

# THE PROCESS OF SOCIO-EDUCATIONAL ADAPTATION OF FIRST-YEAR STUDENTS AT LOMZA STATE UNIVERSITY OF APPLIED SCIENCES

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**Abstract: Introduction.** The prolonging process of adaptation and the obstacles related to it can negatively influence the course of studies, which can lead to students' personality disorders. The aim of the research was to evaluate the level of socio-educational adaptation of first-year students.

**Materials and methods.** The diagnostic survey method was used in the research, with the survey research technique utilizing the survey questionnaire 'Students Adaptation Difficulties'. The total number of 313 people were examined.

**Results.** The studies proved that the majority of students demonstrate partial adaptation to studies. Sex constitutes the variable differentiating the level of adaptation in favor of women, who adapt better than men.

**Conclusions.** The university activities should oscillate around the tasks that would help students overcome adaptation thresholds.

**Key words:** adaptation, students, studies, difficulties.

## Introduction

Adaptation to university studies is the subject of various articles, research and discussions. The problem considered as pedagogical, social and economic phenomenon gains even greater significance nowadays, when civilization progress, technical development and the achievements of scientific thought demand from schools of various levels and types full efficiency of teaching. Under the subject of this kind of efficiency, we understand not only providing the greatest number of graduates ready to begin work, but it is also about the quality of knowledge, which they shall possess after school-leaving [1].

The difference in the didactic level between secondary schools and universities constitutes an obstacle for many students, which is extremely difficult to overcome. The adaptation period to studies is for many of them a period of a difficult life trial. Except for students who find themselves easy to adapt, there are individuals, who do not possess this feature and due to that the interference fostering adaptation seems justified and it should be one of the major tasks of every university [2]. The beginning of studies is a very important period for a young person, which is connected with numerous changes, new responsibilities and development possibilities. This is the time of struggle, stress, challenges and various questions about the future and also the time of entering into new environment and undertaking new

tasks. Commencing studies is a break-through period in human life and also the time of significant changes which are of developmental, social, educational and ideological character. The changes related to various levels of activity of a starting student have an impact on his or her social functioning, which can influence the process of adaptation and thus the individual perception of the quality of life [3]. The first year of studies constitutes a key element in the didactic and educational work at university. Its specificity results mainly from significant changes, which quite rapidly take place in living conditions and work of a young person, who transforms oneself from a secondary school into university student. The university is a new, strange institution of an unknown structure, where he meets new environmental circles in the form of teachers and friends. The university provides him with a strange system of teaching methods and imposes obligations different than the secondary school he attended to. Very often it is linked with the fact of leaving his or her current, often small-town or rural environment and family home and the necessity to independently organize own existence and living [4].

Transforming from learning in a secondary school into learning at university is always connected with the change of surrounding and taking full responsibility of oneself. Additionally, it is a period of growing independence, acquiring new interpersonal skills and social competences. This state can influence the emergence of an individual mental stability disorders because young people that begin new stage of

education lack mature personality. The prolonging adaptation process and the obstacles related to it can negatively influence the course of studies, which can lead to disorders in social relationships and in personal sphere of a student. Thus, the university's tasks should concentrate not only on didactic and educational needs, but also on preventive ones, which aim at protecting and maintaining students' health [5].

Students commencing the studies must adapt in mental and social terms. A significant feature of good adaptation is a proper perception of reality. The ability to see objective reality is a sound condition of proper adaptation. The other feature is the ability to deal with stress and anxiety. The ability to combat those negative reactions is related to setting long-term goals that set directions in life. Another condition of proper adaptation is a positive concept of oneself, the awareness of one's own positive and negative sides as well as the ability to modify and translate the negative ones. Another condition is the ability to make good, harmonious social contacts that bring joy [6].

Well-adapted people are those whose activities and interests are in accordance with socially accepted norms and objectives. A human being possesses a body, mind and feelings, which strictly depend on one another and a disorder in one of those spheres causes a disorder in the whole. That is why, the interest in the first year of studies is justified. The teaching staff that work with the youngest students must be aware of the obstacles that face the first year students. They should help the students in a conscious and scheduled manner to overcome those difficulties by creating proper atmosphere and organization of work. Due to this kind of activities, the process of adaptation can proceed quickly and gently [7].

The study was conducted within the statutory research project BST-4/IWF/11/2014 at Lomza State University of Applied Sciences.

### Work objective

The aim of the research was to determine the level of socio-educational adaptation to studies of first-year students. In the course of the research, the answers to the following questions were sought for:

1. What sources of information about the studies were used by the students and did they have any influence on the level of adaptation to studies?
2. What is the grade point average after the first year of studies and has it any connection with adaptation to studies?
3. What are the causes of little benefits from didactic classes and do they impact the adaptation process?

4. What levels of adaptation to studies represent the respondents and does sex differentiate the levels of adaptation?

### Material and research method

The diagnostic survey method was used in the research, with the survey research technique designated to it. To do so, the anonymous survey questionnaire 'Students Adaptation Difficulties' was created. The research was conducted in the academic year 2014/2015 among first-year students of first degree full-time programmes at Lomza State University of Applied Sciences on 12 faculties. The total number of 313 people was examined. While implementing the research objective, the three stages of preparation to studies were adopted: low, average and high, on the basis of the following adaptation indices:

- the time of taking a decision about studies;
- the amount of knowledge gained in the secondary school;
- level of satisfaction with studies;
- grade point average after first year of studies.

Research results were prepared in Statistica 6.0 program by calculating:

- the value of chi-square Pearson's test;
- the value of Kruskal-Wallis test;
- the median value;
- standard deviation values;
- weighted arithmetic means;
- contingency coefficient C-kor.

Differences between variables were tested on the  $p < 0,05$  level.

