

PREVALENCE OF OBEDIENT AND DISOBEDIENT TENDENCY AMONG SPORTS AND NON SPORTS PERSON

A dissertation Submitted to the

Department of Physical Education

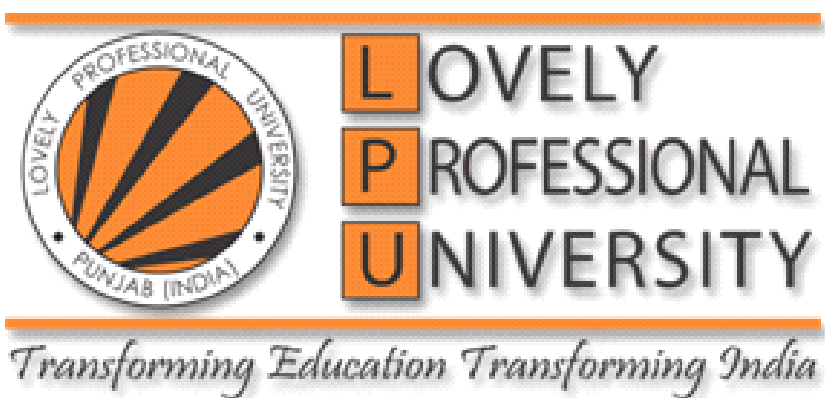
In partial fulfillment of the requirement for the award of degree of

Master of Physical Education

By

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DECLARATION

I do hereby declare that the dissertation entitled “*prevalence of obedient and disobedient tendency among sports and non-sports person*”, submitted in partial fulfillment of the requirement for the award of the degree of Masters in Physical Education is entirely my original work, and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

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CERTIFICATE

This is to certify that Mr. Kulwinder singh has completed dissertation titled prevalence of obedient and disobedient tendency among sports and non-sports person under my guidance and supervision. To the best of knowledge the present work is the result of his original investigation and study. No part of the dissertation has ever been submitted for any other degree or diploma.

Date:-

Dr. Neelam Sharma
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ABSTRACT

The purpose of the study was to compare the Prevalence of obedient and disobedient tendency among sports and non-sports person. Total 300 samples were selected from the Senior.Secondary.School in three zone of Punjab e.g. Malwa, Majha and Doaba schools and further that divided into two groups named non-sports person boys,non-sports person girls and sports person girls and sports person boys and group of each category like sports person (boys) were compared with non-sports person (girls). Each group had equal size of 150 samples. The Obedient and disobedient tendency was questionnaire by C S Mehta, Dr.N.Hasnain 2005. The result of the study shows sports and non-sports persons on the component obedient and disobedient is insignificant difference between Prevalence of obedient and disobedient tendency among boys sports and non-sports person as well as insignificant difference between Prevalence of obedient and disobedient. The level of significant chosen to test the hypothesis was tested on 0.05 levels Malwa, Majha and Doaba India.

Key Words: obedient, disobedient, boys and girls sports and non-sports person, Malwa, Majha and Doaba.

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INVESTIGATOR

Kulwinder Singh

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LIST OF ABBREVIATIONS

Abbreviation used	extended meaning
SD	Standard Deviation
Df	Degree of freedom
T value	tablet value
T test	Fisher's t. test

CHAPTER 1

Introduction

Sports psychology helps to support the sportsmen's behavior. Performances different behaviors might be due to psychosomatic and ordinary factors. Behavior in stress and worry. The help of psychology to find out the different behavior of sportsperson and non-sports person and to help behavior of teacher, coaches. Knowledge behavior orientation teachers easily recognize behavior of student how it is able to be player anger able to be changed and change for improved effect. Sports psychology is the learning of how psychology manipulates sports, athletic presentation, exercise and bodily action. An amount of sports psychologists' job with expert athletes and coaches to get better performance and add to interest. Additional professional use exercise and sports to get better's life and happiness all from side to side the total natural life. Sport psychologists show up the employ of mental skill preparation (e. g. goal set, images and power organization, self-talk) at what time functioning through mean of regulars by humanizing and educates them on how to utilize this skill successfully throughout presentation condition among character and how they be connected to presentation or extra emotional variable. Our performance schedule refers toward the events furthermore behaviors athletes use to get ready on behalf of a sport or presentation. This include program routine moderate up routines and proceedings a sports person determination commonly do spiritually and bodily previous to the be relevant the presentation.

Sport psychology enclosed includes presentation improvement in addition to community issue connection to the ground of game. Sport psychology and presentation quality at the institution of higher education of north tax as has a center of sport psychologists in addition to sport consultant, both professional and accommodate undergraduate learner who are dedication to serving team, athlete some other far above the ground level players or person sure be and coach to perform at their majority most excellent levels. Sports psychology is informed how to obtain in the development in sports ground and present number of realistic skills to help athletes, professional, coaches anyone achieve strike the maximum tip presentation in their action. Sports are an activity oriental in the sports we deals with movement and gradually encompasses mental, intellectual and social aspects of the child's personality. Much of the magnetism of sports comes from the variety of experience and feeling that result from participation such as money fame.

Status and goodwill however, it can also bring tragedy grief and even death. Psychology is a study of human behavior. The word psychology was derived from the Greek word psyche meaning soul and the logos meaning study. Consequently the definite importance of psychology is the science or investigation of the soul. (Ajmer Singh et.al, 2000) Greek scholars accept that spirit was mindful for various mental exercises, for example, learning feeling and so forth. It was accepted that the spirit was center organism, the reason and the standard of life. As the connection of the body and elements of the spirit couldn't be clarified a few scholars attempted to characterized brain sciences as an exploration of psyche and bit by bit it has been known as the investigation of cognition lastly as an investigation of conduct. The modern competitive sports have become an extremely complex behavioral phenomenon. The emphasis on healthy body and fair play by the youth in sports has is becoming nothing but violence of a cultured man, where he is supposed to have intellectual quests. This keep struggle for the excellence has made where to explore and emphasize more and more on the psychological makeup as then variable plays an important role in shaping the athlete's performance.

Sport in modern society has made it clear that sports are very legitimate field of individual life educationist now a day's emphasize that the best individual. Who is physically fit, mentally sound and sharp, balanced and socially well-adjusted in modern time completions in sport need psychological preparation of team or individual athletes the modern warfare fought and won with psychological strategies similar is the case with modern sports. Psychological suggest that team are prepared not play the game but also to win the game most of the coaches agree that physical characteristic, skill and training of the player extremely important but they also indicate that good mental preparation of competition is necessary component for success.

