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## Studies on Adjustment Pattern of School Going Athletes and Non-Athletes

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### Abstract

The concept of adjustment originated in biology. In biology the term usually employed in “adaptation” a concept which was a corner stone in darwin’s theory of evaluation. The biological concept of adaptation has been borrowed by the psychologist and renamed as adjustment. In psychology, behavior is interpreted as adjustment to demands or pressures. In psychological analysis these demands are of two kinds; one is primarily social or interpersonal and other is primarily internal. In this study adjustment pattern was measured by “Cowell social adjustment index”, questionnaire and the total number of subjects were athletes – twenty boys and twenty girls, and non- athletes twenty boys and twenty girls. For analyzing the data, statistical method was applied, result showed that the athlete boys and girls were superior in adjustment pattern to the non-athlete boys and girls respectively but not at significant level.

**Keywords:** Adjustment Pattern School Going, Athletes, Non-Athletes.

### 1. Introduction

The world changes and changes very rapidly with the advancement of civilization. With each new theory and the ensuing formation of new concepts the picture of the world grows more complicated. In this century of anxiety in the wake of overwhelming industrialization, men are compelled to line under the stress of adjustment of the facts of experience. According to Shaffer, “Adjustment in the process by which a living organism maintain a balance between its needs and the circumstance that influence the satisfaction of these needs.” If we do not conform to the needs of modern and scientific training methods we cannot survive in the world map of sports and here arise the importance of studying several traits related to achieving sophistication in skill and of formulation of policy planning there to. In the investigation that follows. I have to try to study the Adjustment Pattern of school going athletes and non-athletes.

In physical education learning and performance may be traditionally classified into three ways viz. technical, associated and concomitant. A modern approach to learning categories in through classification according taxonomy of educational objectives and three areas or domain emerge such/cognitive affective and psychomotor.

The physical education curriculum should include the cognitive domain involving the knowledge and understanding of man and human movements as they are concerned with sports, dance gymnastics and exercise. The psychomotor domain is concerned with the movement and other closely related factors that influence it. There are levels of utilization of body’s forces and there are many restrictions or movements. Man’s basic pattern of movement is embodied in the fundamental skills.

The outstanding feature of the world sports is the ceaseless attempts by numerous sports personalities to adjust themselves to the changing situation and circumstances they find themselves in for the purpose of their deserved results. The concept of adjustment originated in biology. In biology the term usually employed in “adaptation” a concept which was a corner stone in Darwin’s theory of evaluation. The biological concept of adaptation has been borrowed by the psychologist and renamed as adjustment. In psychology behavior is interpreted as adjustment to demands or pressures. In psychological analysis these demands are of two kinds; one is primarily social or interpersonal and the other is primarily internal. From strictly psychological point of view, adjustment means many thing, such as need gratification, skill in dealing with frustrations and conflicts, peace of mind etc. modern psychologists see man as an organism a living body made up of interdependent parts (organs) which, working together, enable it to meet demands made on it. Psychology is concerned with

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the adjustive behavior through which man meets these demands, whether they desire from his biological need or those of social origin.

An athlete is a component of a team. In spite of a distinct individuality he/she has to conform with several norms of team or organizational policies and adjust with the group life of fellows and officials concerned. Group cohesion, identification with certain group attitudes and values, reactions to others, and pressure of spectators are some of the athletic situation in which social factors operate upon the individuality of the athlete.

They ultimately behave with this value system which becomes their philosophy of life or perhaps on a higher level they behave as autonomous, self actualizing persons. Therefore it can be seen that an individual can move on the scale from a state compliance directed external sanctions through a stage of identification will acceptable behavior until they achieve the highest level of internalization where actions are guided by one's internal sanctions. This is a social objective of physical education. This social objective is one of the major objectives of physical education. The best technique is measuring it is "Cowell Social Adjustment Index." This questionnaire mainly focused on the behavioural trends of the secondary. School boys and girls, efforts have been made in this investigation to find out the relationships among them by studying their nature for school going athletes and non-athletes.

## 2. Reviews of Literature

The study of the old related literature helps to avoid the risk of duplication, provides theories and ideas for further investigation and makes available explanations for verifications. Such literatures are available in the form of books, monographs, journals, reviews etc., and are the best affective guide for needy investigators. The reviews of such literature have been presented which were directly or indirectly related to the present investigation.