### Results

The research results pertaining to the sources of information about studies indicated that the main source of information in case of the respondents was the Internet. When choosing university, they mainly followed the opinion of friends as well as older students of PWSiIP. Guide books, parent's suggestions as well as education fairs and open days organized by PWSiIP are the subsequently important sources of information about the studies used by the respondents. The press, radio and television proved to be the least helpful for the youth when selecting studies. When analyzing the above issue in the context of sex, it was stated that the majority of women preferred guide books, organizational meetings in secondary schools, open days at PWSiIP as well as education fairs. The least popular source of information in the view of the examined women were: mass media and any suggestions from parents. In case of men, the main sources of information were: the Internet, friends,

Table 1: Sources of information about the studies of PWSiIP students.

| Sources of information about the studies |          |              |              |              |             |              |              |              |              |      |              |
|--|----------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|--------------|------|--------------|
| Faculties                                | Sex Test | 1            | 2            | 3            | 4           | 5            | 6            | 7            | 8            | 9    | 10           |
| Physiotherapy                            | W        | 0,19         | 0,08         | 0,12         | 0,56        | 0,53         | 0,24         | 0,56         | 0,23         | 0,13 | 0,29         |
|  | M        | 0,07         | 0,07         | 0,00         | 0,67        | 0,20         | 0,87         | 0,47         | 0,20         | 0,27 | 0,20         |
|  | N        | 0,18         | 0,08         | 0,11         | 0,57        | 0,50         | 0,29         | 0,56         | 0,23         | 0,14 | 0,28         |
|  | Z        | 0,42         | 0,35         | 0,89         | 0,54        | 1,88         | 2,42         | 0,71         | 0,16         | 0,46 | 0,37         |
| Administration                           | P        | 0,67         | 0,72         | 0,37         | 0,58        | <b>0,06</b>  | <b>0,01*</b> | 0,47         | 0,87         | 0,64 | 0,71         |
|  | W        | 0,15         | 0,00         | 0,05         | 0,62        | 0,18         | 0,20         | 0,36         | 0,27         | 0,22 | 0,45         |
|  | M        | 0,13         | 0,23         | 0,08         | 0,40        | 0,57         | 0,35         | 0,68         | 0,35         | 0,13 | 0,50         |
|  | N        | 0,14         | 0,06         | 0,06         | 0,56        | 0,47         | 0,24         | 0,44         | 0,29         | 0,19 | 0,46         |
| Management                               | Z        | 0,57         | 3,05         | 0,30         | 1,29        | 2,81         | 0,93         | 2,04         | 0,35         | 0,62 | 0,38         |
|  | P        | 0,56         | <b>0,02*</b> | 0,76         | 0,19        | <b>0,00*</b> | 0,35         | <b>0,04*</b> | 0,73         | 0,53 | 0,70         |
|  | W        | 0,25         | 0,04         | 0,04         | 0,71        | 0,50         | 0,10         | 0,47         | 0,06         | 0,17 | 0,25         |
|  | M        | 0,58         | 0,24         | 0,26         | 0,52        | 0,30         | 0,22         | 0,28         | 0,35         | 0,16 | 0,32         |
| Automation and Robotics                  | N        | 0,35         | 0,10         | 0,11         | 0,65        | 0,43         | 0,13         | 0,41         | 0,26         | 0,17 | 0,27         |
|  | Z        | 2,12         | 1,89         | 2,52         | 1,86        | 1,55         | 0,52         | 1,28         | 1,96         | 0,46 | 0,09         |
|  | P        | <b>0,03*</b> | <b>0,05*</b> | <b>0,01*</b> | <b>0,06</b> | 0,12         | 0,69         | 0,20         | <b>0,05*</b> | 0,64 | 0,92         |
|  | W        | 0,00         | 0,20         | 0,10         | 0,70        | 0,50         | 0,00         | 0,60         | 0,00         | 0,50 | 0,40         |
| English Philology                        | M        | 0,13         | 0,00         | 0,03         | 0,75        | 0,44         | 0,37         | 0,49         | 0,13         | 0,25 | 0,27         |
|  | N        | 0,12         | 0,02         | 0,04         | 0,74        | 0,45         | 0,33         | 0,51         | 0,12         | 0,28 | 0,28         |
|  | Z        | 0,70         | 2,56         | 1,13         | 0,62        | 0,23         | 1,21         | 0,54         | 0,70         | 0,39 | 0,16         |
|  | P        | 0,48         | <b>0,01*</b> | 0,26         | 0,53        | 0,81         | 0,22         | 0,58         | 0,48         | 0,69 | 0,87         |
| Nursing                                  | W        | 0,18         | 0,15         | 0,05         | 0,58        | 0,55         | 0,48         | 0,28         | 0,33         | 0,38 | 0,05         |
|  | M        | 0,13         | 0,17         | 0,13         | 0,77        | 0,67         | 0,27         | 0,60         | 0,10         | 0,10 | 0,07         |
|  | N        | 0,16         | 0,16         | 0,09         | 0,66        | 0,60         | 0,39         | 0,41         | 0,23         | 0,26 | 0,06         |
|  | Z        | 0,08         | 0,75         | 0,81         | 1,26        | 0,83         | 0,88         | 1,47         | 1,21         | 1,00 | 0,25         |
| Dietetics                                | P        | 0,94         | 0,45         | 0,41         | 0,20        | 0,40         | 0,37         | 0,14         | 0,22         | 0,31 | 0,80         |
|  | W        | 0,16         | 0,05         | 0,03         | 0,72        | 0,43         | 0,19         | 0,28         | 0,24         | 0,06 | 0,23         |
|  | M        | 0,20         | 0,16         | 0,00         | 0,52        | 0,36         | 0,20         | 0,48         | 0,00         | 0,00 | 0,16         |
|  | N        | 0,16         | 0,06         | 0,03         | 0,69        | 0,42         | 0,19         | 0,31         | 0,21         | 0,05 | 0,22         |
