Chapter 3

Methodology and Procedure
METHODOLOGY AND PROCEDURE

A research study is to be carried out as per design formulated in anticipation. The preparation of the research proposal or design is an important step in the research process. This provides a basic for the evaluation of the project and gives the advisor a basis for assistance during the period of direction. It provides a systematic plan of procedure for the research to follow.

Research design in comparable to blue print, which the architect prepares before the bids are let and buildings commence. The initial draft proposal is subject to modification in the light of analysis by the students and their project advisor.

Kerlinger (1983) remarked “Research design sets up the frame work for adequate tests of the relations among variables. Design tells us, in the sense, what observation to make, how to make them and how to analyze the quantitative of the observations strictly speaking design does not tell us precisely what to do, but rather suggests the direction of the observation making and analysis”.

McMillan (1989) observes “Research design refers to the plan and structure of the investigation used to obtain evidences to answer research questions. The design describes the procedure for conducting the study, including when, from whom and under what conditions the data will be obtained”. Kothari (1990) has aptly
remarked “Research design stands for advance planning to the method to be adopted for collection the relevant data and the techniques to be used in their analysis, keeping in view the objective of research and availability of staff, time and money.

In the light of the above, description, the present investigator has formulated a compact design to carry out the research. The details about the sample, tools employed and the procedure for data collection and analysis are given as under:-

- Sample.
- Selection and description of tools.
- Test Administration.
- Procedure.
- Statistical analysis.

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>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></td>
<td>School Name</td>
<td>Students</td>
<td>Teachers</td>
<td>Classrooms</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>9</td>
<td>M. P. Govt. Boys H. S. 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>
<tr>
<td>13</td>
<td>Khanam's Public School, LawyPora. Private (Co-Ed.)</td>
<td>24</td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Govt. Boys H. S. S. Palpora (Co-Ed.)</td>
<td>114</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Govt. Boys H. S. S. Tailbal. (Co-Ed.)</td>
<td>112</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>Fayaz Educational Institute Nowgam. (Co-Ed.)</td>
<td>110</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>Candid Educational Institute Nowgam (Co-Ed.)</td>
<td>100</td>
<td>80</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>1888</strong></td>
<td><strong>1000</strong></td>
<td><strong>79</strong></td>
</tr>
</tbody>
</table>
### Table-B: INSTITUTION-WISE SAMPLE DISTRIBUTION (GIRLS 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>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>National level</td>
</tr>
<tr>
<td>1</td>
<td>Govt. Girls H.S.S. Soura.</td>
<td>100</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Govt. Girls H. S. S. Kothibagh</td>
<td>215</td>
<td>50</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>
</tr>
<tr>
<td>4</td>
<td>Govt. Girls H. S. S. Nawhatta.</td>
<td>110</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Govt. Girls H. S. S. Khanyar.</td>
<td>80</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Govt. Girls H. S. S. Amira Kadal</td>
<td>120</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Govt. Girls H. S. S. Zadibal.</td>
<td>74</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Green Valley Edul. Inst. Ilahibagh (Private).</td>
<td>110</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>New Convent Barzulla Sgr. (Private)</td>
<td>52</td>
<td>50</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>School Name</td>
<td>1st Grade</td>
<td>2nd Grade</td>
<td>3rd Grade</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>10.</td>
<td>Mallionson school Lai Chowk</td>
<td>200</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>11.</td>
<td>G. Boys H. S. S. Khanmoh (Co-Ed.)</td>
<td>71</td>
<td>67</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>G. Boys H. S. S. Mujigund. (Co-Ed.)</td>
<td>80</td>
<td>76</td>
<td>X</td>
</tr>
<tr>
<td>14.</td>
<td>Khanam's Public School, lawyPora. Private. (Co-Ed.)</td>
<td>26</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>15.</td>
<td>Govt. Boys H. S. S. Palpora (Co-Ed.)</td>
<td>81</td>
<td>78</td>
<td>2</td>
</tr>
<tr>
<td>16.</td>
<td>Govt. Boys H. S. S. Tailbal. (Co-Ed.)</td>
<td>88</td>
<td>85</td>
<td>X</td>
</tr>
<tr>
<td>17.</td>
<td>Fayaz Educational Institute Nowgam. (Co-Ed.)</td>
<td>108</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td>18.</td>
<td>Candid Educational Institute Nowgam (Co-Ed.)</td>
<td>73</td>
<td>60</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1763</strong></td>
<td><strong>1000</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>
Methodology and Procedure

