

Personal and social adjustment, physical fitness, academic achievement and sports performance of rural and urban students of Srinagar (J&K)

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■ ABSTRACT

The present study was carried out to compare the personal and social adjustment, physical fitness, academic achievement and sports performance of rural and urban students of Srinagar. A sample of 2000 students from 25 Higher Secondary schools was randomly selected from both rural and urban areas of Srinagar. The research tool employed for the assessment of sample subject's personal and social adjustment was California test of personality (CTP), AAHPER youth fitness test for the assessment of physical fitness, Achievement cards for the assessment of academic achievement and sports events(100 mt race, long jump and shot put) for assessment of sports performance. The major findings were: (1) the analysis of the present study revealed that there was significant difference in personal and social adjustment, physical fitness, academic achievement and sports performance between rural and urban students of district Srinagar. The analysis of the data revealed that the urban students were having better personal and social adjustment than the urban students.

■ **Key Words** : Personal adjustment, Social adjustment, Physical fitness, Academic achievement, Sports performance

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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. Muscular strength and endurance, cardio-respiratory integrity, and general alertness are the overt signs of physical fitness. "Wealth of the nation resides in the health and vitality of its people. Every nation is becoming increasingly concerned about the physical fitness of its people recognizing that physical fitness is fundamental and contributory to happy and useful living in any capacity." (John E. Nixon and Ann E. Jewtt, 1969.)

A person being physically fit and socially acceptable can achieve and reach up to national and international performance level. Bucher has said that "physical education is an integral part of education process, is a field of endeavour that has its aim as the improvement of human performance

through the medium of physical activities that has been selected with a view to realize this outcome." Healthy living and physical fitness are closely connected. Being physically fit not only helps people live healthy lives, it also helps people be happier. People who make physical activity and exercise a part of their daily lives when they are young are more likely to keep it in their lives as they grow older and benefit from it throughout their lifespan. Physical activity is defined as any movement that spends energy. Exercise is a subset of physical activity, but it is an activity that is structured and planned. While many children engaged in physical activity, usually by playing with their friends, the amount of physical activity they get as they grow into adolescents usually declines. The health Centers for Disease Control and Prevention (CDC), doing some kind of physical activity or exercise on a regular basis helps to increase strength and flexibility, improve

endurance, control weight, increase bone mass, and improve self-esteem, as well as reduce stress, anxiety, depression and the risk of developing high blood pressure. . Physically fit means having strong legs, having oxygen uptake and having powerful heart. These qualities are termed as leg strength fitness, Aerobic fitness and cardiac fitness. Physically fit person, with healthy body having sound mind can achieve better in academic field. Besides playing, a child should have to perform better in the studies to achieve the goal in academic field.

Academic achievement of pupils is of paramount importance, particularly in the present socio-economic and cultural contest. In the schools great emphasis is placed on academic achievement right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance. The school performs the function of selection and differentiation among students and opens avenues for advancement again. Primarily in terms of academic achievement, the effectiveness of any educational system is gauged to the extent the pupils involved in the system achieve better. To maximize the academic achievement within a given setup is, therefore the goal of every educationist, researcher, teacher or an educational administrator. 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. A hungry man, for example, is stimulated by his physiological state to seek food, he eats and thereby reduces the stimulation condition that impelled him to activity. He is then adjusted to this particular need. Social adjustments are similar. In most cultures people want to be recognized and approved by their fellows. When a man is criticized, that need is withdrawn. In response, he may try various ways to regain approval, or he may belittle the critic or argue that someone else is to blame. The latter behaviours do not really bring approval, but they are adjustments of a sort because they tend to reduce the feeling of distress. Adjustment processes concerning human beings have hand-in-glove relationship with human nature. It is adjustment which is responsible for the organization of behaviour.

Objectives of the study :

The following objectives have been formulated for the present study :

- To study the personal and social adjustment, physical fitness, academic achievement, and sports performance of rural and urban students of Srinagar, to compare the personal adjustment of rural and urban students of Srinagar, to compare the social adjustment of rural and urban students of Srinagar, to compare the personal adjustment of rural and urban girls of Srinagar, to compare the social adjustment of rural and urban

- girls of district Srinagar, to compare the personal adjustment of rural and urban boys of district Srinagar, to compare the social adjustment of rural and urban boys of district Srinagar, to compare the physical fitness of rural and urban students of district Srinagar, to compare the physical fitness of rural and urban girls of district Srinagar, to compare the physical fitness of rural and urban boys of district Srinagar, to compare the academic achievement of rural and urban students of district Srinagar, to compare the academic achievement of rural and urban girls of district Srinagar, to compare the academic achievement of rural and urban boys of district Srinagar, to compare the sports performance of rural and urban students of district Srinag, to compare the sports performance of rural and urban area girls of district Srinagar and to compare the sports performance of rural and urban boys of district Srinagar.

