Healthy living and physical fitness are closely connected. Being physically fit not only helps people to live healthy life it also helps people to live longer. 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 life. 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. In fact, many researchers believe that physical inactivity is a national health problem that can increase the risk of illness and disease. According to 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, improves endurance, controls weight, increases bone mass, and improves self-esteem, as well as reduce stress, anxiety, depression and the risk of developing high blood pressure.”

Besides intelligence one’s aptitude, interest, self-esteem, need and adjustment play important role in academic achievement. A study habit, system of examination, medium of instruction, conditions of health and socio-economic status also contributes towards the academic achievements of students. Thus the individual differences among the students regarding their performance in the examinations are not confined to the area of ability and aptitudes alone. We find that the students having the same intelligence show significant variations, in the examinations. Although it is true that intelligence, motivation, study habits and self concepts are essential features yet the adjustment – social and
personal play a very important part in the achievement of students and thus can not be ignored. It has been observed that in the absence of intellectual abilities, high scholastic achievement is not possible. At the same time mere presence of superior intelligence does not ensure higher achievement. Education which is considered as a continuous process, starts from birth and continues up to the last lap of grave. During this continuous process one has to learn and adjust with so many circumstances including outer and inner world environment.

The behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environment facilitates the adjustment of an individual. A sequence of adjustment begins 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 thwarted. In response, he may try various ways to regain approval: or he may be little the critic or argue that someone else is to blame. The latter behaviors do not really bring approval, but they are adjustment mechanism of a sort because they tend to reduce the feeling of distress.

In a modern society physical education and sports has played a vital role and is an important ingredient of a society. It has been observed that physical education and sports influences by an individual’s social economic status. If a sportsperson wants to excel in a particular sport, but is being hindered if he not socially and socially acceptable by the society. The home environment also plays an important role for the performance of an individual. Socially acceptable sportsman can bring laurels to the state and succeed in sports up to the degree to which success his
endeavor leads him to inner satisfaction. So many modern researches reveal that social and economical status of an individual in his group influences his life in the world. It has been observed that sound social and economical status of a person can increase sports participation. As a social force sports serves as an acceptable method teaching of social norms re-enforcing cultural values, facilitating social integration and affecting individual performance. Hence a person being physically fit and socially acceptable can achieve the goal and reach up to national and international performance level.

JUSTIFICATION OF THE PRESENT STUDY

Every society prefers the physical fitness of its members. More scientific ways and means are applied everywhere not only to win medals but also to test human efficiency both physical and mental. More important than physical fitness is the psychological conditioning of the Sportsmen, so that they can generate in themselves a “will to fight.” The education commission (1964-66) has rightly remarked “There has been a tendency in recent government schemes of physical education to emphasis only the physical fitness values of physical education and ignore its educational Values.” Physical education must include both physical and mental development of an individual. National policy on education (1986) has aptly suggested, “Sports and physical education is an integral part of learning programmes and will be included in the evaluation of performance. A nation-wide infrastructure for Physical education sports and games will be built into the educational edifice.”

Mankad (1982) while studying adjustment problems among rural and urban undergraduate found that undergraduates were related to SES, rural – urban differences and intelligence. The study identified environment and economic and personal adjustment problems among boys. The problems among girls were related to use of leisure and school
Gagandeep (1986) studied the impact of defence mechanism used by boys and girls on their mental health and adjustment in school and home, using fairly representative sample. The study revealed that negative defence mechanism leads to poor adjustment as is natural in both cases, i.e. school and home.

More and more researches are needed in the field of psychology to find out the problems related to adjustment. Home and school environment is also responsible for personal and social adjustment. So it is advised to provide the congenial environment to the child. Authorities and planners are yet to implement the suggestions of the research studies so that mal-adjustment may be prevented or brought down to the minimum.

Gaikward, J.M.(1988) studied elementary school children’s personality traits in relation to their mother’s marital adjustment and child-rearing practises, good adjustment went with healthy practise, but they were helpful in developing only obedience and conscientiousness not the other trait studies.

Fifth survey of Educational Research(1988-92 vol-l) reports that the school is unique social institution having a social life of distinctive values and interests centring upon important social concerns and associated with distinctive patterns of social interaction. So a teacher can play an important role in the adjustment of the children.