In a study conducted by Russel Smart Mollic Smart (1963) [1] with 28 children as subjects to study relationship between Kraus Weber Scores and personality adjustment of nursery school children concluded that the personality variables correlated zero with chronological age, low and positively but insignificantly with mental age, and positively at a level beyond change.

George & Abraham (1967) [2] studied the 10<sup>th</sup> grade secondary school pupils in Kerala and showed that there was no difference in age, order of birth, extraversion scores, home adjustment, school adjustments and achievement scores in Malayalam and English. However, boys were found to be significantly better than girls in intelligence, health adjustment, social and emotional adjustment.

Lowell Cooper (1969) [3] reviewed the empirical work concerning the relationship between athletics and various personality factors while no intellectual differences were found. A greater motivation was not among athletes.

Pandits (1976) [4] pointed out after studying the Adjustment Problems of the Gifted Children and their reactions to frustration that (i) the gifted had less adjustment problem than the non-gifted and (ii) gifted boys were more problematic than gifted girls in their over adjustment.

Gupta (1976) [5] concluded that there was no significant relationship between intelligence and adjustment of college students after conducting a study on personality adjustment in relation to intelligence.

Ryff and Flanagan (1978) [7] observed, there are both self oriented and other oriented aspects of psychological

adjustment. These observations correspond to the concept of emotional adjustment and social adjustment. Socially adjusted individuals also tend to be more subjective in their thinking and are more likely to let emotional considerations influence their decisions.

In a study, William P. (1980) [8] support for the view that personality differences between athletes and non-athletes were largely due to initial differences came from the work of Yanada and Hiranta (1970). These investigators administered the Tokyo University Personality Inventory (TPI) to athletes in Sports Club at Tokyo University. Students who continued in their sports clubs were found to be less neurotic and depressive and more hypomanic than those students who discontinued.

Dillon (1986) [12] advocated a comparative study of the personality characteristics, adjustment and motivational factors of non-participant and participant children of secondary schools in physical activities. He revealed the following findings (i) participants scored higher than the non-participants on extraversion although the difference failed to reach a significant level. (ii) Participants scored significantly higher on the dimensions of neuroticism than non-participants. (iii) In all aspects of school adjustment. In academic matters, adjustment with school mates, adjustment with school and administration adjustment with teacher and adjustment with self, the participants scored significantly higher than non-participants.

Stephanny FN. Freeman *et al.* (2000) [13] reported that children in general education classes do not attain social acceptance ratings at as high a level as do their typically developing peers. When comparing children with mental retardation in general education and special education classrooms, integrated students perform better than their comparable segregated students on measures of academic achievement and social competence.

Raju MVR *et al.* (2007) [14] suggested that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

## 3. Methodology

This study falls under the category of descriptive survey in the field of educational research, physical education in particular.

### 3.1. Subject

A total number of one hundred and twenty school going boys and girls within age range 14 to 16 years were selected through stratified random sampling procedure for a preliminary sample of sixty athletes (thirty boys and thirty girls) of district level participation standard and sixty non-athletes (thirty boys and thirty girls) of not worth mentioning participation standard from four local schools to boys schools and two girls school.

Finally, data could be collected from forty four athletes (twenty two boys and twenty two girls) from the first group and forty non-athletes (twenty boys and twenty girls) from the second group for the study.

### 3.2. Criterion Measure

Adjustment pattern was measured by Cowell Social Adjustment Index.

### 3.3. Research Design

In the present study the technique of multiple group design was adopted for the purpose of comparison of different groups in different variables. The subjects were divided into four equal sized groups. They were Boys athletes, Boys non-

athlete, Girls athlete and Girls non-athlete. The comparison was made between athletes and non-athletes as well as boys and girls.

**3.4. Tools used**

Cowell social Adjustment Index was used to measure adjustment pattern of athletes and non-athletes. This index is a questionnaire consisting of two parallel sets of questions with ten questions in each set. This is standardized test for measuring adjustment pattern with its required validity, objectively and reliability.

**3.5. Procedure for collecting data**

At first both the forms of this Test-Index were distributed to the subjects in a classroom situation. In order to overcome the language problem the subjects were helped to understand the meaning of the version in the mother tongue. They were also given a brief introduction regarding how to answer the questions. They were instructed to answer the questions independently without taking help of other. The questionnaires were collected from the subjects when they completed their answering.