■ METHODOLOGY

Sample :

For the present study, 2000 students from 25 higher secondary institutions located in rural and urban areas of district Srinagar has constituted the sample.

The sample as higher secondary institutions in the district Srinagar were identified from the list obtained from the Directorate of School Education, Kashmir and the list of the selected samples participated in different sports tournaments was confirmed from the records available in district youth services and sports office Srinagar.

The sample for the present study was drawn randomly from each segment. Among two thousand selected samples, 155 subjects had played at national level tournaments in which 79 were boys and 76 were girls. The 319 subjects played at district level tournaments including 162 boys and 157 girls. The total numbers of the subjects played at school level tournaments was 1526 in which 759 were boys and 767 were girls. The selected samples were in the age group of 15-18 years.

Tools used :

California test of personality (CTP) questionnaire was used as to compare the personal and social adjustment of rural and urban students of district Srinagar.

AAPHER youth fitness test was used as tool to measure the physical fitness of the subjects.

To compare the academic achievement of the selected subjects, the investigators collected marks of the selected subjects from the official records of the respective institutions. The achievement cards contained Board Examination marks (10 th class). The percentage of these marks has been computed in order to compare the academic achievement of rural and urban students of district Srinagar.

100 mt race, Shot put and Long jump were used as tool to assess the sports performance of the subjects.

Statistical treatment :

In order to accomplish the objectives of the present study, the collected data were subjected to suitable statistical analysis using percentage, mean, S.D. and t-test.

Analysis and interpretation :

The results have been categorized under the following four sub-headings:

- Personal and social adjustment
- Physical fitness
- Academic achievement
- Sports performance

■ OBSERVATIONS AND DISCUSSION

The tables show the mean difference in personal and social adjustment, physical fitness, academic achievement and sports performance of rural and urban students of both Govt. and private Higher Secondary institutions of district Srinagar.

Table 1 shows mean comparison of rural and urban students on total personal adjustment. The tables reveals that there was significant differences between rural and urban students on personal adjustment at 0.01 level. It further shows that urban students were superior in personal adjustment than rural students.

Variables	Sample	Mean	S.D.	t-value	Level of significance
Urban	1000	46.2	8.0	6.73	0.01*
Rural	1000	40.544	9.57		

Table 2 shows mean comparison of the rural and urban students on total social adjustment. The table shows that rural and urban students differed significantly at 0.01 level on total social adjustment. The table further indicates that urban students were high on social adjustment than the rural students.

Variables	Samples	Mean	S.D.	t-test	Level of significance
Urban	1000	48.19	8.17	8.38	0.01*
Rural	1000	44.33	9.64		

Table 3 shows mean comparison of rural and urban girls on total personal adjustment. The table shows that the rural and urban girls differed significantly at 0.01 level on total personal adjustment. It was found that urban girls were higher in total personal adjustment than rural girls.

Variables	Samples	Mean	S.D.	t-value	Level of significance
Urban	500	45.42	7.964	9.61	0.01*
Rural	500	39.26	10.25		

Table 4 shows mean comparison of rural and urban girls on total personal adjustment.

It was observed that the rural and urban girls differed significantly at 0.01 level on total personal adjustment. It was found that urban girls were higher in total personal adjustment than rural girls.

Variables	Samples	Mean	S.D.	t-value	Level of significance
Urban	500	45.42	7.964	9.61	0.01*
Rural	500	39.26	10.25		

Table 5 shows mean comparison of rural and an urban boy on total personal adjustment. It reveals that the rural and urban boys differed significantly at 0.01 level on total personal adjustment. The analysis of the data further indicates that urban boys were having high personal adjustment than rural boys.

Variables	Samples	Mean	S.D.	t-value	Level of significance
Urban	500	46.98	7.98	7.56	0.01*
Rural	500	41.82	8.66		

Table 6 shows mean comparison of rural and urban boys on total personal adjustment.