| Cosmetology                              | Z        | 0,03         | 0,29         | 0,69         | 1,19        | 0,49         | 0,00         | 0,94         | 1,58         | 0,69 | 0,00         |
|  | P        | 0,97         | 0,77         | 0,48         | 0,23        | 0,62         | 1,00         | 0,34         | 0,11         | 0,48 | 1,00         |
|  | W        | 0,28         | 0,06         | 0,05         | 0,46        | 0,33         | 0,26         | 0,29         | 0,29         | 0,10 | 0,21         |
|  | M        | 0,40         | 0,60         | 0,80         | 1,00        | 0,00         | 0,00         | 0,00         | 0,20         | 0,00 | 0,00         |
| Food technology                          | N        | 0,28         | 0,09         | 0,09         | 0,49        | 0,31         | 0,25         | 0,27         | 0,28         | 0,09 | 0,20         |
|  | Z        | 0,00         | 0,00         | 0,00         | 0,00        | 0,00         | 0,00         | 0,00         | 0,00         | 0,00 | 0,00         |
|  | P        | 1,00         | 1,00         | 1,00         | 1,00        | 1,00         | 1,00         | 1,00         | 1,00         | 1,00 | 1,00         |
|  | W        | 0,26         | 0,10         | 0,11         | 0,65        | 0,44         | 0,20         | 0,47         | 0,26         | 0,13 | 0,24         |
| Information Technology                   | M        | 0,36         | 0,04         | 0,05         | 0,64        | 0,43         | 0,08         | 0,48         | 0,29         | 0,28 | 0,33         |
|  | N        | 0,05         | 0,00         | 0,00         | 0,80        | 0,30         | 0,10         | 0,70         | 0,00         | 0,55 | 0,50         |
|  | Z        | 0,29         | 0,03         | 0,04         | 0,67        | 0,40         | 0,08         | 0,53         | 0,23         | 0,34 | 0,37         |
|  | P        | 1,19         | 0,39         | 0,66         | 0,72        | 0,61         | 0,14         | 1,19         | 1,73         | 1,17 | 0,98         |
| Physical Education                       | P        | 0,23         | 0,69         | 0,51         | 0,46        | 0,54         | 0,88         | 0,23         | <b>0,08</b>  | 0,24 | 0,37         |
|  | W        | 0,25         | 0,15         | 0,00         | 0,45        | 0,70         | 0,60         | 0,35         | 0,10         | 0,25 | 0,00         |
|  | M        | 0,14         | 0,03         | 0,12         | 0,70        | 0,40         | 0,26         | 0,30         | 0,14         | 0,12 | 0,30         |
|  | N        | 0,15         | 0,05         | 0,10         | 0,67        | 0,44         | 0,30         | 0,31         | 0,13         | 0,14 | 0,27         |
| Social Work                              | Z        | 0,35         | 1,77         | 0,84         | 1,56        | 1,71         | 1,85         | 0,15         | 0,08         | 1,14 | 1,69         |
|  | P        | 0,72         | <b>0,07</b>  | 0,45         | 0,11        | <b>0,08</b>  | <b>0,06</b>  | 0,88         | 0,93         | 0,25 | <b>0,09</b>  |
|  | W        | 0,10         | 0,05         | 0,00         | 0,35        | 0,35         | 0,10         | 0,95         | 0,05         | 0,20 | 0,85         |
|  | M        | 0,14         | 0,00         | 0,09         | 0,46        | 0,43         | 0,23         | 0,80         | 0,17         | 0,09 | 0,31         |
| Total                                    | N        | 0,13         | 0,02         | 0,05         | 0,42        | 0,40         | 0,18         | 0,85         | 0,13         | 0,13 | 0,51         |
|  | Z        | 0,00         | 1,13         | 0,57         | 0,59        | 0,19         | 0,24         | 0,55         | 0,66         | 0,66 | 2,10         |
|  | P        | 1,00         | 0,27         | 0,57         | 0,55        | 0,84         | 0,81         | 0,58         | 0,29         | 0,51 | <b>0,03*</b> |
|  | W        | 0,21         | 0,06         | 0,10         | 0,60        | 0,44         | 0,18         | 0,66         | 0,26         | 0,16 | 0,19         |
| Total                                    | M        | 0,33         | 0,03         | 0,13         | 0,47        | 0,40         | 0,00         | 0,73         | 0,03         | 0,20 | 0,23         |
|  | N        | 0,23         | 0,06         | 0,11         | 0,58        | 0,44         | 0,15         | 0,67         | 0,23         | 0,17 | 0,20         |
|  | Z        | 0,40         | 0,00         | 0,00         | 0,77        | 0,32         | 1,60         | 0,10         | 1,57         | 0,74 | 0,17         |
|  | P        | 0,69         | 1,00         | 1,00         | 0,43        | 0,75         | 0,11         | 0,91         | 0,11         | 0,46 | 0,83         |
| Total                                    | W        | 0,22         | 0,06         | 0,07         | 0,62        | 0,47         | 0,20         | 0,46         | 0,26         | 0,16 | 0,27         |
|  | M        | 0,20         | 0,09         | 0,11         | 0,63        | 0,38         | 0,27         | 0,47         | 0,13         | 0,16 | 0,29         |
|  | N        | 0,21         | 0,07         | 0,08         | 0,62        | 0,44         | 0,22         | 0,47         | 0,22         | 0,16 | 0,27         |
|  | Z        | 0,56         | 0,96         | 1,04         | 0,41        | 2,23         | 1,46         | 0,28         | 3,41         | 0,35 | 0,64         |
| Total                                    | P        | 0,57         | 0,33         | 0,30         | 0,68        | <b>0,02*</b> | 0,14         | 0,77         | <b>0,00*</b> | 0,72 | 0,51         |

Legend

- |                         |                                    |
|-------------------------|------------------------------------|
| 1. Trade fairs          | 6. Parents' suggestions            |
| 2. The press            | 7. Friends' suggestions            |
| 3. Radio and television | 8. Activities of secondary schools |
| 4. The Internet         | 9. Open days at PWSiIP             |
| 5. Guide books          | 10. PWSiIP students                |

guide books, PWSiIP's students, parents and education fairs. Similarly to women, men also claimed that mass media were of the lowest value when taking decision about studies.

