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## CHAPTER - III

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# RESEARCH METHODOLOGY

## Introduction

One of the most important variables in our society which functions as a determinant or more precisely as a set of determinants of behaviour and attitudes of children is the family. The family provides a matrix of response patterns in terms of which all future responses will be judged. It constitutes the first world of the child. Not only does it make the first physical and mental contribution to his life, but by continuous, intimate, numerous and varied association, it becomes a major source of education and behaviour determination. Thus the family operates as a vital factor in the personality development of the child.

The acquisition and development of a number of crucially important dimensions of personality such as mastery, aggression, dependency, sex typing and conscience are the major determinants found to be developed among children at home, particularly in the child's relations with his parents. Young children cannot anticipate the consequences of their actions and cannot organize and plan their daily activities. Parents must give structure to their child's environment, establish routines and serve as the child's anticipation center until the child can achieve this alone. Hence the parent-child relationship has perceived by high school students are multi dimensional and they need a deep probing. This chapter discusses the research methodology of the present descriptive study. It covers the need and objectives, hypotheses, universe for the study, sampling, pilot study, tools of data collection, pre-testing, collection of data, operational definitions, statistical analysis of data for drawing meaningful conclusions and chapterization.

## Need for the Study

The foundations of children's social perceptions and attitudes are obviously laid in the home. No other social institution enters the child's life under after the first few formative years at home. Therefore, parents become the most potent force in shaping the mental health of the child. Children need

warm, supporting relationship to build mental health. But parents of today are busy increasing their income, to live up to the new living standards. Parents are paying more attention to physical needs of the children completely neglecting their emotional needs. Children reflect such an environment in their behaviour.

To make a child a valuable asset to society the parents have to play an invaluable part. It is the responsibility of the parents to shape the mental health of their children by remaining guarded in thought, word and deed.

Parents should influence their children's behaviour in at least three important ways, namely:

- Through their own behaviour they should present situations that elicit certain behaviour in children
- They should serve as role models for identification and
- They should selectively reward behaviours.

Therefore, this study on the parent-child relationship as perceived by the children throws light on the socio – economic condition, parent-child relationship, home environment, study involvement, study habits, mental health, etc.

### **Statement of the Problem**

Parent-child relationship is a developing interaction between parents and children and is viewed in the form of authority pattern and handling of discipline by parents display and control of emotions, child rearing practices, transmission of cultural directives, etc. Parents are responsible for setting reasonable limits and boundaries to the child's behaviour, the use of rewards and punishments and formulations of rules in order to enable the child develop into an integrated, firm and well developed human being. The parental control and support may get expressed in the form of giving direction to instructions, commands, suggestions, punishments and threats, rewards, explanations, making requests and imposing rules and restrictions. The disciplines in the family may be rigid,

firm and flexible, repressive, absent, inconsistent, minimal and parental contradictory.

The range and depth of emotions which parents display to the children builds up psychological interior of the child, his attitude towards the home, identification with the parents, feeling of respect, love, fear and aggression for each parent, communication between child and parent and psychodynamic structuring of the parent by the child.

On the other hand, parental involvement with school (eg. Attendance at school events, parent / teacher conferences, etc) have mixed associations with children's school performance. In contrast, measures of parental involvement at home, (eg. Talking to children about school – related matters, high educational expectations, warm and consistent discipline) show consistent associations with children's school success.

Sibling relationship is another contributory relationship in the personality development of a child and in the healthy functioning of the family unit. The mutual sharing, respect and affection which prevail in the family among the siblings lays the foundation of certain finer traits and strengths required for adjustments and coping in the later life.

Because of rapid change in India, children have many experiences, which their parents never had and are often unable to understand. Parents are often oblivious of the proper way of bringing up children. The way the parents treat their children has a profound impact not only on family relations but also on their perception, attitude and behaviour.

Therefore, this motivated the researcher to study the perception of children towards their parent-child relationship, home environment, study involvement, study habits, their mental health status etc.,

### **Aims and Objectives of the Study**

The following are the aims and objectives of the present study.

- To describe the socio economic condition of the respondents.