It reveals that the rural and urban boys differed significantly at 0.01 level on total personal adjustment. The analysis of the data further indicates that urban boys were having high personal adjustment than rural boys.

Variables	Samples	Mean	S.D.	t-value	Level of significance
Urban	500	46.98	7.98	7.56	0.01*
Rural	500	41.82	8.66		

Table 7 shows mean comparison of rural and urban students on physical fitness.



The analysis of data clearly shows that rural and urban students differed significantly at 0.01 level on physical fitness. It further reveals that rural students were superior to urban students on physical fitness.

Table 7 : Mean comparison of rural and urban students on total physical fitness (n=1000 in each group)

Variables	Samples	Mean	S.D	t- value	Level of Significance
Urban	1000	51.17	7.97	4.24	0.01*
Rural	1000	53.10	7.01		

Table 8 shows mean comparison of rural and urban girls on physical fitness. It has been revealed from the table that the rural and urban girls differed significantly at 0.01 level. The table further reveals that rural girls were superior to urban girls on physical fitness.

Table 8 : Mean comparison of rural and urban girls on total physical fitness (n=500 in each group)

Variables	Samples	Mean	S.D.	t-test	Level of significance
Urban	500	46.77	4.82	19.6	0.01*
Rural	500	52.67	4.74		

Table 9 shows mean comparison of urban and rural area boys on physical fitness. It reveals that urban and rural boys differed significantly at 0.01 level. It further shows that rural boys were having high physical fitness than urban boys.

Table 9 : Mean comparison of rural and urban boys on total physical fitness (n=500 in each group)

Variables	Samples	Mean	S.D.	t- value	Level of significance
Urban	500	52.57	8.08	3.88	0.01*
Rural	500	55.52	8.69		

Table 10 shows mean comparison of rural and urban students on academic achievement. It indicates that there was significant difference in academic achievement between rural and urban students at 0.01 level. It has been revealed from the table also that urban students were higher in academic achievement than rural students.

Table 10 : Mean comparisons of rural and urban students on academic achievement (n=1000 in each group)

Variables	Sample	Mean	S.D.	t- test	Level of significance
Urban	1000	63.73	15.83	18.92	0.01*
Rural	1000	51.18	13.96		

Table 11 shows mean comparison of rural and urban girls on academic achievement. It reveals that rural and urban girls differed significantly at 0.01 level. It further reveals that urban girls were having higher academic achievement than rural girls.

Table 11 : Mean comparisons of rural and urban girls on academic achievement (n=1000 in each group)

Variables	Sample	Mean	S.D.	t- value	Level of significance
Urban	500	65.51	16.17	19.53	0.01*
Rural	500	50.27	3.85		

Table 12 shows mean comparison of rural and urban boys on academic achievement. The table also makes it clear that rural and urban boys differed significantly at 0.01 level on academic achievement. It further revealed that the urban boys were higher in academic achievement than rural boys.

Table 12 : Mean comparisons of rural and urban boys on academic achievement (n=500 in each group)

Variables	Samples	Mean	S.D.	t-test	Level of significance
Urban	500	61.83	15.27	10.44	0.01*
Rural	500	52.22	14.01		

Table 13 shows mean comparison between rural and urban students on sports performance. The analysis in the table makes it clear that the rural and urban students differed significantly at 0.01 level. It further reveals that urban students were higher in sports performance than rural students.

Table 13 : Mean comparison of rural and urban students on sports performance (n=1000 in each group)

Variables	Samples	Mean	S.D.	t- value	Level of significance
Urban	1000	38.90	30.02	9.66	0.01*
Rural	1000	35.30	4.05		

Table 14 shows mean comparison of rural and urban girls on sports performance. The table reveals that there was no significant difference between rural and urban girls in sports performance.

Table 14 : Mean comparison of rural and urban girls on sports performance (n=500 in each group)

Variables	Samples	Mean	S.D.	t-value	Level of significance
Urban	500	34.67	2.93	0.97	Not- significant
Rural	500	34.66	2.72		

Table 15 shows mean comparison of rural and urban boys on sports performance. The analysis of the data in table show that rural and urban boys differed significantly at 0.01 level on sports performance. The table further reveals that urban boys were having high sports performance than rural boys.