In the world of competition every effort being maintained to train athletes so they may give desired performance in sports competition better performance in sports is resultant of multiply factors such as physical, social, anthropometrical and psychological. It has become quite apparent that psychological factors have been involved in every performance oriented sports. Top performance in sports is characterize by strong reliable upon understanding the psychological makeup of the athlete. Most of the psychologists' sports coaches and fitness trainers believe that give more attention to the psychological factors than physical physiological and mechanical aspects this will help in getting the desired result in sports. Sports psychology

has long been making its impact in the field of sports for many years. Many teams around the world have been utilizing mental techniques for the improvement of athlete's performance. One of the facts of the field is the determination of future performance through the possibility that elite athletes possess personality characteristics that make them successful in their particular sport. Personality characteristics may be considered as fairly consistent tendency learned or unlearned to behave in a certain way, because personality comprises of many characteristics. The world personality is derived from persona ancient in Greece.

Behaviour is a kind of range. Which is related to act and a behaviour attributes that is typical and beyond from the usual or expected to any individual. It's influenced by culture, value and ethics of psychology are helpful to solve the problem of human being. It plays vital role to solve problem. It is in all stages of human being like in prenatal, infancy, childhood, Adolescence and adulthoods. It is directly behaved in society and atmosphere. Psychology has played a highly important role to solve the problem of human beings. The basic problem of psychologists is tremendous increase in human behavioral problems. These problems are specific as well as applied for why student are becoming drug addicts, how their academic achievements are affected. The definition about the development of psychology has come to its existence by following very zigzag journey the definition had evaluated through the various stage outlined below as, science of the soul, science of mind, science of consciousness science of behaviour, at the beginning of the twentieth century, many new hypotheses are in the sphere of psychology and as a result psychology was directed toward the behaviour, according to behaviourists psychology is a science of behaviour, psychology is stated as a study of human behaviour as it has touched every aspect of human life a society progressed complexities are also increased in the same manner. Behavior is a way in which an individual or a group acts relating to community state or national affairs broadly speaking, anything an organism does, including his/her overt physical actions internal physiological and emotional process and implicit mental activities. Hence the way in which an individual interacts and behaves in society (i.e., in home, institution, family members, and peer members) is called behavior. Behaviour of an organism is entirely based upon his or her previous experiences, either they were satisfying or annoying. Behaviour elicited also depends upon the types of rearing, parents, school, and community an organism got in his/her life time. These standards are the products of the formative experiences and pressures from the groups around them and also in the democratic society every individual must have the

ability to use inner control and his/her willingness to accept responsibilities for his/her behaviour. Adolescence is the most important period of human life. Poets have described it as the spring of life and an important era in the total life span. The word adolescence came from a Greek word *adolescere*, which means to grow to maturity. Many researchers had viewed adolescence under three sub-stages.

Hurlock (1986), it was divided into three sub-stages: (1) early adolescence (aged 10–12); (2) middle adolescence (aged 14–17); and (3) late adolescence (aged 18–mid–20). Early adolescence is considered as the most difficult time due to profound physical, cognitive and contextual changes. Middle adolescence occurs during the high school years. The onset of adolescence varies from culture to culture depending on the socio-economic conditions of a country. In this period great changes occur in all development dimension of an individual.

Obedient and disobedience

Obedience is as old as human race. Obedience is the most important value for the people of the society. Obedience is doing what someone says right away without being reminded. It is the value what we taught to our children at home and at our educational institutions. When children learn to obey they learn to give up their own agenda for someone else. They learn to listen to an instruction and follow through with it. They learn how to be responsible, check back, and complete a task. In short when a child starts valuing obedience they not only make family life easier but they also develop the character that will make them more valuable in the work place the community and the world. Obedience can be best taught from the early childhood. It is taught in the school, home, work place the community and the world. In English dictionary the term obedience is defined as dutifully complying with the commands orders or instructions of one in authority. Therefore the main thrust of obedience as we understand it is an action or actions. In other words it is compliance with a command or doing something.

Obedient and disobedience are antonyms, which denote two opposite types of behaviour. There are certain behaviour characteristics which are if possessed by disobedient. Obedient students generally obey their teacher's elder's rules and regulation of school. They are disciplined and regular in school and home works. They keep themselves busy in classrooms in the absence of the teacher and attend regularly each period. Their performance in examination is satisfactory

and they keep themselves away from mischieves. In disobedient student of the characteristics opposite to ones described above are found.

Obedient and disobedient behaviours are important in the context of increasing indiscipline in school in modern age. Such an important phenomenon has been neglected altogether by researchers in India. The studies on obedient/disobedient behaviours are scarcely found in India context perhaps due to the non-availability of a suitable and standardized tool. Keeping this aim in view the present scale was constructed and standardized. A few researches have been conducted in this area of research using rating method. **Griggs (1916)** depicted the impact of curriculum and role of teacher on students, in terms of their moral development and obedience. **Landauer et al. (1970)** conducted an experimental analysis and found that obedience was strongly determined by the preexisting relationship between adult and child. **Mehta (1981)** found significant differences in obedient and disobedient students in relation to their personality and socio-economic status. **Xiao (1999)** depicted that Americans in the 1990s are much more likely than Chinese to value children's obedience. Chinese on the other hand was more likely than Americans to endorse children's independence. So, the study is depicting the obedience as a universal socialization value. **Shah (2002)** showed the importance of obedience for a theist for a religious person and those who believe in religion and god. **Barra (2005)** found that Disobedience/aggression increased the risk of cognitive/concentration problems which predicted emotional immunity while hyperactivity predicted disobedience/aggression. **Kumar and Shravan (2006)** depicted significant difference between boys and girls in relation to their obedient and disobedient tendency. Where boys showed more disobedient tendency in comparison to girls. **Passion & Morselli (2009)** depicted obedience as a value, constriction and conformism. **Kalhotra and Sharma (2013)** found significant difference in obedience and disobedience between male and female students and arts and science students.

Adolescents are not as well coordinated and graceful as adults, but they are better coordinated than children. As soon as a child enters the adolescence his social roles and responsibilities change. Change in roles requires adjustment to new situations in a different way. The adolescents have to change his/her old habit of childhood in home, school and society. Society expects them as graceful as adults because of their size but do not accord them with full adult responsibilities. In the misbehavior regarding morality the adolescents satisfy their emotional disturbances conflicts and frustrations by stealing injuring and doing fraud etc. But the most common and serious behaviour problem shown by adolescence is disobedience. Many adolescents when