Table: C- LEVEL WISE DISTRIBUTION OF THE TOTAL SAMPLE.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL LEVEL</td>
<td>79</td>
<td>76</td>
<td>155</td>
</tr>
<tr>
<td>DISTRICT LEVEL</td>
<td>162</td>
<td>157</td>
<td>319</td>
</tr>
<tr>
<td>SCHOOL LEVEL</td>
<td>759</td>
<td>767</td>
<td>1526</td>
</tr>
<tr>
<td>Total sample</td>
<td>1000</td>
<td>1000</td>
<td>N= 2000</td>
</tr>
</tbody>
</table>

SELECTION AND DESCRIPTION OF THE TOOLS

A. Selection of the tools:

Selections of the tools imposes high premium on the outcome of knowledge. If the tools devoided of any precision, accuracy and relevance, the researcher is bound to land into blind alleys and come out with faulty inferences. Any study taken up for the investigation cannot have sound footing unless the scientific technique such as tests and other tools are administered accurately. The investigator has selected following tools for the collection of required data:
Methodology and Procedure

(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.

(2) **AAPHER YOUTH FITNESS TEST** *(American Association for physical education health and Recreation. (N.W.Washington,D.)*

(3) 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 contained 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.

(4) *The* sports performance of the subjects has been assessed by 100mt race, Shot put and Long jump.
B. Description of the tools:

1. CALIFORNIA TEST OF PERSONALITY QUESTIONNAIRE:

   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. These dimensions are:-

A. PERSONAL ADJUSTMENT

i) Self Reliance (I-A)

   An individual may be said to be self reliant who is characteristically stable and emotionally responsible to his behavior.

ii) Sense of personal worth (I-B)

   An individual possesses a sense of being worthy when he feels that he is well regarded by others when he feels that others have faith in his future success. To feel worthy means to feel capable and reasonable and to attractive.
iii) Sense of personal freedom (I-C)

An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.

iv) Feeling of belongingness (I-D)

An individual that he belongs when he enjoys the love of his family the love wishes of good friends and a cordial relationship with the people in general.

v) Withdrawing tendencies (I-E)

The individual who is said to withdraw is one who substitutes the joys of a fantasy world for actual success in real life. Such a person is characteristically sensitive, lonely and given to self concern. Normal adjustment is characterized by reasonable freedom from these tendencies.
vi) Nervous symptoms (I-F)

The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

B. SOCIAL ADJUSTMENT

i) Social standard (2-A)

The individual who recognizes desirable social standards is the one who come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.

ii) Social skills (2-B)

An individual may be said to be socially skillful or effective tendencies in favour of interest in the problems and activities of his associates.
ii) **Anti-social Tendencies (2-C)**

An individual would normally be regarded as anti-social when he is given to bullying, frequent-quarrelling, disobedience and destructiveness to property. The antisocial person is the one who endeavors to get his satisfaction in ways that are damaging and unfair to others.

**iv) Family Relations (2-D)**

The individual who exhibits desirable family relationship is one who feels that he is loved and well treated at home and who has a sense of security and self-respect in connection with the various members of this family. Superior family relationship also includes parental control that is neither too strict nor too lenient.

**v) School Relations (2-E)**

The students who is satisfactorily adjust to his school is the one who feels that his teachers like him who enjoys being with other students ad finds the school work adopted to his level of interest and maturity.
**Methodology and Procedure**

**vi) Community-Relations (2-F)**

The individual who may be said to be making good adjustment in his community is the one who mingles happily with his community improvements and who is tolerant in dealing with both strangers and foreigners.

**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:**

This fitness test battery containing 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 second.
Methodology and Procedure

iv) Shuttle run

Time taken to run a distance of 4x10mtrs was recorded to the nearest tenth of a second.

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 second.

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.
Methodology and Procedure

B. Sit-up

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

C. 50-Yard Dash

Reliability: not reported.
Validity: face validity was accepted for this test.

D. Shuttle run

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. ACADEMIC ACHIEVEMENT:

The investigator has collected marks card from the official records from the concerned institution. The marks card contained the Board examination marks of 10th class of each selected subjects. The percentages of these marks have been obtained and compared the academic achievement of the subjects.
4 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.

3. 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. TEST ADMINISTRATION

(1) CALIFORNIA test of personality questionnaire:-

   To study the Adjustment problem, “California test of personality” questionnaire has been used as tool. The selected subjects have been assembled in a classroom and were comfortably seated along with the writing material after giving full instruction about the questionnaire the students also informed that this is not a test which will have any sort of influence on your academic as well as scholastic performance. The entire student got motivated and excited.
After the distribution of the booklets subjects were asked to fill the front page of the booklet i.e. Name, Class, Roll No., Age, School etc. Now subjects were asked to encircle the right answer. It was made sure that the subjects had understood the procedure completely. After giving all the instructions about the questionnaire, they were asked to complete the paper in 45 min. when the time completes the investigator collected all the booklets from the subjects.