The state Agenda of Govt. of National capital territory of Delhi (1997) for the promotion of sports and development of physical education refers to the lack of physical and sports teaching and hence presents a comprehensive educational plan which should be centered around the
child in a manner to enabling the child to attain good health, high degree of fitness and all round development by improving all of his physical, mental, social, emotional, and spiritual faculties. It emphasizes compulsory teaching of physical education to all children and making it compulsory to participate either in sports or in physical fitness programme. But its implementation could neither be done nor is likely to be done soon due to lack of required manpower and teaching posts in physical education.

Narayanan (1995) has expressed that the need for interfacing sports with health care and physical fitness should be highlighted. Such an integrated approach will help in modernizing the development of sports and encourage the youth to imbibe the true spirit of sportsmanship.

Singh, D. (1992) studied sports achievements of secondary schools in Punjab in relation to the physical education programme, coaching and physical facilities the study indicates that the provision of physical education programmes, physical facilities and coaching facilities has a positive effect on the sports achievement of schools. Further physical facilities are more important than the coaching facilities.

“I believe that no matter what amount of work one has one should always find time for exercise, just as one does for one’s meals.” (Mahatma Gandhi).

Physical fitness is important for everyone. Physical education is an integral part of education which gives knowledge about the health and fitness.

National curriculum Framework (2005) reports that “Physical education has not given the importance in the school curriculum and neither has their contribution to the health and overall development of the
child been adequately acknowledged. The constrained faced by physical education is related to a number of factors that affect the quality of education in general and health and physical education in particular.

Only about 15% of the Indian universities and institutes of higher education (deemed universities) have conducted the teaching of physical education, health education and sports at post graduate and research level. The research trend report indicate that teacher training programmes in India do not pay due stress to the need for promotion of health, physical education an integral part of school, college and university education. It may be advised for the authorities to prepare model course content for health, physical fitness and physical education. Researches are needed in this field so that the individual may be aware about the health and physical fitness.

The review of the literature highlights that a number of studies have been conducted on “personal and social adjustment, physical fitness, academic achievement, and sports performance in India, some studies have been also conducted in Kashmir valley on adjustment and academic achievement, but no study on physical fitness and sports performance has been conducted in J&K as yet. In Kashmir valley the rural children are almost cut off from the modern Society and live a socially backward life. The rural area schools have not the modern facilities and infrastructure in academic field as well as in sports and the students of rural area are not provided with modern facilities and technology. A person while participating in any sports event should be free of tension, frustration and without any psychological pressure that can hinder the performance of a player. A student who is socially and mentally adjustable to any environment will perform well in sports activities.

This study will go a long way in developing an awareness of problem faced by the students from adjustment point of view so that certain
remedial measures could be taken. The study will be significant the society in the awareness of physical fitness and importance of physical education and sports. The study will also be significant for the students to evaluate their own knowledge and performance in games and sports. The study also helps the authorities to provide better infrastructure and facilities in sports and to endow with modern techniques for better education. This study will also help the students to improve their performance in games and Sports and in academic field.

It is with this background that the investigator has made a humble attempt to find out the personal and social adjustment, physical fitness, academic achievement and sports performance of rural and urban students of district Srinagar.

**STATEMENT OF THE PROBLEM**

The problem proposed for the present study is as follows:-

"PERSONAL AND SOCIAL ADJUSTMENT, PHYSICAL FITNESS, ACADEMIC ACHIEVEMENT AND SPORTS PERFORMANCE OF RURAL AND URBAN STUDENTS OF DISTRICT SRINAGAR."

**DEFINITION OF TERMS AND VARIABLES**

**A. PERSONAL AND SOCIAL ADJUSTMENT**

i. **Personal adjustment**: "Personal adjustment for the present study refers to the total number of scores gained by the sample subjects on California test of personality on all the six dimensions of Personal adjustment".

ii. **Social adjustment**: "Social adjustment for the present study refers to the total number of scores gained by the sample subjects on California test of personality on all the six dimensions of Social adjustment".
B. Physical fitness: physical fitness refers to the total number of scores gained by the sample subjects on AAHPRE youth fitness test battery on all six items of physical fitness test.