unable to find the path to approval resolve their conflicts by exaggerating independence. The antonym of disobedience is obedience and the behaviour which is shown according to the set rules and regulations is called obedience. Dictionary of Education defines the meaning of obedience as compliance in action with dictates or desire of an authority. Obedience can also be defined as a pattern of conduct dictated by a set of rules and regulations enforced by a superior. Obedience must be expanded to include constructive direction toward responsible behaviour that children should be made to learn, to work out problems by themselves, to make decisions in the light of their own effect upon others, to accept responsibilities and limitations, and to plan and carry out project. Dictionary of Education defines the meaning of disobedience as the behaviour that is antisocial in nature. Disobedience denotes a type of behaviour in which the performers or the people actions or deeds do not confirm to the expectations of society or an authority. It can be said that when the Impulses and energies are allowed to go directionless the result is disobedience, while, if they are controlled and well directed obedience. A person who rebels the established norms of society or an authority is a disobedient person. Most of the adolescents are suffering from behavioral problems and showing disobedient behaviour. In disobedient behaviour, the adolescents violate the laws and mores set by an authority. Some of the characters shown by disobedient adolescents are In school, coming late to school, showing truant behaviour, copying in examination, school absence, making noise in class, doing fraud with fellow pupils, teachers, telling lies to teachers, upsurge of sex feeling, destroying school property and In home, fighting with parents, abusing and injuring siblings, fighting for pocket money, using bad language and abusing words at home and showing responsible behavior at home. Disobedient adolescents are basically those unhappy children who have not organized themselves for Productive work, the ones who feel grossly inadequate and unimportant, the quiet or withdrawn children, and the shy or fearful ones who often come quietly in and out of school and receive no more than passing Consideration. **Schaffer (1998)** depicted that Positive family functioning can help mitigate the influence of other factors on child development, such as family income and family structure. **Muris et al., (2004)** in their research shows that both overall family system functioning and parental behaviours are positively related to adolescent well-being.

Statement of the problem

The study will be to analyze the prevalence of obedient and disobedient tendency among sports and non-sports person"

Significance of the problem

- Obedient tendency is a way in which an individual acts with the society and behavior the social norm. society many times reject an individual on the basis of the obedient and disobedient to table this problem tendency .Sorts person in general a model which inference through his/her moral charter to the broad area of a community. It obedient behavior is mostly required in and outside the competitor Negative approach rejects the bracelet. Morality and honors of the game. Keeping in mind the above said issues the investigator selected the personal problem.
- Sports person undoubtedly are the architects of our profession and play multiple roles for the promotion of prevalence of obedient and disobedient tendency. Knowing the problems which cause poor standard of teaching will surely help in removing them and improving the educational standard to a great extent.
- The findings of the present study will make a positive contribution in this direction. Further, the present study will be of immense importance to physical educationists, Sports scientists, sports administrators and society at large.

1.2 Operational definition of the terms

Obedience- In the present study it is an attitude shown by the sports and non-sports person in the form of value and respective.

Disobedient- Disobedient is a form of behaviors which is not under the norms of society.

Tendency- A quality that makes something likely to happen or that makes someone likely to think or behave in a particular way.

Sport person- sports person is an individual who take part in the sports competition and played at least up to district level.

Non-Sport person - A non-sportsperson is an individual who never take part in any sports event or in any sports competition.

1.4 Objective of the study

- To analyze prevalence of obedient and disobedient tendency among boys sports and non-sports person.
- To analyze prevalence of obedient and disobedient tendency among girls sports and non-sports person.

1.5 Delimitation

1. To analyses the prevalence of obedient and disobedient tendency among sports and non-sports person.
2. To assess the prevalence of obedient and disobedient tendency among girls sports and non-sports person.
3. The study was delimited to the sports and non-sports person of senior secondary schools only.
4. The study was further delimited to the sports and non-sports person zone of Punjab reason i.e. Majha, Doaba and Malwa.
5. All the subjects were ranging between the age group of 13 to 17 years.

1.6 Hypotheses

- There exists no significant difference between prevalence of obedient and disobedient tendency among sports and non-sports person.
- There exists no significant difference between prevalence of obedient and disobedient tendency among girls sports and non-sports person

CHAPTER II

LITERATURE REVIEWS

Bicer (2013) studied the relationship between personality, social maturity development/self-esteem and body image with psycho-pathological symptoms and with behavioral problems (problems at school, antisocial behavior, shyness and timidity, psychopathological problems, social adjustment). The purpose of this study was to see the effects of twelve weeks of aerobic training on social maturity development, self-esteem and body image among school students. Results shows that, there is significant difference between Aerobic exercises on social maturity development, self-esteem and body image among boy and girl students, as these factors increased significantly after aerobic training, Which shows that, exercises increases of social maturity, self-esteem and body

Kalhotra and Sharma (2013) studied in modern sports is influenced by various physical, physiological, psychological and sociological factors. During training besides good physique and physical fitness of the players, main emphasis is laid on the development of various types of motor skills involved in the game as well as on the techniques and tactics of the game. Usually very little attention has been paid to the psychological factors which have been proved to contribute to performance at the higher levels of competitive sports. The present study has been undertaken to investigate a very important psychological component of the sports-persons i.e. specific sports personality traits of the sports-persons and non-sportspersons. The major portion of the research literature on personality structure in the field of sports psychology is related with the comparison between athletes and non-athletes (Slusher, 1964). Majority of the investigations have indicated that athletes differ from non-athlete on a number of personality traits.

More (2012) investigated the social maturity among higher secondary school students and to see the gender and locale differences between the students from Arts, Commerce and Science Discipline. The results indicated that the female students are highly Socially Matured than their counterparts as well as the students belonging to rural area are seems to be highly Socially Matured than the students from urban area. No significant differences were observed among the students from Arts, Commerce and Science discipline on the variable of Social Maturity.

Singh Rajneesh et al. (2012) studied on personality traits between sports person and non-sports person. Eighty male student (40 athletes and 40 non-athletes) studying at G.B. Pant University of Agriculture and Technology Pant Nagar, Uttarakhand) participated in a study to determine if there are personality differences between sports participants and non-participants and non-participants. Results showed that sports person and non-sports persons were similar in nature with respect to the personality trait factors considered except in the intelligence trait. Non-sports persons were found to be more intelligent as compared to sports person. Eighty male students (40 athletes and 40 non-athletes) studying at participated in a study to determine if there are personality differences between sports participant and non-participants. Results showed that sports persons and non-sports person were similar in nature with respect to the personality trait factors considered, except in the intelligence trait. On-sports person were found to be more intelligent as compared to sports personality dimensions discriminates function.

Hines (2011) investigated prenatal endocrine influences on sexual orientation and on sexually differentiated childhood behavior. Both sexual orientation and sex-typed early day's behaviors, such as playing, friend and movement preference, show considerable gender differences, as well as considerable unpredictability within each sex. In other species, behaviors that show sex differences are typically prejudiced by exposure to gonadal steroids, mainly testosterone and its metabolites, during early development (prenatally or neonatally). This article reviews the proof concerning prenatal influence of gonadal steroids on human sexual orientation. The proof ropes a role for prenatal testosterone contact in the growth of sex-typed wellbeing in infancy, as well as in sexual orientation afterward existence, at smallest amount for a number of people. It appears, though that additional factor, in adding to hormones, engage in recreation a significant position in formative sexual orientation. Those factors have not been well-characterized, but possible include straight genetic belongings and effects of motherly factor throughout pregnancy. Even though a position for hormones throughout early growth has been recognized, it also appears that there might be manifold pathway to a known sexual orientation result and a number of those pathway may not engage hormones.