Scoring: To get the result, scoring has been done with the scoring key of the questions.

One mark has been given to every correct answer, no marks was given to skipped or wrong answer. The total number of correct answers formed score of an individual.

(2) AAHPER youth fitness test:-
Purpose: To measure the physical fitness of the subjects.

Item Number I

Pull-ups: To measure arm and shoulder strength.

Facilities and equipment: A metal or wooden bar approximately 1\(\frac{1}{2}\) inches in diameter placed at a convenient height should be used.

Procedure: The bar is adjusted to such height that the students can hang free of the floor. The student should grasp the bar with
his hands facing away from his body (overhand grasp). The student should raise his body until his chin is over the bar and then lower it again to the starting position with his arms fully extended.

**Scoring:** one point is scored each time the student completes a pull up. Part Scores do not count and one trial is permitted unless it obvious that the students did not have a fair chance on his first trial.

**Item Number II**

**Flexed Arm Hang (for girls)**

**Purpose:** To measure arm and shoulder strength.

**Facilities and equipments:** A metal or wooden bar approximately 1½ in diameter and placed at the subject's height should be used.

**Procedure:** The height of the bar should be adjusted to standing height of the subject. The student should grasp the bar with an overhand grasp. The subjects then raise her body off the floor with the help of the assistants to a position where the chin is above the bar. The elbows should be flexed and the chest should be close to the bar. Two spotters, one in front and one in the back of the subject, are recommended for assistance in getting the hang position. The subject holds the hang position as long as possible.
Methodology and Procedure

The stop watch is started as soon as the subject assumes the starting position and is stopped when the chin touched the bar, falls below the bar, or when the subject's head is tilted back to keep the chin above the bar.

Scoring: The score is the elapsed time to the nearest second that subject maintained the proper hanging position.

Item Number III
Sit-up
Purpose: To measure abdominal strength and endurance.

Facilities and Equipments: Mats may be used if they are available; otherwise the floor is satisfactory.

Procedure: To student lies flat on back with the knees string feet approximately two feet apart. The fingers are interlocked and paced behind his neck. The elbows' are flat against the floor or mat. Feet are helped by the partner. On the signal to start, the student sits up touching the left elbow to the right knee, returns to the original starting position, sits up again and touches the right elbow to the left knee, and returns. This exercise is repeated, alternating sides. Each time an elbow touches knee, on point is scored.
Scoring: One point is scored for each correct sit-up. The maximum number sit-up is: for girls 50 sit up; and for boys, 100 sit-ups.

Item Number IV
Shuttle Run
Facilities and Equipment: Two lines parallel to each other are placed on the floor 30 feet apart. Since the students overrun both of these lines, it is necessary to have several feet more of floor space at either end. Two blocks of wood, 2 by 2 by 4 inches and a stop are needed.

Procedure: The students stand at one of the lines with the two blocks at the other line. On the signal to start, the students' runs to blocks, takes one and returns to the starting line and places the block behind that line. then returns to the second block which the student carries across the starting line on his way back. Two students could run at the same time if two timers are available, or if one test administer has a split-second timer, and of course if there are two sets of blocks. Two trials are permitted. If the students start first at one line and then at other, it will not be necessary to return the blocks after each race, sneakers should be worn or the students may run barefooted.

Scoring: The score is the elapsed time recorded in seconds and tenths of seconds.
Item Number V
Standing Broad Jump

*Purpose:* To measure power.

*Facilities and Equipments:* Measuring tape, mat, space on floor or an outdoor jumping pit.

*Procedure:* The students stand behind a take of line with his feet several inches apart. Preliminary to jumping the students dip the knees and sawing the arms backwards. Then jumps forward by simultaneously extending the knees and swinging the arms forward. Three trails are permitted. Measurement is form the closest heel mark to the take of line.

*Scoring:* the score is the distance between the take-off line and the nearest part where the nearest part of the students body touches the floor in the feet and inches to the nearest inch. Only best trail is recorded.

Item Number VI
50-Yard Dash

*Purpose:* To measure speed.