Moreover, the analysis showed relevant statistical correlations between sex and the sources of information about

the studies in case of six faculties. On Physiotherapy, sex constitutes a variable differentiating the source in the form of parents' suggestions, to the benefit of men. The same is true on Administration, where sex also differentiates the sources in favor of men and these are: the press, guide books,

friends. Similarly, on Management faculty men mostly select: education fairs, the press, radio and television as well as secondary school. However, on Automation and Physical Education the variable differentiating the sources indicates the majority of women (Table 1).

The analysis of the adaptation level in terms of using different sources of information about the studies by the students, showed the statistically significant correlations in case of two sources: open days organized by PWSiP as well as engaging secondary schools. The other sources of information do not influence the level of adaptation of the respondents (Table 2).

Table 2: Sources of information about the studies and the socio-educational adaptation process of PWSiP students in Lomza.

| Answer category    | Socio-educational adaptation | Kruskalo-Wallis Test | Dependence |      |      |      |      |             |   |
|--------------------|------------------------------|----------------------|------------|------|------|------|------|-------------|---|
|                    | Weak                         | Partial              | Full       |      |      |      |      |             |   |
|                    | X                            | SD                   | X          | SD   | X    | SD   | H    | P           |   |
| Trade fairs        | 0,18                         | 0,32                 | 0,22       | 0,35 | 0,22 | 0,37 | 0,65 | 0,72        | - |
| The press          | 0,04                         | 0,17                 | 0,08       | 0,20 | 0,08 | 0,20 | 3,31 | 0,19        | - |
| Radio              | 0,06                         | 0,20                 | 0,09       | 0,22 | 0,09 | 0,23 | 2,81 | 0,24        | - |
| Television         | 0,63                         | 0,37                 | 0,61       | 0,35 | 0,62 | 0,34 | 0,32 | 0,85        | - |
| Internet           | 0,47                         | 0,35                 | 0,44       | 0,33 | 0,42 | 0,33 | 1,23 | 0,54        | - |
| Guide books        | 0,21                         | 0,37                 | 0,21       | 0,33 | 0,25 | 0,37 | 0,64 | 0,72        | - |
| Parents            | 0,43                         | 0,41                 | 0,51       | 0,39 | 0,44 | 0,41 | 2,68 | 0,26        | - |
| Friends            | 0,26                         | 0,35                 | 0,25       | 0,35 | 0,16 | 0,29 | 5,95 | <b>0,05</b> | * |
| Secondary school   | 0,20                         | 0,28                 | 0,13       | 0,26 | 0,18 | 0,31 | 5,90 | <b>0,05</b> | * |
| Open days at PWSiP | 0,22                         | 0,33                 | 0,29       | 0,35 | 0,29 | 0,35 | 2,87 | 0,23        | - |
| PWSiP students     |                              |                      |            |      |      |      |      |             |   |

The point grade average of the first-year students amounted to 4.01. Women achieved the average of 4.07 and men 3.86. The highest grades after the first year were obtained by the students of Administration faculty – 4.30 and other faculties with high grade point average were: Cosmetology – 4.17 and Management – 4.13. The students of Nursing and English Philology gained the same grade point average – 4.07. On other faculties, the grade point average after the first year was below 4.0 and it is as follows: Dietetics – 3.97 and Physiotherapy – 3.93, Automation and Robotics – 3.74. Moreover, the analysis revealed a statistically significant correlation between sex and the grade point average of the students. Sex differentiates grades in favor of women (Table 3).

The analysis of adaptation level for studies in terms of grade point average of students after first year showed a relationship that is statistically relevant between variables. Grades influence the respondents' adaptation process. The higher the grade point average, the better the level of adaptation to studies (Table 4).

The research results pertaining to the reasons for little benefits derived from didactic classes indicate mainly low

substantive level of lessons and the other significant reasons are as follows: organizing classes in late hours, difficulties resulting from inability to take notes and also lack of time for preparing to classes. The evidently lower values were noted in case of reasons connected with the lack of course books, low intensity of work during the classes, too numerous groups and low didactic skills of teachers. Too many classes and a lack of systematic verification of knowledge are the reasons that are the least often scored by the respondents. When considering the issue in terms of sex, it turns out that in case of women the dominant reasons for little benefits from classes are: overload with classes, organizing classes in late hours and lack of time for preparation to them. Moreover, the female respondents consider inability to take notes, numerous groups and lack of course books to be also very important arguments. The least important reasons according to women were: low didactic skills of teachers and lack of systematic verification of knowledge. In case of men, the three most important reasons are the same as in case of women. They also consider important the inability to take notes, low didactic skills of academic teachers, low intensity of work during classes and too numerous groups. Lack of systematic verification of knowledge and low substantive level of classes are the least scored by men, similarly as in case of women.

Moreover, the analysis revealed the statistically relevant correlations between sex and the reasons for little benefits from classes on five faculties. It should be highlighted that on the four of the following faculties: Physiotherapy, Nursing, Administration and English Philology no matter the reasons for unsatisfying benefits from classes, sex differentiates it in favor of men. Only on Physical Education, women constitute the top of the statistics. In the course of the analysis, we are able to precisely see that on Physiotherapy, sex differentiates the reason connected with low didactic skills of teachers and lack of time for preparation to classes. Low didactic skills of teachers are differentiated by sex also on Nursing. On Administration, the above variable states the reason that lies in students being overload with classes and on English Philology the reason pertaining to lack of course books, while on Physical Education difficulties related to inability to take notes. The statistical analysis revealed significant interdependencies also in the general summary. Sex here differentiates in favor of women the following causes: low didactic skills of teachers, low substantial level of classes, overload with classes, lack of time for preparation to classes and organizing them in late hours (Table 5).