Table 15 : Mean comparison between rural and urban boys on sports performance (n=500 in each group)

Variables	Samples	Mean	S.D.	t-value	Level of significance
Urban	500	41.10	5.09	8.53	0.01*
Rural	500	35.75	2.34		

The present study is a modest effort to throw light on, the impact of personal and social adjustment, physical fitness, academic achievement and sports performance. The data of above mentioned variables were collected by using California test of personality, AAPHER youth fitness test along with 100 mt, shot put and long jump as a tool to assess the adjustment problems and fitness of the students. To assess the academic achievement, the marks of the Board examination of the selected samples have been obtained. The hypotheses formulated for the present study were empirically tested.

The discussion of the results is based on the analysis and interpretation of the data so the investigation has been categorized into four sub-headings :

- Personal and social adjustment.
- Physical fitness
- Academic achievement.
- Sports performance.

Personal and social adjustment :

The analysis of the data revealed that rural and urban students differed significantly on the personal and social adjustment obtained from California test of personality regarding some dimensions of personal adjustment like sense of reliance, sense of personal freedom, feeling of belonging with drawl-tendencies and nervous symptoms. The urban students were found to be self-reliant than the rural students. They were also having high sense of personal worth, personal freedom and feeling of belonging. But rural students were having high with drawl tendencies and nervous symptoms than urban students. The rural and urban students were also found to be significantly differed in four dimensions of social adjustment like social standards, social skills, anti-social tendencies and family relations. But no significant difference has been found in school relations and in community relation between rural and urban students. It has been revealed from the data that the urban students were having high social standard and social skills and the rural students were higher in antisocial-tendencies. Urban girls were found to be high on

personal and social adjustment than rural girls. It has been found that urban girls were more self-reliant, than rural girls. Urban girls were also high on personal freedom and feeling of belonging. But rural girls were having high withdrawal-tendencies and nervous symptoms than urban girls.

In the dimensions social adjustment, urban girls were having high social standard, social skills family relation and community relations than rural girls. It further showed that rural girls were high on anti-social tendencies and nervous symptoms. But both rural and urban girls did not differ on school relations and both groups were well related to schools. Urban boys were also found to be high on personal and social adjustment than rural boys. In the dimensions of personal adjustment, the urban boys were superior to rural boys on sense of personal worth, sense of personal freedom and feeling of belonging and rural boys were high on with drawl-tendencies and nervous-symptoms. But both were equally self-reliant.

Urban boys were also socially well adjusted than rural boys. The analysis of the data was found that urban boys were having high social standards, social skills and family relation. They were having high school relations and family relation. But there was no difference between rural and urban boys in anti-social tendencies. Both were found to be anti-social. The findings of the present study are in line with the findings of the researches conducted earlier by Shukla, (1981) who studied adjustment problems at plus two level. The study was designed to investigate the adjustment problems of boys and girls from rural and urban areas studying at 2+ level. For this purpose, it was hypothesized that (i) the rural and urban students will differ in their adjustment problems; and (ii) a significant difference in the adjustment problems was found in the boys and girls. 100 students of 2+ level were selected at random from eight Intermediate colleges in the district of Sitapur (U.P.). They were selected in terms of sex (boys and girls) and rural and urban students in equal proportions. The results confirmed that: (i) there was a significant difference between rural and urban students in their adjustment problems. The rural students had more problems of adjustment than the urban students, (ii) the boys and girls differed significantly among themselves in respect of their adjustment problems.

Physical fitness :

The data of physical fitness test were obtained from the fitness test battery viz., AAHPER youth fitness test. The data revealed that rural and urban students differed significantly on different items of physical fitness test battery. The rural students were found to be higher on pull-ups (boys) flexed arm hang (girls) sit-ups, shuttle run, and 600 yard run-walk where as urban students were high on standing broad jump and 50 yard. So, the analysis of the data revealed that rural students were higher on physical fitness than urban students.



This finding were supported by Przeweda (1985) Dutkiewicz (1990) and Szopa *et al.* (1985) concerning rural children superiority over urban children in the level of run endurance development and of an opposite characteristic in the of speed abilities. In addition, the difference of frequency movement points to smaller speed abilities of rural children. According to the suggestion presented in some research works (Wolanski and Parizkowa, 1976; Szopa *et al.*, 1985, 1996), such a situation can be the result of specific environmental stimuli.