Agarwal (2008) assessed social maturity of adolescents in relation to cognitive and non-cognitive variables. The objectives of the study was to find relationship between social maturity and intelligence, academic achievement, problem solving ability and to find out the social

maturity of male and female adolescents and adolescents of government and private senior secondary schools. The results revealed that social maturity was significantly related with intelligence. Insignificant relations were found between social maturity and academic achievement and problem solving ability. However, insignificant results were found between male and female adolescents of government and private/aided schools.

Muris et al., (2004) in their research shows that both overall family system functioning and parental behaviours are positively related to adolescent well-being. The examination of inappropriate behavior in game has turned into a dynamic research field inside the previous two decades. It is particularly imperative for game brain research experts to comprehend this issue since they have proficient chances to impact both individual and authoritative reactions to it. This article utilizes talk with information from an examination of lewd behavior in game to inspect the individual reactions of 25 first class female competitors to their encounters of inappropriate behavior. The competitors responded with appall, dread, disturbance, and outrage when the sexually pestering episodes happened. They additionally showed individual, inside centered reactions to the badgering as opposed to aggregate, remotely engaged ones. This proposes don associations have much work to do on both instruction and authoritative change if inappropriate behavior is to be tested and destroyed. The discoveries likewise demonstrate that game brain science experts have a part to play in outfitting competitors with the fundamental aptitudes to turn away or face lewd behavior in game.

Geng (2009) investigated Machiavellianism and Related Behavioral problems Chinese Boys with Attention Hyperactivity Disorder (ADHD) and connected behavioral evils. A sample of 70 Chinese boys aged 8-12 yeas with ADHD (17 cases have co gloomy oppositional disobedient confusion (ADHD+ODD) and usual controls were evaluate with kiddie-Mach weighing machine and child behavior checklist (CBCL). There were major differences between patients and controls. Boys with ADHD showed significantly higher Machiavellian thinking than wheel. Though, boys with a did not be different from boy with ADHD alone in Machiavellian attitude. Withdrawal subscales, social subscales, concentration subscales, internalizing performance

subscales and total problems of CBCL were positively correlated with Mach social relation, school performance and sum capability were unenthusiastically correlated with Mach conclusively. No difference emerges stuck between boys and with ADHD unaccompanied in Machiavellian attitude. There are reasonable correlations Between Machiavellianism and behavioral troubles and social mutilation, especially internalizing behavioral harms and interpersonal statement discomfiture.

Thakur *et al.* (2008) studied to assess the personality traits, anxiety and achievement motivation level of volleyball players and non-sportsmen. The result of the study show that higher level performance groups were more extrovert than the low performance group and non-sportsmen, Achievement motivation level of high performance groups was also better than non-sportsmen.

Aishwarya Raj Lakshami and Meenakshi Arora (2006), studied was conduct a learn on perceived parental Behavior as linked to student' Academic school achievement and competence" this study investigate the preceded parental behavior and its relationship with educational school achievement and educational ability. The sample include of 500 high school student (250 male and 250 female). The sample was selected by the stratified random sampling from known schools of Varanasi city. Adolescent's perception of parental Behavior Questionnaire (APPBQ) developed by Arora. Sinha and Lakshmi. A teach achievement was review by script get in High school plank test. Academic ability level was to urbanized by Arora and Lakshmi. Consequences of the be taught exposed that parental receipt and support score were positively connected with academic school success and academic competences score. Positively connected with (psychological and behavioral) show unenthusiastic connection with educational success and capability. Parents who were apparent as life form additional acceptant and using less warning and hostile psychological control tend to have adolescents among higher academic achievement and ability.

Kumar and Shravan (2006) concluded in a study that boys differed significantly from girls in obedient/disobedient tendency, i.e., boys were disobedience tendency of government and private aided school students. There was no interaction between sex and types of school as far as obedience/disobedience tendency was concerned.

Steven et al, (2006) studied on the role of motivation in the participation of sport and various other physical activities among children and adults. The majority of their reported research with young people based in community settings. Weight management, social interaction and enjoyment were common reasons for participation in sport and physical activity. Concerns about maintaining a slim body shape motivated participation among young girls. Older people identified the importance of sport and physical activity in staving off the effects of aging and providing a social support network. Challenges to identity such as having to show others an unfit body, lacking confidence and competence in core skills or appearing overly masculine were barriers to participation.

Beerbohm et al (2004) examined the obedient/disobedient behavior in children with intellectual disability found that Compared to both mental age and chronological age of comparison groups, children with intellectual Disability showed increased disobedient behavior, when faced with the inappropriate level task. But they showed no significant difference on the appropriate level task.

Hagger (2001) present study was conducted to examine relations between behavior, intentions, attitudes, subjective norms, perceived behavioral control, self-efficacy, and past behaviour across studies using the Theories of Reasoned Action (TRA) and Planned Behavior (TPB) in a physical activity context. Meta-analytic techniques were used to correct the correlations between the TRA/TPB constructs for statistical artifacts across 72 studies and path analyses were conducted to examine the pattern of relationships among the variables. Results demonstrated that the TRA and TPB both exhibited good fit with the corrected correlation matrices, but the TPB accounted for more variance in physical activity intentions and behavior. In addition self-efficacy explained unique variance in intention and the inclusion of past behavior in the model resulted in the attenuation of the intention-behavior, attitude-intention, self-efficacy-intention, and self-efficacy-behavior relationships. There was some evidence that the study relationships were moderated by attitude-intention strength and age, but there was a lack of homogeneity in the moderator groups. It was concluded that the major relationships of the TRA/TPB were supported in this quantitative

integration of the physical activity literature and the inclusion of self-efficacy and past behavior are important additions to the model.

Fortier et al, (1995) examined the relationships between competitive and recreational sport structures, gender, and athletes' sport motivation. Participants were 399 athletes aged between 17 and 25 years and involved in four distinct sport activities (soccer, basketball, volleyball, and badminton). Results show that recreational athletes demonstrated more intrinsic will to complete things and to experience motivation than competitive athletes, while exhibiting less identified regulation and less a motivation than this group.

Singh (1995) studied the development of psychological profiles of Indian athletes, Social maturity of Indian athletes and concluded that high performers were better in adjustment as compared to low level performer. Female athletes were found to be having better social maturity when compared to the male athletes. No significant difference was found between team and individual game athletes. It was also observed that urban athletes showed better emotional adjustment as compared to rural athletes.

Mehta (1982) studied on personality types and roles of family size among obedient and disobedient students and found that obedient and disobedient students did not differ significantly in personality types and family size also did not contribute in obedient/disobedient behaviors. In his study found significant differences in the total adjustment of obedient- disobedient students but insignificant differences were found between different areas of adjustment, i.e. home, health and emotional social and college/school respectively of the two groups of subjects insignificant difference was found between the personality types of two groups. However, all these studies are based on teacher's ratings.