The analysis of adaptation level in terms of perceiving by students little benefits from classes revealed that there are no statistically relevant correlations between those variables. The fact that respondents perceive in some cases little benefits does not influence their level of adaptation.

Table 3: The grade point average of PWSliP students after first year of studies.

| Faculties               | Sex      | Average | SD   | X min | X max | M    | Z    | P      |
|-------------------------|----------|---------|------|-------|-------|------|------|--------|
| Physiotherapy           | w        | 3,93    | 0,28 | 3,50  | 4,50  | 4,00 | 0,30 | 0,705  |
|                         | m        | 4,00    | 0,50 | 3,50  | 4,50  | 4,00 |      |        |
|                         | together | 3,93    | 0,29 | 3,50  | 4,50  | 4,00 |      |        |
| Administration          | w        | 4,27    | 0,42 | 3,50  | 5,00  | 4,25 | 0,61 | 0,548  |
|                         | m        | 4,38    | 0,35 | 4,00  | 5,00  | 4,50 |      |        |
|                         | together | 4,30    | 0,40 | 3,50  | 5,00  | 4,50 |      |        |
| Management              | w        | 4,24    | 0,34 | 3,50  | 5,00  | 4,00 | 1,96 | 0,150  |
|                         | m        | 3,90    | 0,46 | 3,00  | 4,50  | 4,00 |      |        |
|                         | together | 4,13    | 0,41 | 3,00  | 5,00  | 4,00 |      |        |
| Automation and Robotics | w        | 4,00    | 0,00 | 4,00  | 4,00  | 4,00 | 1,23 | 0,214  |
|                         | m        | 3,70    | 0,37 | 3,00  | 4,50  | 3,50 |      |        |
|                         | together | 3,74    | 0,36 | 3,00  | 4,50  | 3,50 |      |        |
| English Philology       | w        | 4,25    | 0,38 | 3,50  | 4,50  | 4,50 | 1,59 | 0,111  |
|                         | m        | 3,83    | 0,52 | 3,00  | 4,50  | 4,00 |      |        |
|                         | together | 4,07    | 0,47 | 3,00  | 4,50  | 4,00 |      |        |
| Nursing                 | w        | 4,05    | 0,34 | 3,00  | 4,50  | 4,00 | 0,48 | 0,635  |
|                         | m        | 4,20    | 0,57 | 3,50  | 5,00  | 4,00 |      |        |
|                         | together | 4,07    | 0,37 | 3,00  | 5,00  | 4,00 |      |        |
| Dietetics               | w        | 4,06    | 0,36 | 3,50  | 4,50  | 4,00 | 0,00 | 1,001  |
|                         | m        | 2,50    | -    | 2,50  | 2,50  | 2,50 |      |        |
|                         | together | 3,97    | 0,51 | 2,50  | 4,50  | 4,00 |      |        |
| Cosmetology             | w        | 4,13    | 0,36 | 3,50  | 5,00  | 4,00 |      |        |
| Food Technology         | w        | 3,90    | 0,43 | 3,50  | 4,50  | 4,00 | 0,26 | 0,793  |
|                         | m        | 3,75    | 0,50 | 3,00  | 4,00  | 4,00 |      |        |
|                         | together | 3,87    | 0,44 | 3,00  | 4,50  | 4,00 |      |        |
| Information Technology  | w        | 3,88    | 0,25 | 3,50  | 4,00  | 4,00 | 0,46 | 0,645  |
|                         | m        | 3,78    | 0,39 | 3,00  | 4,50  | 4,00 |      |        |
|                         | together | 3,79    | 0,38 | 3,00  | 4,50  | 4,00 |      |        |
| Physical Education      | w        | 4,10    | 0,20 | 4,00  | 4,40  | 4,00 | 1,63 | 0,100  |
|                         | m        | 3,71    | 0,39 | 3,50  | 4,50  | 3,50 |      |        |
|                         | together | 3,85    | 0,38 | 3,50  | 4,50  | 4,00 |      |        |
| Social Work             | w        | 3,98    | 0,27 | 3,50  | 4,50  | 4,00 | 0,76 | 0,444  |
|                         | m        | 4,08    | 0,38 | 3,50  | 4,50  | 4,00 |      |        |
|                         | together | 4,00    | 0,28 | 3,50  | 4,50  | 4,00 |      |        |
| Total                   | w        | 4,07    | 0,35 | 3,00  | 5,00  | 4,00 | 3,91 | 0,000* |
|                         | m        | 3,86    | 0,47 | 2,50  | 5,00  | 4,00 |      |        |
|                         | together | 4,01    | 0,40 | 2,50  | 5,00  | 4,00 |      |        |

Table 4: Grade point average of PWSliP students after first year of studies and the level of socio-educational adaptation.

| Total   | Socio-educational Adaptation | Kruskala – Wallis Test | Dependence |         |      |         |      |        |       |
|---------|------------------------------|------------------------|------------|---------|------|---------|------|--------|-------|
|         | Weak                         | Partial                | Full       |         |      |         |      |        |       |
| average | SD                           | average                | SD         | average | SD   | average | SD   | H      | P     |
| 4,01    | 0,40                         | 3,57                   | 0,37       | 3,98    | 0,31 | 4,37    | 0,33 | 104,66 | 0,000 |

However, the tendency to differences in case of two categories was distinguished: overload with classes and low didactic skills of teachers (Table 6).

The research showed that more than a half (64.9%) of students presents a partial adaptation to studies. Generally, women get used to new conditions of studying more easily. More than a half of them show a complete adaptation to studies, while a significant part of men (53.5%) declares the lowest level of adaptation. Sex here is a factor differentiating the levels of adaptation of the youth to studies. The contingency coefficient indicates a moderate relationship between the aforementioned variables (Table 7).