C. Academic Achievement:- Academic achievement refers the total number of marks obtained by the sample subjects in metric examination conducted by the J&K State Board of School Education.

D. Sports performance: “Sports performance is the performance shown by the students in some particular sports events”. Sports performance for the present study refers to the total number of scores gained by the sample subjects in all three events viz. 100mt race, shot put and long jump.

OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present study:-

1. To study the personal and social adjustment, physical fitness, academic achievement, and sports performance of rural and urban students of District Srinagar.

2. To compare the personal adjustment of rural and urban students of District Srinagar.

3. To compare the social adjustment of rural and urban students of District Srinagar.

4. To compare the personal adjustment of rural and urban Girls of District Srinagar.

5. To compare the social adjustment of rural and urban Girls of District Srinagar.

6. To compare the personal adjustment of rural and urban Boys of District Srinagar.

7. To compare the social adjustment of rural and urban Boys of District Srinagar.
8. To compare the physical fitness of rural and urban students of District Srinagar.

9. To compare the physical fitness of rural and urban Girls of District Srinagar.

10. To compare the physical fitness of rural and urban boys of District Srinagar.

11. To compare the academic achievement of rural and urban students of District Srinagar.

12. To compare the academic achievement of rural and urban Girls of District Srinagar.

13. To compare the academic achievement of rural and urban Boys of District Srinagar.

14. To compare the sports performance of rural and urban students of District Srinagar.

15. To compare the sports performance of rural and urban Girls of District Srinagar.

16. To compare the sports performance of rural and urban Boys of District Srinagar.

HYPOTHESES

The following hypotheses have been formulated for the present study:-

1. Rural and urban students differ significantly in personal adjustment.

2. Rural and urban students differ significantly in social adjustment.

3. Rural and urban Girls differ significantly in personal adjustment.

4. Rural and urban Girls differ significantly in social adjustment.

5. Rural and urban Boys differ significantly in personal adjustment.

6. Rural and urban Boys differ significantly in social adjustment.

7. Rural and urban students differ significantly in physical fitness.

8. Rural and urban Girls differ significantly in physical fitness.

9. Rural and urban Boys differ significantly in physical fitness.

10. Rural and urban students differ significantly in academic achievement.
11. Rural and urban Girls differ significantly in academic achievement.
12. Rural and urban Boys differ significantly in academic achievement.
13. Rural and urban students differ significantly in sports performance.
14. Rural and urban Girls differ significantly in sports performance.
15. Rural and urban Boys differ significantly in sports performance.

METHOD OF DESIGN

The present study was designed to study personal and social adjustment, physical fitness, academic achievement, sports performance. The detailed regarding sample, tools and statistical analysis are reported as under:

Sample

The investigator has drawn a sample of two thousand students with an equal number of boys and girls from both Govt. and private higher secondary institutions located in rural and urban areas of district Srinagar. These students had participated in different tournaments at national level, District level and school level. The procedure followed for drawing the sample is given as under:

i. The higher secondary institutions in the district Srinagar were identified from the list obtained from the Directorate of School Education Kashmir.

ii. The number of the sports students participated at various levels was also identified from the selected institution.

iii. The list of the selected samples was confirmed from the records available in District youth services and sports office Srinagar.

iv. The sample for the present study was drawn randomly from each segment. Among the 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. As per the procedure of the sampling, the institution-wise and level-wise sample distribution is given in the table A, B and C respectively:

**Table-A: INSTITUTION-WISE SAMPLE DISTRIBUTION (BOYS GROUP)**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Institutions</th>
<th>No. of sports students</th>
<th>Selected Sample</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>National level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Distric t level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School level</td>
</tr>
<tr>
<td>1</td>
<td>Green Valley Educ. Inst. Ilahibagh (Private).</td>
<td>120</td>
<td>50</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>New Convent Barzulla Sgr. (Private)</td>
<td>58</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Govt. Boys H. S. S. Soura.</td>
<td>193</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Govt. Boys H. S. S. Nawakadal</td>
<td>76</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Govt. Boys H. S. S. Jawahar Nagar.</td>
<td>96</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Govt. Boys H. S. S. Shalimar.</td>
<td>84</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Govt. Boys H. S. S. Hazratbal</td>
<td>98</td>
<td>50</td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>S. P. Govt. boys H. S. S. Sgr.</td>
<td>200</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>M. P. Govt. Boys H. S. Sgr.</td>
<td>152</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Tyndale Bisco Lalchowk Sgr. (Private)</td>
<td>238</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>11</td>
<td>Govt. Boys H. S. S. Khanmoh. (Co-Ed.)</td>
<td>93</td>
<td>83</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Govt. Boys H. S. S. Mujigund. (Co-Ed.)</td>
<td>20</td>
<td>16</td>
<td>X</td>
</tr>
</tbody>
</table>