Mehta (1981) studied significant differences existed in the adjustment of obedient and disobedient students, but insignificant sex difference was found among obedient and disobedient. However, insignificant interaction existed between obedient/disobedient and sex. In another study was found significant differences between the adjustment of obedient and disobedient students of large family size; and high economic status. However, insignificant differences existed between obedient -disobedient students of small family size; middle and low economic

status. Insignificant differences were also found between the personality types; and sex of the obedient- disobedient student obtained that obedient and disobedient students of Vishay and scheduled caste differed significantly in their adjustment insignificant difference in the adjustment of obedient students of Brahmin, Kshatriya, Vishay and scheduled castes and significant difference in the adjustment of disobedient students of different castes.

Milgram (1963) wrote in a article that obedience is the psychological mechanism that links individual action to political purpose. It is the dispositional cement that binds men to systems of authority. Facts of recent history and observation in daily life suggest that for many persons obedience may be a deeply ingrained behavior tendency, indeed a proponent impulse overriding training in ethics, sympathy, and moral conduct.

CHAPTER-III

METHOD AND PROCEDURE

3. METHODOLOGY

Research methodology is one of the significant side / aspects of a study. It explains about the many steps to be followed by the investigator to solve a research problem in systematic and logical way. A clear course of action provides the investigator a plan of action for selecting, gathering and analyzing the data in an economic and efficient mode. It helps the investigator to continue thoroughly while conducting the research and eventually save the time, efforts and money of investigator. It is necessary to accept an organized process to gather the relevant data. The relevant data should be sufficient in its quality and quantity. It should be reliable and valid. The selection of techniques and plans for a researcher is determined by the nature of the problem. The selection of appropriate technique, instrument and technique is a hard job and must be handled with every concern, care and consideration with respect to time, cost and procedure. The present chapter tries to explain all the key points as stated above. Presentation of this chapter follows the below given sequences: -

- Method and procedure.
- Sampling technique and design.
- Population
- Sample
- Tools of Data collection
- Procedure of data collection.
- Data Analysis technique

3.1 RESEARCH METHOD

Method refers to the way a logical plan of solving a problem. In research there are number of methods and procedures to be applied such as experimental method, historical method and descriptive survey method etc. It is the way of doing something especially a systematic way of solving a problem. It is an orderly arrangement of parts and steps to accomplish an end. A set of prescribed action or events must be enacted or have taken place in order to achieve a certain result. Method and procedure of the study depends upon the type and scope of the problem. Keeping in view the same, present study has employed descriptive survey method. The descriptive research method has undoubtedly been the most popular and the widely used research method in education. Why choose

3.2 SAMPLING

All items in the field of inquiry constitute a universe or population. The selected respondents from the population are technically called a sample. Sampling is a process of obtaining information about entire population by examining only a part of it. Sample should be true representative of population characteristics without any biasness, so that it may result in valid and reliable conclusions. The investigator used stratified random sampling technique to select the sample for study. Cobbine all

3.2.1 Sampling Area

A sample is a miniature picture of the entire group from which data has been taken. Sampling area is the unit of area; which is taken from the population. In order to get a representative sample the researcher collected the data from zone of Punjab only.

3.2.2 Sample Size

A sample must be as near representative of the entire population as possible and ideally it must provide the whole of the information about the population from which the sample has been drawn.

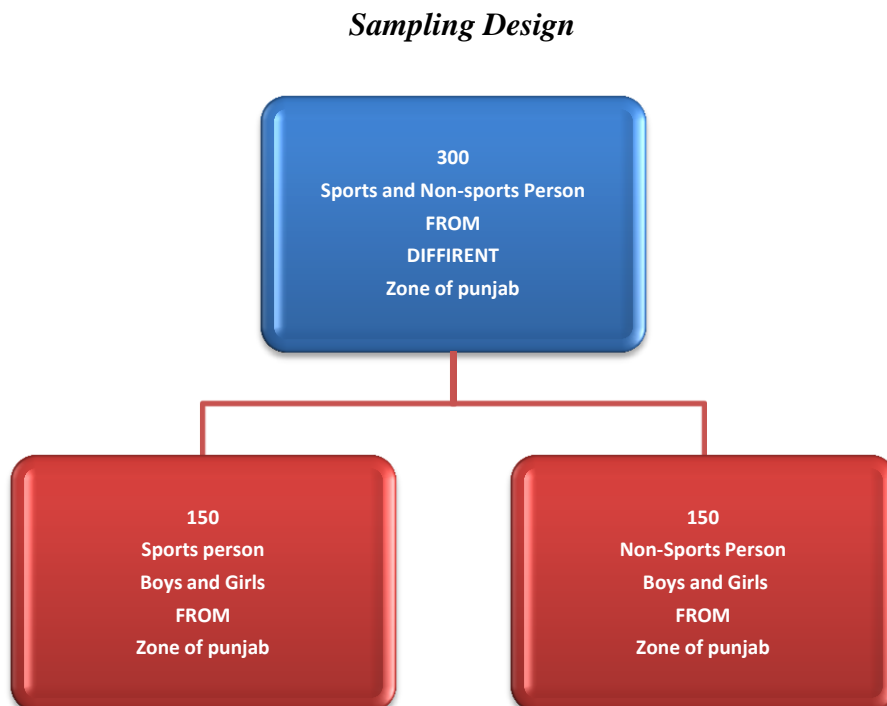
A sample of 300 sports and non-sports persons have been collected from different area. The sample was equally divided into main two group's i.e.150 girls and 150 boys of different zone of Punjab in 100 Malwa, 100 Majha and 100 Doaba.

3.3 SAMPLING TECHNIQUE

Purposive sampling technique was employed in order to select the representative sample.

3.3.1 Sampling Design

For the present study sample design was as follows:-



3.4. TOOLS USED FOR THE STUDY

The following tools were used to collect the data:-

1. Obedient and disobedient (C S Mahta, Dr.N.Hasnain 2005)

3.7 Item Analysis

36 Items (18 Positive and 18 Negative) were Prepared in the Original form of the test and administered to a sample of 300 students of Seiner Secondary School Sports and Non Sports Person. No Time Limit was imposed. The Subjects Were required to respond to each item in terms of 'Yes' or No'. The 'Yes' response to a positive item was given a score of one. A score of zero was given to a 'No' response on positive items. The scoring on negative item was done in a reverse order.

Item analysis was done with the help of bursarial coefficient of correlation (Garrett, 1969,pp.365-367).only those item were included in the final form of the test which have a validity inbox between .25 and .75. Thus out of 36 item 36 items were retained in the final form of the test

Reliability

The coefficient of reliability was determined by using the following methods;

- The split- half reliability (N=150) of the test was computed by applying spearman Brown formula and the reliability coefficient of correlation were found to be .57.
- The test-retest method (N=150) was employed to determine the temporal stability of the test. The coefficient of correlation between the test and retest score was found to be .68.