### Discussion

Social and political changes and the climate of emerging pluralism contributed to the creation of new systems of values and lifestyles anthropology. In this kind of situation, it seems justified to pay attention to the academic youth [8].

Commencing studies is a challenge that demands from the youth constant adaptation to new university conditions. In this context, the situation of PWSliP students is quite good. The majority of them presents partial adaptation to studies and women are better at adapting to new conditions compared to men. The same conclusions were drawn by Rosińska [9] when conducting research among the stu-

Table 5: The reasons for small benefits from classes according to PWSiP students.

| Faculty                 | Sex Test | 1     | 2             | 3             | 4             | 5     | 6             | 7             | 8             | 9     | 10            |
|-------------------------|----------|-------|---------------|---------------|---------------|-------|---------------|---------------|---------------|-------|---------------|
| Physiotherapy           | K        | 0,12  | 0,00          | 0,22          | 0,02          | 0,10  | 0,67          | 0,55          | 0,24          | 0,15  | 0,79          |
|                         | M        | 0,00  | 0,07          | 0,13          | 0,13          | 0,00  | 0,80          | 0,00          | 0,53          | 0,27  | 0,87          |
|                         | N        | 0,11  | 0,07          | 0,22          | 0,03          | 0,09  | 0,68          | 0,50          | 0,26          | 0,16  | 0,79          |
|                         | Z        | 1,18  | 3,27          | 0,56          | 1,59          | 0,82  | 0,49          | 2,27          | 1,22          | 0,91  | 0,09          |
|                         | P        | 0,240 | <b>0,001*</b> | 0,574         | 0,113         | 0,415 | 0,623         | <b>0,023*</b> | 0,222         | 0,361 | 0,929         |
| Administration          | K        | 0,14  | 0,11          | 0,54          | 0,13          | 0,13  | 0,58          | 0,41          | 0,23          | 0,14  | 0,60          |
|                         | M        | 0,13  | 0,15          | 0,35          | 0,08          | 0,05  | 0,88          | 0,45          | 0,18          | 0,10  | 0,65          |
|                         | N        | 0,14  | 0,12          | 0,49          | 0,11          | 0,11  | 0,66          | 0,42          | 0,21          | 0,13  | 0,61          |
|                         | Z        | 0,29  | 0,27          | 1,51          | 0,48          | 0,47  | 2,44          | 0,29          | 0,76          | 0,25  | 0,11          |
|                         | P        | 0,770 | 0,786         | 0,131         | 0,632         | 0,640 | <b>0,014*</b> | 0,773         | 0,447         | 0,805 | 0,912         |
| Management              | K        | 0,08  | 0,20          | 0,46          | 0,14          | 0,13  | 0,72          | 0,33          | 0,18          | 0,18  | 0,50          |
|                         | M        | 0,20  | 0,28          | 0,40          | 0,08          | 0,14  | 0,60          | 0,40          | 0,08          | 0,14  | 0,56          |
|                         | N        | 0,12  | 0,23          | 0,44          | 0,12          | 0,14  | 0,68          | 0,35          | 0,15          | 0,17  | 0,52          |
|                         | Z        | 0,28  | 0,77          | 0,32          | 0,38          | 0,15  | 0,95          | 0,39          | 1,10          | 0,07  | 0,00          |
|                         | P        | 0,783 | 0,440         | 0,747         | 0,707         | 0,878 | 0,340         | 0,693         | 0,272         | 0,943 | 1,000         |
| Automation and Robotics | K        | 0,00  | 0,00          | 0,60          | 0,40          | 0,00  | 0,40          | 0,80          | 0,00          | 0,20  | 1,00          |
|                         | M        | 0,23  | 0,25          | 0,61          | 0,12          | 0,04  | 0,47          | 0,29          | 0,16          | 0,09  | 0,56          |
|                         | N        | 0,20  | 0,22          | 0,61          | 0,15          | 0,04  | 0,46          | 0,35          | 0,14          | 0,11  | 0,61          |
|                         | Z        | 0,83  | 0,70          | 0,23          | 1,75          | 0,40  | 0,23          | 1,85          | 0,97          | 0,74  | 1,61          |
|                         | P        | 0,405 | 0,481         | 0,817         | <b>0,081</b>  | 0,690 | 0,817         | 0,064         | 0,334         | 0,458 | 0,107         |
| English Philology       | K        | 0,25  | 0,03          | 0,48          | 0,20          | 0,05  | 0,65          | 0,25          | 0,13          | 0,13  | 0,70          |
|                         | M        | 0,00  | 0,23          | 0,17          | 0,30          | 0,13  | 0,60          | 0,17          | 0,57          | 0,13  | 0,70          |
|                         | N        | 0,14  | 0,11          | 0,34          | 0,24          | 0,09  | 0,63          | 0,21          | 0,31          | 0,13  | 0,70          |
|                         | Z        | 1,53  | 1,47          | 1,82          | 0,60          | 0,21  | 0,07          | 0,07          | 2,08          | 0,63  | 0,07          |
|                         | P        | 0,127 | 0,143         | 0,068         | 0,547         | 0,832 | 0,947         | 0,943         | <b>0,038*</b> | 0,530 | 0,947         |
| Nursing                 | K        | 0,03  | 0,03          | 0,34          | 0,00          | 0,19  | 0,75          | 0,60          | 0,30          | 0,11  | 0,57          |
|                         | M        | 0,16  | 0,28          | 0,08          | 0,00          | 0,00  | 0,44          | 0,56          | 0,28          | 0,36  | 0,44          |
|                         | N        | 0,05  | 0,07          | 0,31          | 0,00          | 0,16  | 0,71          | 0,59          | 0,29          | 0,15  | 0,55          |
|                         | Z        | 0,99  | 2,52          | 1,73          | 0,05          | 1,28  | 1,54          | 0,18          | 0,15          | 1,00  | 0,64          |
|                         | P        | 0,323 | <b>0,012*</b> | 0,083         | 0,960         | 0,202 | 0,124         | 0,860         | 0,881         | 0,318 | 0,520         |