In girls category the both groups were found to be significantly differ in physical fitness. Comparison between rural and urban girls on different items of physical fitness revealed that rural girls were high on flexed arm hang-sit-ups, shuttle run, 50-yard dash and 600 yard run-walk. Where as urban girls were higher on standing broad jump. So, the rural girls were having high physical fitness than urban girls. Verghese (1993) studied. The effect of nutrition education and DIET supplementation on adolescent girls- rural and urban. The study comprised of 2000 samples (1000 rural girls and 1000 urban girls) of two districts of Tamil Nadu. It was found that the haemoglobin content as well as physical fitness components were better in rural girls as compared to the urban girls.

In boys section, both rural and urban boys were compared on different items of physical fitness, the rural and urban boys differed significantly on pull-ups, sit-ups shuttle run, standing, broad jump, 50-yard and 600-yard Run-walk. The analysis of the data also reveled that rural boys were high on pull-ups, sit-ups, shuttle run and 600-yard run-walk, whereas urban boys were high on standing Broad jump and 50-yard dash. Therefore, the analysis of the data pertaining to the physical fitness showed that rural boys were having high physical fitness than urban boys.

Academic achievement :

Rural and urban students were compared on academic achievement by obtaining marks of the selected samples of Board examination. The analysis revealed that urban students were having high academic achievement than rural students. Both boys and girls were also compared on academic achievement, in which urban girls were found to be higher on academic achievement than rural girls. Urban girls were also having high academic achievement than both rural and urban boys. This finding is supported by Verma and Srivastava (1997) who studied the academic achievement and value pattern of athletes of Vidya Bhariti. It was observed that the female athletes taken together at national level were significantly higher in their academic achievement in comparison to male athletes. Urban boys were also found to be high on academic achievement than rural boys. So, the hypotheses formulated for the present study may be accepted.

Sports performance :

The rural and urban students were compared on sports performance by 100 mts race, shot put and long jump. The data thus obtained revealed that urban students were high on sports performance than rural students. The data further revealed that urban students were found to be high on shot put and long jump. Where as rural students were high on 100 mt. girls of both rural and urban areas were also compared on different items of sports performance, such as 100 mt, shot put and long jump. It has been found from the analysis of the data that the rural girls were high on 100 mt race and urban girls were high on shot put. But there is no significant difference between rural and urban girls in long jump. It further revealed that there was no significant difference between rural and urban girls in sports performance. So, the hypothesis no.14 of the present study stands rejected. The analysis of the data showed that urban boys were high on long jump and shot put where as rural boys were high on 100 mt. Therefore, the urban boys were found to have high sports performance than rural students. The findings of the study are supported by the finding of the research conducted by Singh, Darshan (1992) who made studies on the sports achievements of secondary school of Punjab. Investigator worked on 300 schools selected through I stratified random sampling technique. The schools were classified as category I, II and III schools based on the performance, physical facilities and, coaching facilities.

Major findings of the study were :

- Performance in track and field events of category I schools was better than those of category II and category III schools, whereas no significant difference was found between the sport performance of category II and III schools.
- The maximum - physical facilities schools had better track and field performance than the minimum - physical facilities schools and the mediocre - physical facilities schools performed better than minimum physical facilities schools. However, no significant difference was found in the sports performance of maximum and mediocre physical facilities schools.
- The maximum coaching - facilities schools, had better performance in track and field events than the mediocre and minimum facilities schools, but no significant difference was found between the sports - achievements of mediocre and minimum facilities school.

In the study, it was found that the rural and urban students differed in sports performance. So, the hypothesis formulated for the study is accepted.

Conclusion :

The conclusion of the study is based on the analysis

and interpretation of the data so the investigation has been categorized into sub-headings and the following conclusions were drawn:

Personal and social adjustment :

Personal adjustment :

The present study revealed that rural and urban students differed significantly in all the 6 Dimensions of personal adjustment. It further revealed that there was significant difference between rural and urban students on self-reliance, sense of personal worth, Feeling of belonging, withdrawal tendencies and nervous symptoms. Whereas both groups significantly differed on sense of personal freedom. It indicated that urban students were found to be higher in self-reliance, sense of personal worth, sense of personal freedom, and feeling of belonging, than rural students. But rural students were found to be high on withdrawal tendencies and nervous symptoms. It further showed that urban students were superior in personal adjustment than rural students.