Validity

The construct validity of the test was calculated by extreme group's method. The χ^2 value was found to be 10.91, which was significant at .01 levels. Construct validity was also calculated by comparing high and low groups with help of t-test. The 't' value was found to be 6.81 with 46 df, which was significant at .01 level

Instruction for administration

The instruction to be given to the students is written on the cover page of the test in Hindi. However, the verbatim English translation of the instruction to be given to the subjects is given below.

Some statements are given on the next page of the booklet, which aim at studying those actions or behaviors' which the students think right or wrong. 'Yes' and 'no' are indicated beside each statement. You have to put tick mark on either 'yes' or 'No' cell. It should be kept in mind that there is no right or wrong response to the statements. Therefore, tick the statement according to facts applicable to you if you find that it is true for you, then you have to put a tick mark on 'Yes' and if you find that the statement. Your answer to each statement will be kept confidential. Hence, answer the statements without any hesitation and don't think much on a statement. Answer the statements immediately. There limit is no time limit for completing the test. However, usually 15 to 20 minutes are enough for answering all statements.

Scoring

The test can be scored accurately by hand. For any response tick as 'Yes' the subject should be awarded the score of one, and zero for; No' response on positive statements

	YES	NO
Positive	1	0
Negative	0	1

The scoring on negative statements would be in a reverse order. The maximum possible score on the test is 36 and the minimum is zero.

PROCEDURE OF DATA COLLECTION

The researcher collected the data by personally visiting different zone of Punjab senior Secondary School and after obtaining permission from the higher authorities, HOD and teacher of those Schools, seeks the cooperation of sports and non-sports person to answer the questionnaires which were distributed to them. Before the administration of the test, the investigator made clear the purpose of data collection and gave directions regarding the attempt of questions in the tools, namely, Obedient and Disobedient Tendency.

After proper explanation that they have to attempt each statement by placing a tick (✓) in one of the box provided and also not to leave any statement unanswered. They were assured that their data will be kept confidential and use only for research purpose.

The requirement of the study was to take sports and non-sports person from different Schools. It took 1 month and 2 weeks for data collection. In this way the total data was collected from all the Schools zone of Punjab.

3.7 STATISTICAL TECHNIQUES

Statistical technique is a collection of methods which is used to process large amount of report overall trends and data. It refers to a collection of methodologies used in measurement of data. It is normally used in ascertaining relative performance that involves assumptions about functional comparison. Statistical technique brings objectivity in interpretation and leads to the t-test in result.

In the other term statistical techniques work as an indispensable tool for analyzing and interpreting the data expressed in numerical terms and also facilitates the derivation of conclusions and formulation of generalization. It refers to an assortment of methodologies used in measurement of data. It is normally used in ascertaining relative performance that involves assumptions about functional comparison. Statistical techniques are employed to get a precise and exact picture of the data. In research process it is basically used for testing the hypothesis.

With the help of statistical technique the result become more accurate, quantified and comparable.

In research studies, statistical technique was used by the investigator not only to understand, but compare data and also to test hypothesis. In research studies the following statistical techniques was used for the analysis of data:-

1. Statistical method mean and standard deviation was applied to study the Obedient and Disobedient Tendency sports and non-sports person.
2. T-test was used for determining the comparison between the variables.

CHAPTER-IV

Results, Discussion, Interpretation and Recommendation

Data once collected should be analyzed with the help of statistical techniques which yield certain results. This process leads researcher to draw rational conclusion of research problem. Therefore, attempt has been made in the present chapter to deal with the result and their corresponding interpretation in accordance to the hypothesis. Tabulated data was analyzed through statistical techniques to yield certain results. The depiction of results and their interpretations is considered to be the most important part of research work as it verifies the hypothesis and eventually leads to final conclusion of the study.

The order to assess Prevalence of obedient and disobedient tendency among boys sports and non-sports person, data were collected which were analyzed statically to interpret to draw meaningful conclusions and generalization. The present chapter highlights the results of the study and its discussion. The data were analyzed in according with the objectives and hypotheses of the study, which is presented as follows:

Table 4.1

Shows the Comparison of Prevalence of Obedient and Disobedient Tendency Among Boys Sports and Non-Sports Person.

Group	Number	Mean	S.D.	Df	't' Value
Sports Person	75	19.70	3.44	148	0.49
Non-Sports Person	75	23.41	3.96		

t= 1.98 0.05 level

*Significant at 0.05 level

**Figure 4.1 Shows The Comparison Of Prevalence Of Obedient And Disobedient Tendency
Among Boys Sports And Non-Sports Person.**

The figure 4.1 shows the comparison of Prevalence of obedient and disobedient tendency among sports and non-sports person. The mean score of the Prevalence of obedient and disobedient tendency among boys sports and non-sports person, which was 19.70 and 23.41 respectively and standard deviation was 3.44 and 3.96 respectively. The value of 't' is 0.49 which shows insignificant difference between Prevalence of obedient and disobedient tendency among boys sports and non-sports person.

As shown in table no:1 the obtained value of 't' that was 0.49 was lower than the tabular value, which was 0.198 for the selected degree of freedom df 148 and level of significance 0.05 which indicates that the two selected variables i.e. obedient and disobedient tendency among boys are insignificant.

Therefore first hypothesis which is states that there exists difference between Prevalence of obedient and disobedient tendency among boys sports and non-sports person.

Graph 4.1 Mean Value Of Prevalence Of Obedient And Disobedient Tendency Among Boys Sports And Non-Sports Person.

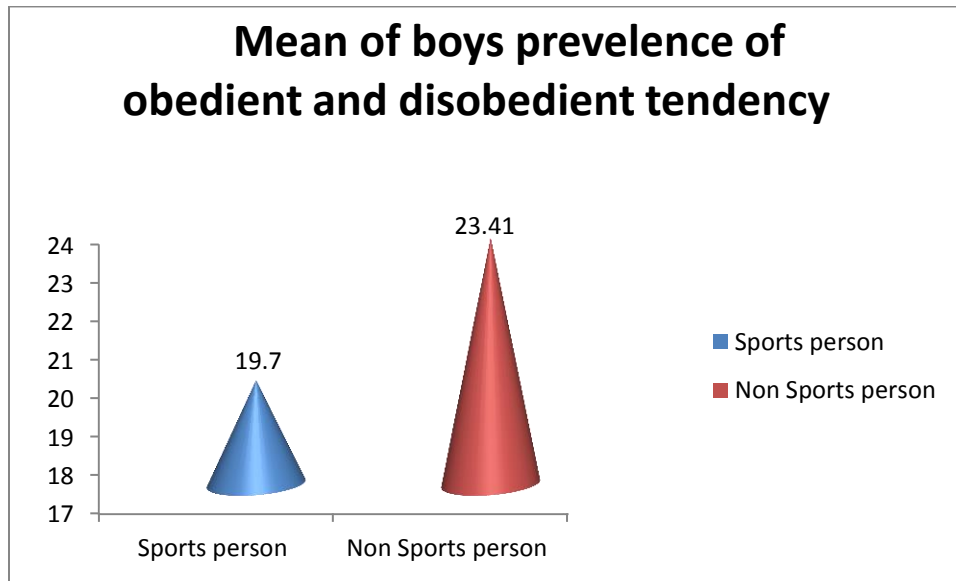


Table 4.2 Shows The Comparison Of Prevalence Of Obedient And Disobedient Tendency Among Girls Sports And Non-Sports Person.