| Dietetics               | K        | 0,19  | 0,09          | 0,43          | 0,05          | 0,10  | 0,84          | 0,56          | 0,05          | 0,05  | 0,63          |
|                         | M        | 1,00  | 0,00          | 0,80          | 0,60          | 0,00  | 0,40          | 0,00          | 0,00          | 0,00  | 0,20          |
|                         | N        | 0,24  | 0,08          | 0,45          | 0,08          | 0,09  | 0,81          | 0,53          | 0,05          | 0,05  | 0,60          |
|                         | Z        | 0,00  | 0,00          | 0,00          | 0,00          | 0,00  | 0,00          | 0,00          | 0,00          | 0,00  | 0,00          |
|                         | P        | 1,000 | 1,000         | 1,000         | 1,000         | 1,000 | 1,000         | 1,000         | 1,000         | 1,000 | 1,000         |
| Cosmetology             | K        | 0,11  | 0,06          | 0,22          | 0,08          | 0,07  | 0,65          | 0,48          | 0,20          | 0,36  | 0,61          |
| Food Technology         | K        | 0,28  | 0,15          | 0,51          | 0,16          | 0,27  | 0,49          | 0,49          | 0,13          | 0,11  | 0,41          |
|                         | M        | 0,15  | 0,05          | 0,50          | 0,10          | 0,10  | 0,85          | 0,75          | 0,15          | 0,00  | 0,35          |
|                         | N        | 0,25  | 0,13          | 0,51          | 0,15          | 0,23  | 0,57          | 0,55          | 0,14          | 0,08  | 0,40          |
|                         | Z        | 0,11  | 0,26          | 0,05          | 0,06          | 0,64  | 1,64          | 1,06          | 0,00          | 0,87  | 0,31          |
|                         | P        | 0,915 | 0,796         | 0,959         | 0,949         | 0,522 | 0,101         | 0,288         | 1,000         | 0,387 | 0,758         |
| Information Technology  | K        | 0,20  | 0,20          | 0,70          | 0,15          | 0,25  | 0,60          | 0,30          | 0,05          | 0,00  | 0,50          |
|                         | M        | 0,17  | 0,39          | 0,47          | 0,23          | 0,17  | 0,48          | 0,30          | 0,17          | 0,13  | 0,34          |
|                         | N        | 0,18  | 0,36          | 0,50          | 0,22          | 0,18  | 0,49          | 0,30          | 0,16          | 0,12  | 0,36          |
|                         | Z        | 0,10  | 0,97          | 1,05          | 0,45          | 0,71  | 0,60          | 0,03          | 0,00          | 0,94  | 1,13          |
|                         | P        | 0,921 | 0,331         | 0,295         | 0,654         | 0,676 | 0,550         | 0,977         | 1,000         | 0,346 | 0,257         |
| Physical Education      | K        | 0,35  | 0,00          | 0,65          | 0,05          | 0,00  | 0,70          | 0,35          | 0,00          | 0,10  | 0,80          |
|                         | M        | 0,43  | 0,11          | 0,09          | 0,23          | 0,20  | 0,54          | 0,37          | 0,17          | 0,00  | 0,77          |
|                         | N        | 0,40  | 0,07          | 0,29          | 0,16          | 0,13  | 0,60          | 0,36          | 0,11          | 0,04  | 0,78          |
|                         | Z        | 0,31  | 0,57          | 2,70          | 0,66          | 0,98  | 0,68          | 0,10          | 1,33          | 1,13  | 0,00          |
|                         | P        | 0,760 | 0,571         | <b>0,007*</b> | 0,510         | 0,327 | 0,490         | 0,922         | 0,185         | 0,257 | 1,000         |
| Social Work             | K        | 0,16  | 0,18          | 0,41          | 0,09          | 0,07  | 0,68          | 0,25          | 0,12          | 0,08  | 0,71          |
|                         | M        | 0,37  | 0,13          | 0,40          | 0,00          | 0,10  | 0,50          | 0,20          | 0,30          | 0,33  | 0,60          |
|                         | N        | 0,19  | 0,17          | 0,41          | 0,08          | 0,08  | 0,65          | 0,25          | 0,14          | 0,12  | 0,69          |
|                         | Z        | 1,07  | 0,54          | 0,16          | 1,30          | 0,72  | 1,78          | 0,31          | 1,47          | 1,79  | 0,50          |
|                         | P        | 0,285 | 0,589         | 0,872         | 0,194         | 0,473 | 0,075         | 0,757         | 0,141         | 0,073 | 0,615         |
| Total                   | K        | 0,14  | 0,09          | 0,38          | 0,08          | 0,12  | 0,67          | 0,45          | 0,18          | 0,15  | 0,63          |
|                         | M        | 0,20  | 0,25          | 0,40          | 0,16          | 0,11  | 0,56          | 0,33          | 0,21          | 0,14  | 0,52          |
|                         | N        | 0,16  | 0,14          | 0,39          | 0,11          | 0,12  | 0,64          | 0,41          | 0,19          | 0,15  | 0,60          |
|                         | Z        | 1,65  | 4,25          | 0,15          | 2,44          | 0,09  | 2,52          | 2,70          | 0,05          | 0,45  | 2,24          |
|                         | P        | 0,100 | <b>0,000*</b> | 0,880         | <b>0,015*</b> | 0,926 | <b>0,012*</b> | <b>0,007*</b> | 0,957         | 0,651 | <b>0,023*</b> |

**Legend**

- |   |  |
|---|--|
| 1. Low intensity of work during classes         | 6. Classes overload                        |
| 2. Weak didactic skills of academic teachers    | 7. Lack of time for preparation to classes |
| 3. Inability to take notes                      | 8. Lack of course books                    |
| 4. Low substantial level of classes             | 9. Numerous groups                         |
| 5. Lack of systematic verification of knowledge | 10. Organizing classes in late hours       |

dents from Lublin universities. According to the author, a vast majority of respondents present a partial level of adaptation. However, Kirenko [10], who carried out research in Lublin at Psychology and Pedagogy Faculty, discovered

that the vast majority of respondents demonstrates a high level of adaptation. The problem of adaptation difficulties of first-year students at Physical Education University was analyzed by Brojek [11]. The author proved that the ma-