*Facilities and Equipments:* An area on a track, football field, or playground with a starting line, a 50-yard course, and a finish line. Two stop watches and a split-timer.
**Methodology and Procedure**

**Procedure:** After a short warm-up period the students takes his position behind the starting line. Best results are obtained when two students will run at the same time for the competition. The starter use the command, “Are you ready?” and “Go”. As he says the latter, the student sweeps the arms downward as a signal to the timer. The students run across the finish line. One trail is permitted.

**Scoring:** The score is the elapsed time to the nearest tenth of a second between the starting signal and the instant the student cross the finish line.

**Item Number VII**
600-Yard Run-Walk

**Purpose:** To measure Endurance.

**Facilities and Equipments:** A track or an area within a football field or a square 50 yard on each side on a play ground. Stop watch.

**Procedure:** Students may run individually or they may run in groups of dozen or more. When students run in groups they should paired in to partners and while one student runs, the partner will listen for the timer to call out the partner’s time when
crosses the finish line and relay this time to the scorer. The students may inter space the running with periods of waling and should be encouraged to pace. When a group is running, the timer and call out times as each student crosses the finish line.

Scoring: The score is the elapsed time in minutes and seconds

(3) Academic Achievement-
To collect the data regarding academic achievement the investigator has obtained marks cards from the official records of the concerned institution. The marks card contained the Board examination marks of 10th class of each selected subjects. The percentages of these marks have been obtained and compared the academic achievement of the subjects.

(4) 100mt race, Shot put and Long jump: -
Purpose: To asses the Sports performance of the subjects.

Procedure: All the subjects were assembled in school ground and the instructions about these events has been given to the subjects. Students were very much excited to participate in these events.

Before the events starts the subject where given a reasonable amount of warm up to avoid the athletic injury.
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a) 100 mt Race

Facilities and equipments: An area on a track, football field or a school play ground of 100mts and more is sufficient with starting line, live, stop watches and split-timer and score cards.

Procedure: After a shot warm up the students are asked to take position behind the starting line. The starter uses the command “Ready, Set and Go”. The subjects run across the finishing line.

Scoring: The score is the elapsed time to the nearest tenth of a second or minute.

b) Shot Put

Facilities and Equipment: Football ground or school field with shot put sector measuring tape line.

Procedure: After giving the full instruction about the throw. The subjects are asked to enter the sector one by one (when one couples another will entire) to put the shot. Throw were measured with tape from the restriction-line (throw line) to fall of the put, only one trail is given.

Scoring: Best of one trail measured to the nearest foot.

c) Long Jump

Facilities and Equipment: Space on floor, or jumping pit, lime and measuring tape.
**Methodology and Procedure**

*Procedure*: Students run fast from running area, jump at take off board and jump into the pit.

Scoring: The score is the distance between the lake off board and the nearest part, where the nearest part of the student's body touches the floor and inches to the nearest inch.

**PROCEDURE**

In order to collect the information, the investigator visited 25 Govt, and private higher secondary institutions of rural and urban areas of district Srinagar. Among which 7 are private and 18 are Govt institutions. The investigator has used the following procedure to collect the data:

1. The selected subjects of each selected institutions have been assembled in the class room and were comfortably seated to fill up the California test of personality questionnaire used as tool to collect the data regarding the personal and social adjustment. After giving full instructions about the questionnaire and the booklets have been distributed among the subjects. When the subjects completed the questionnaire, the investigator collected all the booklets.
2. For the assessment of the fitness of the subjects AAHPER youth fitness test battery has been used as tool. Subjects were asked to assemble in the school ground, all the instructions were given about the test items. Then after giving a reasonable amount of warm subjects were asked to start the test according to the instructions.

3. To collect the data pertaining to the academic achievement, the achievement cards of the selected subjects have been collected from the concerned schools, which contains the marks of 10th standard examination conducted by the J&K state Board of school education Kashmir.

4. The selected subjects were asked to assemble in the school ground to assess the sports performance by 100mt race, long jump and short put. All the instructions about the events have been given to the subjects. Before starting the event the subjects have been warmed up to avoid the sports injury. The performance of the subjects has been recorded in order to collect the data for the present study.

STATISTICAL TREATMENT

In the present study, the investigator has carefully administered the tools and techniques to handle the statistical data so that sound
conclusions and inferences can be drawn. For the proposed investigation, the following statistical techniques have been used:

1. To find out the personal and social adjustment, physical fitness, academic achievement and sports performance of the rural and urban students of district Srinagar, percentage, Mean and standard was employed.

2. To compare the personal and social adjustment, physical fitness, academic achievement and sports performance of the rural and urban students of district Srinagar, t-test was employed.