Group	Number	Mean	S.D.	Df	't' Value
Sports Person	75	20.05	3.44	148	0.90
Non-Sports Person	75	25.42	2.87		

t= 1.98 0.05 level

*Significant at 0.05 level

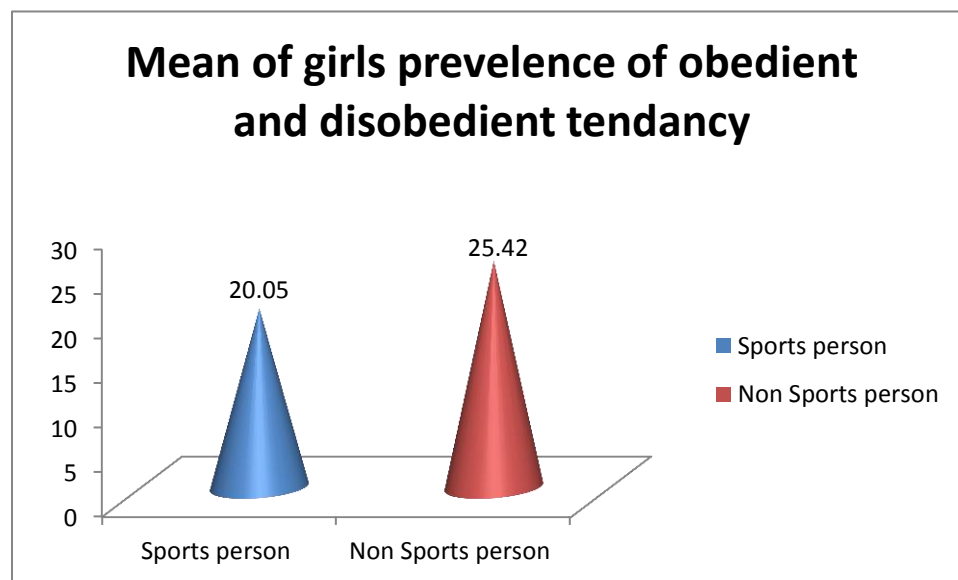
Figure 4.2 Shows The Comparison Of Prevalence Of Obedient And Disobedient Tendency Among Girls Sports And Non-Sports Person.

The figure 4.1 shows the comparison of Prevalence of obedient and disobedient tendency among sports and non-sports person. The mean score of the Prevalence of obedient and disobedient tendency among girls sports and non-sports person, which was 20.05 and 25.42 respectively and standard deviation was 3.09 and 2.87 respectively. The value of 't' is 0.90 which shows insignificant difference between Prevalence of obedient and disobedient tendency among girls sports and non-sports person.

As shown in table no:1 the obtained value of 't' that was 0.90 was lower than the tabular value, which was 0.198 for the selected degree of freedom df 148 and level of significance 0.05 which indicates that the two selected variables i.e. obedient and disobedient tendency among girls are insignificant.

Therefore first hypothesis which is states that there exists difference between Prevalence of obedient and disobedient tendency among girls sports and non-sports person reject.

Graph 4.2 Mean Value Of Prevalence Of Obedient And Disobedient Tendency Among Girls Sports And Non-Sports Person.



Discussion

The findings of Prevalence of obedient and disobedient tendency among sports and non-sports person mean were 19.4 and 24.39 respectively and SD 3.29 and 3.58 respectively. The statistically result was found to be $t = 0.66$. This t value is significant at 0.05 levels. The hypothesis no-I there exist insignificant difference between Prevalence of obedient and disobedient tendency among boys sports and sports person rejected as well as mean value of girls sports and non-sports person was found to be 20.05 and 25.42, respectively. Standard deviation is computed 3.09 and 2.87, respectively. The statistically result was found to be $t = 0.90$. This t value is significant at 0.05 levels. The hypothesis no-II there exist insignificant difference between Prevalence of obedient and disobedient tendency among girls sports and non-sports person is rejected.

Chapter-V

Summery and Conclusion

5.1 Summery

Hypotheses

- There exists significant difference between prevalence of obedient and disobedient tendency among boys sports and non-sports person.
- There exists significant difference between prevalence of obedient and disobedient tendency among girls sports and non-sports person.

The selection of subjects

The subject for this study will be selected from Punjab zone Malwa, Majha, Doaba. The total sample of the present study comprise of 300 students including boys (N=150) and girls (N=150) Malwa (N=100), Majha (N=100) and Doaba (N=100). Purposive random sampling technique will be follow.

3.2 Tools

To study Prevalence of obedient and disobedient tendency among sports and non-sports person following questionnaire and inventories will be used.

- a) Obedient and disobedient (C S Mahta, Dr.N.Hasnain 2005)

CONCLUSION

In the light of interpretation of data, the researcher has to use all care and cautions in formulating conclusions and generalizations. This final step of research demands critical and logical thinking in summarizing the findings of the study and compares them with the objectives formulated in the beginning. The researcher should not draw conclusion, which are inconsistent among them or with external realities.

Conclusion is as essential as investigation. They provide a finishing touch and review to the whole of the critical work. In the present study the investigator has tries to find out the Prevalence of obedient and disobedient tendency among sports and non-sports person. On the basis of analyses and interpretation of data, following conclusion can be drawn:

Result

1. Therefore first hypothesis which states that there exists difference between Prevalence of obedient and disobedient tendency among boys sports and non-sports person reject.
2. Shows the comparison of Prevalence of obedient and disobedient tendency among sports and non-sports person.
3. The mean score of the Prevalence of obedient and disobedient tendency among boys sports and non-sports person, which was 19.70 and 23.41 respectively and standard deviation was 3.44 and 3.96 respectively.
4. The value of 't' is 0.49 which shows insignificant difference between Prevalence of obedient and disobedient tendency among boys sports and non-sports person. As shown in table no:1 the obtained value of 't' that was 0.49 was lower than the tabular value, which was 0.198 for the selected degree of freedom df 148 and level of significance 0.05 which indicates that the two selected variables i.e. obedient and disobedient tendency among boys are insignificant.
5. Therefore Second hypothesis which states that there exists difference between Prevalence of obedient and disobedient tendency among girls sports and non-sports person reject. Shows the comparison of Prevalence of obedient and disobedient tendency among sports and non-sports person.
6. The mean score of the Prevalence of obedient and disobedient tendency among girls sports and non-sports person, which was 20.05 and 25.42 respectively and standard deviation was 3.09 and 2.87 respectively.
7. The value of 't' is 0.90 which shows insignificant difference between Prevalence of obedient and disobedient tendency among girls sports and non-sports person. As shown in table no:1 the obtained value of 't' that was 0.90 was lower than the tabular value, which was 0.198 for the selected degree of freedom df 148 and level of significance 0.05 which indicates that the two selected variables i.e. obedient and disobedient tendency among girls are insignificant.