(Private)
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Institutions</th>
<th>No. of sports students</th>
<th>Selected Sample</th>
<th>National level</th>
<th>District level</th>
<th>School level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Govt. Girls H.S.S. Soura.</td>
<td>100</td>
<td>50</td>
<td>8</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>2.</td>
<td>Govt. Girls H. S. S. Kothibagh</td>
<td>215</td>
<td>50</td>
<td>15</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>Govt. Girls H. S. S. Nawakadal.</td>
<td>145</td>
<td>50</td>
<td>3</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>4.</td>
<td>Govt. Girls H. S. S. Nawhatta.</td>
<td>110</td>
<td>50</td>
<td>5</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>5.</td>
<td>Govt. Girls H. S. S. Khyanar.</td>
<td>80</td>
<td>50</td>
<td>3</td>
<td>7</td>
<td>40</td>
</tr>
<tr>
<td>6.</td>
<td>Govt. Girls H. S. S. Amira Kadal</td>
<td>120</td>
<td>50</td>
<td>7</td>
<td>12</td>
<td>31</td>
</tr>
</tbody>
</table>

Table-B: INSTITUTION-WISE SAMPLE DISTRIBUTION (GIRLS GROUP)
<table>
<thead>
<tr>
<th></th>
<th>School Name</th>
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<th></th>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>7</td>
<td>Govt. Girls H. S. S.</td>
<td>74</td>
<td>50</td>
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<td>5</td>
<td>44</td>
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<td></td>
<td>Zadibal.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Green Valley Edul. Inst.</td>
<td>110</td>
<td>50</td>
<td>10</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Ilahibagh (Private).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>New Convent Barzulla Sgr.</td>
<td>52</td>
<td>50</td>
<td>X</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>(Private).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mallinson school Lalchowk</td>
<td>200</td>
<td>50</td>
<td>15</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>G. Boys H. S. S. Khanmoh.</td>
<td>71</td>
<td>67</td>
<td>1</td>
<td>3</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>(Co-Ed.)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>G. Boys H. S. S. Mujigund.</td>
<td>80</td>
<td>76</td>
<td>X</td>
<td>X</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>(Co-Ed.)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>13</td>
<td>Govt. Boys H. S. S. Zainakot</td>
<td>30</td>
<td>10</td>
<td>X</td>
<td>X</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(Co-Ed.)</td>
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<td></td>
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<tr>
<td>14</td>
<td>Khanam’s Public School,</td>
<td>26</td>
<td>24</td>
<td>1</td>
<td>2</td>
<td>21</td>
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<tr>
<td></td>
<td>lawy Pora. Private. (Co-Ed.)</td>
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<td></td>
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</tr>
<tr>
<td>15</td>
<td>Govt. Boys H. S. S. Palpora</td>
<td>81</td>
<td>78</td>
<td>2</td>
<td>5</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>(Co-Ed.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Govt. Boys H. S. S. Tailbal.</td>
<td>88</td>
<td>85</td>
<td>X</td>
<td>2</td>
<td>83</td>
</tr>
<tr>
<td>LEVEL</td>
<td>BOYS</td>
<td>GIRLS</td>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
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<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NATIONAL LEVEL</td>
<td>79</td>
<td>76</td>
<td>155</td>
<td></td>
<td></td>
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<tr>
<td>DISTRICT LEVEL</td>
<td>162</td>
<td>157</td>
<td>319</td>
<td></td>
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<tr>
<td>SCHOOL LEVEL</td>
<td>759</td>
<td>767</td>
<td>1526</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total sample</td>
<td>1000</td>
<td>1000</td>
<td>N= 2000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOOLS**