Social adjustment :

In social adjustment, rural and urban students differed significantly on four dimensions of social adjustment *viz.*, social standards, social skills, anti-social tendencies and in family relations. But there was no significant difference in school relations and community relations between the two groups. It further revealed that urban students were superior to rural students in social standards, social skills and family relations, whereas rural students were found to be higher in anti-social tendencies. The data further indicated that urban students were high on social adjustment than the rural students. In girls group, the data indicated that there was significant difference between rural and urban girls on social standards, social skills, anti-social tendencies, family relations and community relations. But there was no significant difference in school relations between rural and urban girls. It has been revealed that urban girls were high in social standards, social skills, family relations and community relations. Whereas rural girls were high on anti-social tendencies. It further revealed that the urban girls were having high social adjustment than the rural area girls. In boys section the analysis of the data made it clear that there was significant difference between rural and urban boys on social standard and school relations, and they differed on social skills, family relations and community relation. But there was no significant difference in anti-social tendencies between rural and urban boys. It further showed that urban boys were higher in five dimensions like in social standard, social skills, school-relations, family relations and community relation. The analysis also revealed that urban boys were high on total social adjustment than rural boys.

Physical fitness :

It was found from the analysis that the rural and urban students differed significantly on physical fitness. It has also been revealed that the rural and urban students differed significantly on pull-ups (boys) flexed arm hang (girls) shuttle run and 600-yard run-walk. Whereas the rural and urban students did not differ significantly on standing broad jump. It further revealed that the rural students were higher on pull-ups and flexed arm hang, sit-ups, shuttle run and 600-yard run walk while as urban students were high on standing Broad jump and 50 yard dash.

It further revealed that rural students were superior to urban students on physical fitness.

Academic achievement :

It has been found from the present study that the urban students had possessed 63.67 per cent while the rural students were having 51.18 per cent in academic achievement. So, the urban students were having high academic achievement than rural students.

Sports performance :

In sports performance, rural and urban students were found to be significantly different on 100 mt and shot put, and long jump. It further showed that urban students were high on 100 mts, shot put and long jump than rural students. It further revealed that urban students were higher in sports performance than rural students.

In physical fitness, the rural students have been found physically fit than urban students, the fact being that the rural students were habitual of working in the fields and farms, they were also walking long distances from home to school and from one field to another. In this way the rural students maintained their physical fitness.

It has also been found that the urban students were having high sports performance and academic achievement than rural students, because all the facilities were not available in the rural areas of district Srinagar.

Suggestions :

Physical fitness represents the capacity to live most vigorously and effectively with one's own resources. In other words physical fitness is that state which characterizes the degree of which the person is able to function. Physical activity and exercise, benefit both the body and the mind in numerous ways.

Regarding the adjustment point view a child must get a congenial environment free from all stress and tensions.

At early stages all of us should educate our children about the social and moral values, there should be lot of exposure to the environment so that a child can adjust itself well in all environments. Every facility of modern education



should be provided to all the students of both rural and urban areas. The following suggestions have been recommended by the investigators.

Suggestions for future research :

- The study may be replicated on large sample.
- A similar study may be undertaken on other groups like college and university students.
- Psychological tests should be made available to all the schools for the preliminary screening of the subject.
- The further studies may be taken at division and state level on a large sample.
- The similar study may be conducted on all international players of J& K state.

Suggestions for improvement :

- All the schools in rural and urban areas must be provided with gyms for the students, with a fitness class in the school time-table.
- All the schools in rural areas should provide modern technique and better equipments to the students so that they can learn rules and techniques of different games and sports. They should be fully aware of the benefits about the participation in the sports activities and different tournaments.
- Rural schools should provide better infrastructure and organize coaching camps to improve the performance of the students in the field of games and sports.
- Authorities should take some progressive measures to improve the life of the rural areas of district Srinagar because the people of these areas are still backward and living rural life as it was before decades.
- All the heads of the private institutions of rural area should improve the standard of education in their schools. There should be fitness and sports classes in the school scheduler.
- The J & K Govt. has recently introduced the physical education as a subject at 10 + 2 level. Almost all the Govt. schools have this subject in the school schedule. Both in rural and urban areas, private schools should also introduce physical education as subject so that the students may get awareness about the physical education programmes, physical fitness and health.
- The present study should be undertaken in all the rural areas of J & K at school and college levels. So that the adjustment problem may be identified in each and every part of the state and measures should be taken to prevent the students from being mal-adjusted.

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