Suggestions

Present investigation was conducted on sports and non-sports player of university to determine the effect of menstruation on psychological and physical efficiency. The finding of this study would be helpful and provide a direction for future researcher in the field of psychological and physical behavior as related to sports and games, following suggestion are being forward for future research.

1. The similar study can be conducted on male and female subjects.
2. The study can be conducted on North Zone or national level.
3. The similar study can be conducted on different age groups.
4. The similar study can be conducted by increasing number of subjects.

5.3 RECOMMENDATIONS

1. This study can be conducted on sex of any game players like male and female.
2. We can also conduct this study by increasing the psychological variables like aggression, stress, tension etc.
3. This study can be also conduct in future on the players of two different games.
4. This study can be also conduct on the players of two different states or region also.

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APPENDICES

 T.M. Regd. No. 564838 Copyright Regd. No. © A-73256/2005 Dt. 13.5.05	Consumable Booklet of ODTS-MH (Hindi Version)																					
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2.	वै विद्यालय समय में विद्यालय से बाहर रहना अनुचित सम्झना सम्झनी है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	वै परीक्षा में विद्यार्थियों को नकल करने की पूरी छूट देने के पक्ष में है।	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="checkbox"/>
4.	घेरा विश्वास है जो कि विद्यार्थी अध्यापकों द्वारा दिये गये गृह कार्य को पर से कारको नहीं लगे हैं उन्हें दण्ड दिया जाना चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	छात्री कार्यों में शेर मन्थन तथा सहकारियों से धारण करन मुझे अच्छा लगता है।	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="checkbox"/>
6.	जो विद्यार्थी कक्षा से ध्यानकर बाहरी में लहते हैं उन्हें कड़ी मजदूरी जानी चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	घेरे विचार से अध्यापकों को कभी किसी विद्यार्थी द्वारा मन्थनी करने पर उसे पारण या डीटाप नहीं चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="checkbox"/>
8.	जो विद्यार्थी स्कूल को निर्धारित देस में नहीं आते हैं उन्हें विद्यालय से निकाल देना चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	अध्यापकों को आज्ञा पालन करन में अपारणक नहीं सम्झना सम्झनी।	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="checkbox"/>
10.	वै अपने सहकारियों को शेरका देना अच्छा नहीं सम्झना सम्झनी।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	वै अध्यापकों को अनुचितता में कक्षा में शेर मन्थन तथा लड़न झगड़न उचित सम्झना सम्झनी है।	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="checkbox"/>
12.	कक्षा में अध्यापक के रहने पर भी जो विद्यार्थी अन्य विद्यार्थियों को लड़ने या पिड़ने हैं, वै उन्हें दण्ड दिये जाने के पक्ष में है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	वै छात्री कार्यों में पुनःकालन में न आकर अच्छा अन्य कोई उपयोगी कार्य न करके सहकारियों तथा अन्य विद्यार्थियों से लड़ने झगड़ने में प्रमाण स्वीकृत करन उचित सम्झना सम्झनी है।	<input type="checkbox"/>	<input type="checkbox"/>	• <input type="checkbox"/>

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14.	मेरा विचार है कि जो विद्यार्थी कक्षा एवं स्कूल से भागकर जुआ या ताश खेलते हैं उन्हें कड़ी सजा दी जानी चाहिये।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	विद्यालय समय में कक्षा से भागकर होटल जाना या सिनेमा आदि देखना उचित है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	मैं परीक्षा भवन में बात-चीत करना तथा अन्य विद्यार्थियों से कुछ पूछना या उन्हें कुछ बताना उचित नहीं समझता/समझती।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	मैं निश्चित समय में स्कूल पहुँचना आवश्यक नहीं समझता/समझती हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18.	मैं अध्यापकों से कभी झूठ नहीं बोलता/बोलती हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	अपने सहपाठियों को परेशान करने में मुझे आनन्द आता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20.	कक्षा या स्कूल द्वारा आयोजित कार्यक्रमों में मैं पूरा-पूरा सहयोग देता/देती हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	मुझे सहपाठियों से झूठ बोलने में आनन्द आता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22.	मेरा विश्वास है कि ठीक ढंग से प्रश्नों का उत्तर देने पर भी परीक्षक मुझे सही अंक नहीं देते हैं।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23.	मेरा विश्वास है कि ऐसे समस्त विद्यार्थियों को स्कूल से निकाल देना चाहिये जो स्कूल समय में स्कूल तथा कक्षा छोड़कर भाग जाते हैं।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	कक्षा या विद्यालय में किसी समस्या को सुलझाने की अपेक्षा उसे और जटिल बनाने में मुझे आनन्द आता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
25.	मुझे अनुशासन में रहना अच्छा लगता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	मैं अध्यापकों को धोखे में रखना अपनी बुद्धिमता समझता/समझती हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
27.	मैं खाली वादनों में पुस्तकालय में बैठना या कोई अन्य उपयोगी कार्य करता/करती हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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28.	मुझे कक्षा में अश्लील व्यवहार तथा बातें करने में आनन्द आता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/> <input type="checkbox"/>
29.	मैं अध्यापकों की आज्ञा पालन करना अपना कर्तव्य समझता/समझती हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	प्रधानाचार्य को किसी भी विद्यार्थी को उसकी गलती पर दण्ड देने का पूरा अधिकार है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	मैं उन अध्यापकों को जो परीक्षा भवन में विद्यार्थियों को इधर-उधर देखने या बातें नहीं करने देते हैं, गालियाँ देना अथवा मारना गलत नहीं समझता/समझती हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/> <input type="checkbox"/>
32.	मैं अपने माता-पिता द्वारा फीस के अतिरिक्त जेब खर्च न दिये जाने पर उनसे झगड़ता/झगड़ती हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/> <input type="checkbox"/>
33.	मैं विद्यालय के सांस्कृतिक कार्यक्रमों में चढ़-चढ़ कर भाग लेता/लेती हूँ और उनमें सहयोग देना आवश्यक समझता/समझती हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	मैं विद्यालय में बिना मतलब अन्य विद्यार्थियों से झगड़ा करना गलत समझता/समझती हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	अपने सहपाठी लड़कों अथवा लड़कियों को छेड़ने और आवाजें कसने में मुझे आनन्द आता है।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/> <input type="checkbox"/>
36.	मैं कालेक बादल में उड़ित पुरानों तथा अन्य सामग्रियों को साथ उपस्थित रहता/रहती हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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