Table 6: The reasons for small benefits from classes according to PWSiP students and the socio-educational adaptation process.

| Answers categories                           | Socio-educational Adaptation | Kruskala-Wallis Test | Dependence |      |      |      |      |              |   |
|--|------------------------------|----------------------|------------|------|------|------|------|--------------|---|
|  | Weak                         | Partial              | Full       |      |      |      |      |              |   |
|  | X                            | SD                   | X          | SD   | X    | SD   | H    | P            |   |
| Low intensity of work during classes         | 0,13                         | 0,27                 | 0,15       | 0,29 | 0,18 | 0,28 | 2,99 | 0,22         | - |
| Weak didactic skills of academic teachers    | 0,10                         | 0,26                 | 0,13       | 0,29 | 0,17 | 0,31 | 4,76 | <b>0,093</b> | * |
| Inability to take notes                      | 0,36                         | 0,32                 | 0,40       | 0,38 | 0,39 | 0,36 | 0,40 | 0,818        | - |
| Low substantial level of classes             | 0,09                         | 0,24                 | 0,09       | 0,21 | 0,13 | 0,26 | 2,15 | 0,341        | - |
| Lack of systematic verification of knowledge | 0,15                         | 0,31                 | 0,09       | 0,20 | 0,13 | 0,28 | 0,33 | 0,849        | - |
| Classes overload                             | 0,68                         | 0,34                 | 0,66       | 0,33 | 0,58 | 0,36 | 5,23 | <b>0,077</b> | * |
| Lack of time for preparation to classes      | 0,48                         | 0,36                 | 0,40       | 0,35 | 0,39 | 0,33 | 2,94 | 0,230        | - |
| Lack of course books                         | 0,18                         | 0,26                 | 0,19       | 0,29 | 0,19 | 0,30 | 0,41 | 0,818        | - |
| Numerous groups                              | 0,13                         | 0,26                 | 0,18       | 0,31 | 0,13 | 0,25 | 1,29 | 0,525        | - |
| Organizing classes in late hours             | 0,57                         | 0,36                 | 0,60       | 0,33 | 0,61 | 0,39 | 1,17 | 0,557        | - |

\* tendency

Table 7: The level of socio-educational adaptation to studies and sex.

| Adaptation level | Sex   | Jointly |    |       |     |        |
|------------------|-------|---------|----|-------|-----|--------|
|                  | women | men     |    |       |     |        |
|                  | N     | %       | N  | %     | N   | %      |
| <b>Low</b>       | 20    | 46,51   | 23 | 53,49 | 43  | 13,74  |
| <b>Partial</b>   | 148   | 72,91   | 55 | 27,09 | 203 | 64,86  |
| <b>High</b>      | 52    | 77,61   | 15 | 22,39 | 67  | 21,40  |
| <b>Total</b>     | 220   | 70,29   | 93 | 29,71 | 321 | 100,00 |

Chi2 Pearsona Test = 14,02702 p=0,0009 p<0,05 Ckor=0,2071

majority of AWF students present a high level of adaptation and this level pertains mostly to men, while women reveal medium and low one.

Buchta [12], Brojek [13], Jarmuła-Kliś [14] and Skarżyńska [15] tried to determine the sources of information about the studies. The research results of the authors indicate a considerable diversification of sources taken into account by the students. The present research point at the Internet, education fairs and friends as dominant sources among the students. The results are similar to the one obtained by Buchta [12] and Brojek [13]. However, according to Jarmuła-Kliś [14], the dominant source of information about the studies are open days organized by universities as well as suggestions from parents. Żukowska [16], Gra-

bowiec [2] i Nazaruk [17] dealt with the course of didactic and organizational process. The research results of Żukowska [16] within this scope are very close to mine and indicate similar causes and difficulties related to the efficiency of didactic classes. Moreover, the present results prove that the reasons for little benefits from classes are differentiated mainly by sex, which was not supported by Grabowiec [2] and Nazaruk [17]. The relatively high grade point average of PWSiP students after first year of studies is similar to the grade point average of the PWSZ students from Koszalin, where research was conducted by Godlewski [18] and the ZWWF students in BiaŁa Podlaska examined by Buchta [19]. At these universities the grade point average were respectively 3.5 and 3.0.

### Summary

1. The majority of respondents demonstrate partial adaptation to studies. Sex is the variable differentiating the levels of adaptation in favor of women, who adapt themselves more easily to studies compared to men.
2. The main source of information about the studies for the respondents were: the Internet, education fairs, PWSiP students as well as parents' suggestions. The analysis of the adaptation level in terms of using various sources of information about the studies revealed statistically relevant correlations in case of the two sources: open days organized by PWSiP as well as secondary school's engagement. The other sources of information did not influence the adaptation level of the respondents.
3. According to the studied group, the reasons for little benefits from classes are: low substantial level of the classes, inability to take notes, lack of time to prepare for the classes. The analysis of adaptation level in terms of perceiving by the students little benefits from classes demonstrated that there are no statistically relevant correlations between those variables. The fact that the respondents notice in some cases little benefits do not influence their adaptation level.
4. The grade point average of the students after first year amounted to 4.01. the average for women was 4.07 and for men 3.86. The grade influences the course of adaptation process of the respondents. The higher the grade point average, the better the adaptation level.

### Conclusion

Experiencing difficulties by the youth connected with the prolonging adaptation process can lead to expanding didactic problems as well as the social ones. Due to that, university tasks should pertain to the help for the youth struggling with difficulties, which greatly influence all levels of their lives.

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