The investigator has selected following tools for the collection of required data:

1. California test of personality questionnaire (Devised by Louis P. thorpe, willis W. Clark and Ernest W. Tiegs 1953):- To compare the personal and social adjustment of rural and urban students of district Srinagar. This test was used to collect the data on personal and social adjustment of the subjects, which contains 144 questions; the questionnaire has two parts viz. personal adjustment and social adjustment. Each part has 6 dimensions with 12 questions in each dimension.
RELIABILITY AND VALIDITY OF THE TEST

The Reliability coefficient for this test ranges from .74 to .97 and validity coefficient are also high enough.

2. AAPHER youth fitness test (“American Association for health, physical education and Recreation.” N. W. Washington, D.C.):- To measure the physical fitness of the subjects. AAPHER youth fitness test battery contains the following items:-

i. Pull-ups (boys) Flexed-Arm hang (Girls)
   The numbers of the completed pull-ups were recorded to the nearest whole number.

ii. Sit-up
   The number of the completed sit-up in 120 sec. was recorded to the nearest whole number.

iii. 50-Yard Dash
   Time taken to run a distance of 50 yards was recorded to the nearest tenth of a sec.

iv. Shuttle run
   Time taken to run a distance of 4x10mtrs was recorded to the nearest tenth of a sec.

v. Standing broad jump
   Maximum distance covered was recorded to the nearest centimeter.

vi. 600-Yard Run-Walk
   Time taken to run- walk a distance of 600 yards was recorded to the nearest of a sec.
RELIABILITY AND VALIDITY OF THE TEST ITEMS

a. Pull-ups (boys)
Reliability: An r .99 was found when scores were recorded on separate days.
Validity: face validity was accepted for this test.

Flexed-Arm hang (Girls)
Reliability: has been reported as high as .90
Validity: face validity was accepted.

b. Sit-up
Reliability: An r .91 was found when scores were recorded on separate days.
Validity: face validity was accepted for this test.

d. 50-Yard Dash
Reliability: not reported.
Validity: face validity was accepted for this test.

e. Standing broad jump
Reliability: has been reported as high as .963
Validity: validity of .607 has been reported for this test

f. 600-Yard Run-Walk
Reliability: not reported.
Validity: validity coefficients of .96, .88 and .76 were found.

3. Sports Performance:
Sports performance has been assessed by:

1. 100mt race
To complete the race the time taken to the nearest tenth of a second or minute to touch the finishing line.
2. **Shot put**
   The distance between the restriction line to the fall of the put (throwing area) is measured to the nearest foot.

**Long jump**
   The distance between the take off line and the nearest point where the foot touches the ground in feet and inches to the nearest inch.

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

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

**MAJOR FINDINGS**
The following conclusions are drawn from the present Study.

A. **PERSONAL AND SOCIAL ADJUSTMENT.**
   i. **Personal Adjustment.**
      The present study reveals that rural and urban students differ significantly in all the 6 Dimensions of personal adjustment like self-reliance, sense of personal worth, sense of personal freedom, Feeling of belonging, with-drawl tendencies and Nervous Symptoms. It further indicates that urban students have 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 have found to be high on
with-drawl tendencies and nervous symptoms. It further shows that urban students are superior in personal adjustment than rural students.

In girls group, it has been found that rural and urban girls differ significantly on self-Reliance, Sense of personal worth, sense of personal freedom, feeling of belonging, with-drawl tendencies, and nervous symptoms, and it further revealed that urban girls are higher in four dimensions of personal adjustment like self-Reliance, Sense of personal worth, sense of personal freedom and feeling of belonging. Whereas rural girls are higher on with-drawl tendencies and nervous symptoms. So the urban girls are higher in total personal adjustment than rural girls.

The analysis of the data indicates that there is significant difference between rural and urban boys on sense of personal worth, sense of personal freedom, with-drawl tendencies, nervous symptoms, and feeling of belonging, but do not differ significantly in self Reliance.