**5. Presentation and analysis of data**

The data collected regarding adjustment pattern of different groups of subjects by applying Cowell Social Adjustment Index. The mean values of the data hence been presented Table No. 1.

From the table it is clearly seen that mean values of the adjustment pattern for athlete boys was 6.63 where as for the non-athlete boys the value was - 1.85. In the case of girls, the mean value of adjustment pattern for athlete girls was 6.35 where as the value for non-athlete girls were - 1.80.

As per instruction of the Test Manual the high '+' value of adjustment pattern indicates better adjustment and '-' value indicates poor adjustment. So it is evident that the adjustment pattern of athlete boys and girls were much higher than the non-athlete subjects of both the groups. In order to test the

significance of the difference among the means of four different groups, the statistical method of Analysis of variance was applied Table – 2 shows the result of this.

It is seen from the table that there existed a statistically significant different among the mean values of Adjustment patter of four different group of subjects viz athlete boys, non-athlete boys, athlete girls, non athlete girls.

In order to locate between which two groups the actual significant difference existed, statistical '+' test was applied subsequently Table – 3 shows the result of this test.

It is seen from the table that the difference between means of athlete boys vs non-athlete boys, athlete boys vs non-athlete girls, athlete girls vs non-athlete boys and athlete girls vs non-athlete girls were significantly statistically as 01 level. But the difference between athlete boys vs athlete girls and non-athlete boys vs non-athlete girls were not significant statistically even at .05 level. So it appeared that the athlete boys group had highest adjustment ability. They were followed by the athlete girls. Both these groups were significantly better in this aspect than their non-athlete counterparts.

**Table 1: Mean Values of Adjustment Pattern**

Source	Group			
	Athlete boys	Non-athlete boys	Athlete girls	Non-athlete girls
Adjustment Pattern	6.63	- 1.85	6.35	- 1.80

**Table 2: Result of Anova Regarding Adjustment Pattern**

Source of variation	df	Sum of squares	Mean square	'F' value	Remarks
Among the means of condition	3	1547.29	515.76	10.16	Significant at .01 level
Within condition	80	4059.42	50.11		

**Table 3: Exact Inter-Group Different of Adjustment Pattern**

Parameter	Group					
	Ath. Boys vs non-ath. Boys	Ath. Boys vs Ath. Girls	Ath. Boys vs Non-ath. Girls	Non-ath. Boys vs Ath. Girls	Non-ath. Boys vs Non-ath. Girls	Ath. Girls vs Non-ath. girls
'+' value	3.37 **	.11	4.83 **	3.38**	.03	2.20 *

\*\* Significant at .01 level

\* Significant at .05 level

**6. Summary, Conclusion and Recommendation**

Though for the purpose of study, analysis and understanding human personality has been divided into a number of faculties, it is an established fact that human being is unified whole. In the process of interaction between heredity and environment the faculties of human personality develop and the sum of development of all these faculties determines the personality profile of the individual. Physical education programme influence the development of different personality areas through participation in games and sports. Resultant influence is noticed in the psychomotor aspects, behavioural pattern and the physical make up of the individual in addition to the cognitive development.

School going youths are characterized by the rapid growth the development almost in all the faculties of personality. This is a natural process of growth and development. It is interesting process of growth and development. It is interesting to note whether the organized physical education programme can

influence this natural process.

This particular idea was the basis of the present paper to study the different aspects of growth & development of school going boys and girls. Efforts have been made to compare these developmental processes between athletes and non-athletes as the product of natural process and athletes as the product of natural process as well as organized form of imposed physical education programme. Social Adjustment pattern was considered as a psychological aspect of personal.

On the basis of the results of the present study it may be concluded that Social Adjustment Pattern of athlete boys and girls seems to be better than non-athlete boys and girls.

Recommendation for future investigation are as follows:

- (i) The present study being conducted only with the school level athlete and non-athlete subjects, it would be better to study the same variables with college and University level athlete and non-athlete men and women.
- (ii) The present studies have been conducted within the age

range 14 to 16 years. Further study may be conducted taking subjects below and above this age group.

- (iii) Present study was conducted with small samples similar studies may be conducted with large samples to draw the conclusions more firmly.
- (iv) As the time of research work was too short, the researcher measured adjustment pattern through Cowell Social Adjustment Index. Further studies can be conducted measuring adjustment pattern objectively with the help of standardized test (Bell Adjustment Inventory).

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