument designed by the investigator were given to 44 college swimmers (29 male, 15 female) from 4 universities There was a significant positive 'r' between tile score the achievement motivation questionnaire and the swimming success survey, In addition college swimmers achieved significant higher score on the Mehrabian measures of achieving tendency then the norms for college students in general and female swimmers obtained significant higher level of achieving tendency than the level of the male swimmers. Sandhu, Kiran did comparative study of sportswomen and non–sportswomen in selected psychological and sociological variables. Pradeep Kumar (2014 and 2015) studied **Comparative Self-Concept and Stress Study of Physical Education and Non-Physical Education Students.**

The purpose of this study was to compare Social Adjustment between physical education and non-physical education students.

SAMPLING AND AREA OF THE STUDY:

The study was delimited to the university students with in the Geographical Area of Chaudhary Charan Singh University, Meerut age ranging from 17-23 years. Thirty male subjects were randomly selected from Physical Education students of Chaudhary Charan Singh University, Meerut and thirty male subjects were randomly selected from non-Physical Education students of Chaudhary Charan Singh University, Meerut.

The study was also delimited to assessment of Social Adjustment by using Cowell's Social Adjustment questionnaire. The questionnaire was distribute to all the subjects and they are instructed to fill the questionnaire within certain time limit. There in no time limit but generally 20 minutes is found sufficient for responding to all the items. As the subjects are well matured they were explained orally about the method of answering questions. They scholar assured that the scores obtained in the test would be kept confidential.

No special motivational technique was employed in the study, using influence which might affect the results of the study. There is no means to find out whether the subjects have completed the questionnaire whole-heartedly.

Cowell developed twelve pairs of behaviour "trends" representing good and poor adjustments. As a result of a factor analysis, ten of the pairs of positive and negative behaviour trends were retained as common denominators underlying good and poor adjustment. These positive and negative scales (forms A and B, respectively) appear in Social Adjustment Questionnaire. Cowell recommends that three teachers rate each pupil on both forms at different times; a pupil's social adjustment score is the total of the ratings of the three teachers combining the two forms. Thus, a socially well-adjusted pupil would get a high positive score; a socially maladjusted pupil would receive a high negative score. Each question contain four alternatives choice to be marked by student viz. markedly, somewhat, only slightly and not at all and the point allotted was +3, +2, +1 and +0 for form A and –3,-2,-1 and 0 for form B respectively.

RESULTS AND DISCUSSION

The analysis of data and results of the study on selected were psychological characteristics from 30 male subjects of Physical Education and 30 male subjects of non-physical education have been presented in this manuscript. The subjects were selected on random basis. Raw scores are presented in Table No. 1.

Table 1

Raw scores of various Dimensions of Social Adjustment of physical education and non-physical education students.

S. No.	Physical Education Students	Non-Physical Education Students
1	17.00	13.00
2	14.00	12.00
3	15.00	6.00
4	2.00	6.00
5	11.00	9.00
6	-2.00	-2.00
7	10.00	-4.00
8	8.00	-1.00
9	-1.00	-3.00
10	17.00	14.00
11	-12.00	-1.00
12	10.00	6.00
13	11.00	6.00
14	7.00	9.00
15	-1.00	1.00
16	3.00	6.00
17	4.00	5.00
18	21.00	8.00
19	-5.00	-4.00
20	6.00	3.00
21	3.00	10.00
22	7.00	2.00
23	8.00	7.00
24	19.00	10.00
25	12.00	16.00
26	6.00	10.00
27	5.00	-3.00
28	4.00	-2.00
29	10.00	1.00
30	16.00	11.00

The 't' ratio was applied to examine the data with regards to physical education subjects and non-

physical education subjects. The 't' ratio was applied to find out the significance of difference between physical education subjects and non-physical education subjects on Social Adjustment.

In order to determine the significance of difference on Social Adjustment between physical education subjects and non-physical education subjects, t-test were applied. The results pertaining to the Social Adjustment have been presented in Table No. 2.

Table No. 2

Significant difference between the means of Social Adjustment of physical education and non-physical education students.

Mean		DM	σDM	't' ratio
Physical Education	Non-Physical Education			
9.06	4.70	4.36	0.60	7.27*

* significant, $t_{0.05}(58)= 2.00$

Table No. 2 reveals that the significant difference of Social Adjustment between physical education students and non-physical education students was 7.27, which is higher than the required value at 0.05 level of significance (t=2.00). It shows there is significant difference between the performance of physical education and non-physical education subjects, which perhaps might be physical education programme has something to do with social adjustment as physical education programme involved group work, team spirit etc. On the basis of the above finding it is stated that the hypothesis formulated earlier in the study is accepted for the Social Adjustment.

REFERENCES

A. Uppal, Sidhu and S. R. Gangopadhyay (1998). "A Study of Sports Motivation of Indian and Zimbabwean Women Hockey Team" **NIS Scientific Journal** 1:2: pp. 17-20.

Charles C. Cowell (1958). "Validating an index of social adjustment for High School use", Research Quarterly, 29, 1 (March 1958):7

Doorthy V. Harris (1964). "Comparison of Physical performance and psychological traits of college women with high and low Fitness Indices", **Completed Research in Health, Physical Education and Recreation** (1964) : 59

Khan Zamirullah and Ahmed Naseem (2006). "A comparative study on adjustment of male and female swimmers", **Scientific Journal in Sport & Science**, 2006, Vol.2, 1 : 14-16.

Liweiz - "An Approach on the Development of Sports Psychology in China" Sport Sciences: Journal of China Sports Science Society (CHN) 12:4, pp. 83-86 cited, in **Sports Documentation Monthly Bulletin** 22 (July-August, 1992): p. 40

M.L. Kamlesh (1989). "Indian Athletes : A Diagnosis of their Incentive motivation", **Proceeding of the Seventh World Congress in Sports Psychology, Singapore** (7-12th August, 1989).

Pradeep Kumar (2014). "**Comparative Self-Concept Study of Physical Education and Non-Physical Education Students", *International Journal of Physical Education & Sports Sciences,* 7:13, pp. 1-6.**

Pradeep Kumar **(2015). "Relative Study of Stress in Physical Education and Non-Physical Education Students", *International Journal of Physical Education & Sports Sciences,* 7:24, pp. 1-3.**

S.R. Gangopadhyay (2002). Sports Psychology, (published by S.R. Gangopadhyay, 2002), p.3.

Sandhu, Kiran (1988). A comparative study of sportswomen and non–sportswomen in selected psychological and sociological variables. Ph.D. Thesis, (Ed.) Jamia Millia Islamia.

William N. Maxon (1982). "Achievement Motivation and Competitive Swimming," **Completed Research in Health., Physical Education and Recreation** 24 (1982).- p. 65.

Corresponding Author

Dr. Pradeep Kumar*

Asst. Prof., Dept. of Sports & Phy. Edu., Govt. Women (PG) College, Kandhla (Shamli)

E-Mail – pradeepkumar.phe@gmail.com