The data shows that rural boys are lower in three dimension of personal adjustment than urban boys like sense of personal worth, sense of personal freedom, and feeling of belonging. Whereas rural boys are higher on with-drawl tendencies and nervous symptoms than urban boys. So the rural and urban boys differ significantly on total personal adjustment. The analysis of the data further indicates that urban boys are having high personal adjustment than rural boys.

ii. Social adjustment

In social adjustment, both rural and urban students differ significantly on four dimensions of social adjustment viz. social standards, social skills, and anti-Social tendencies and in family relations. It further revealed that urban students are superior to rural students in social standards, social skills and family relations, whereas rural students are found to be higher in anti-Social tendencies. But there is no significant difference in school relations and community relations between the two groups. The data further indicates that urban students are high on social adjustment than the rural students.
The data indicates that there is significant difference between rural and urban girls on social standards, social skills, anti-tendencies, family relations and community relations. But there is no significant difference in school relations between rural and urban girls. It has been revealed that urban girls are high on social standards, social skills and family relations. Whereas rural girls are having high anti-social tendencies. It further reveals that the urban girls are having high social adjustment than the rural area girls. The analysis of the data makes it clear that there is significant difference between rural and urban boys on social standard and school relations, and they differ on social skills, family relations and community relation. But there is no significant difference in anti-social tendencies between rural and urban boys. It further shows that urban boys are higher in five dimensions like social standard, social skills, school-relations, family relations and community relation. The analysis also reveals that urban boys are high on total social adjustment than rural boys.

B. PHYSICAL FITNESS

It has been found from the analysis of the data that the rural and urban students differ significantly on physical fitness. It has also been revealed that the rural and urban students differ significantly on pull-ups (boys) flexed arm hang (girls), sit-ups, shuttle run and 600-yard run-walk and standing broad jump. It further reveals that the rural students are higher on pull-ups and flexed arm hang, sit-ups, shuttle run and 600-yard run walk while as urban students are high on standing broad Jump and 50 yard-dash. It further revels that rural students are superior to urban students on physical fitness. The analysis of the data reveals that the rural and urban girls differ significantly on flexed-arm hang, sit-ups, shuttle run, standing broad jump, 50-yard dash and 600-yard run-walk. The data further shows that rural girls are high on flexed arm hang, sit-ups, shuttle run,50 yard dash and 600-yard run walk, whereas urban girls are high on standing broad jump. The data further reveals that rural girls
are superior to urban girls in physical fitness. In boys group the rural and urban boys differ significantly on pull-ups, sit-ups, standing broad jump, shuttle run, 50-yard, and 600-yard Run-walk. The analysis of the data also reveals that rural boys are high on pull-ups, sit-ups, shuttle run and 600-yard run-walk, whereas urban boys are high on standing Broad jump and 50-yard dash. So the rural boys are having high physical fitness than urban boys.

C. ACADEMIC ACHIEVEMENT.

It has been found from the present study that the urban students are higher in academic achievement (63.67%) than rural students (51.18%). It further reveals that urban girls are having higher academic achievement (65.51%) than rural girls (50.27%). The analysis makes it clear that rural and urban boys differ significantly on academic achievement. It further revealed that the urban boys are higher in academic achievement (61.83%) than rural boys (52.22%).

D. SPORTS PERFORMANCE.

In sports performance rural and urban students were found to be significantly differ on 100mt and shot put, and long jump. It further shows that urban students are high on 100mts, shot put and long jump than rural students. It further reveals that urban students are higher in sports performance than rural students. In girls section rural girls are high on 100mt race and urban girls are high on shot put. But there is no significant difference between rural and urban girls in long jump. It further reveals that there is no significant difference between rural and urban girls in sports performance. In boys group the rural and urban boys differ significantly on 100mt, shot put and long jump. It further revealed that urban boys are high on shot put and long jump than rural boys. Whereas rural boys are high on 100mt. The study further reveals that urban boys are having high sports performance than rural boys.

Hence the study concludes that the urban students are better in
personal and social adjustment than rural students. So it has been proved from the present study that the adjustment problem is less among the students of urban areas of district Srinagar. In urban areas the students falling in the age category of 15-18 years are well adjusted both personally and socially. But in rural areas of district Srinagar the maladjustment has been observed among the students falling in the same age category.

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

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