- To assess parent-child relationship of the respondents.
- To understand the home environment conditions of the respondents.
- To know the study involvement of the respondents.
- To find out the study habits of the respondents.
- To measure the mental health status of the respondents.
- To suggest suitable measures for improving parent-child relationship.

### **Hypotheses**

1. Home Environment of the respondents has a definite influence on the parent- child relationship with respect to their father.
2. Home Environment of the respondents has a definite influence on the parent- child relationship with respect to their mother.
3. Home Environment has a definite influence on the study involvement of the respondents.
4. Home Environment has a definite influence on the study habit of the respondents.
5. Home Environment has a definite influence on the mental health status of the respondents.
6. There is a significant relationship between the parent-child relationship (father) and the study involvement of the respondents.
7. There is a significant relationship between the parent-child relationship (mother) and the study involvement of the respondents.
8. There is a significant relationship between the parent-child relationship (father) and the study habit of the respondents.

9. There is a significant relationship between the parent-child relationship (mother) and the study habit of the respondents.
10. There is a significant relationship between the parent-child relationship (father) and the mental health status of the respondents.
11. There is a significant relationship between the parent-child relationship (mother) and the mental health status of the respondents.

### **Research Design**

The main aim of the present study is to portray the different characteristics of high school students with regard to their parent-child interaction, home environment, study involvement, study habit and mental health status. It also attempts to test the relationships and associations of variables upon which hypotheses were formed (Royce Singleton, Bruce C. Straits, Margaret M. Straits and Ronald J Mc Allister: 1988). The data collected by administering questionnaire was chosen and analyzed to enable the researcher to make estimates of precision and generality of the findings. Hence, for this research descriptive design has been adopted.

### **Universe for the Study**

The universe of the present descriptive study on parent-child relationship consists of 658 students studying in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> standards in St. John's Vestry Anglo-Indian Higher Secondary School, Tiruchirappalli during the academic year 2004-2005.

### **Sampling Procedure and Sampling Size**

The researcher adopted stratified (proportionate) random sampling procedure for the present study. The stratification is based on the different classes studied by the respondents namely 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup>.

S.No	Class	Total No. of Boys	Sample Size	Total No. of Girls	Sample Size
1	VIII	170	85	50	25
2	IX	158	79	61	31
3	X	163	82	56	28
Total		491	<b>246</b>	167	<b>84</b>

The researcher selected 50 percent of the sample from each stratum, which constituted **330** samples.

### **Pilot Study**

The research investigator made a visit to St. John's Vestry Anglo-Indian Higher Secondary School to find out the feasibility of conducting the study. She also had discussion with the Principal and explained the purpose and nature of instruments to be used for the present study. This helped the investigator to establish rapport with the respondents and made it possible to collect the required data in time.

### **Tools of Data Collection**

The researcher used questionnaire as the tool for collecting the data for the present study. The respondents were made aware of the purpose of the investigation and found competent enough to respond to the questionnaire. They answered the queries at a convenient time, without in any way affecting their daily schedule. Before finalizing the tools of data collection to be used, the researcher had discussions with the Principal, teachers, and high school students and decided on the relevant questions and the areas to be explored in the present study. A survey of existing literature on parent-child relationship of high school students also helped the researcher to finalize the relevant tools of data collection.

The first part of the questionnaire covered the questions pertaining to personal and socio economic background of the respondents. Added to this, the following tools were used for the present study.

**i. Parent-Child Relationship**

Parent child relationship scale developed by Nalini Rao (1988) was used. This scale measures the characteristic behaviour of father and mother as experienced by their children which consists of 100 items grouped into 10 dimensions namely protecting, symbolic punishment, rejection, object punishment, demanding, indifferent, symbolic reward, loving, object reward and neglect behaviour. The reliability and validity of the tool was established by the aforesaid author (1988) and the reliability coefficient is found to be 0.8431. It consists of 10 dimensions namely:

1. Protecting – 1, 11, 26, 31, 38, 41, 48, 51, 61, 92.
2. Symbolic Punishment – 2, 12, 14, 22, 32, 34, 44, 52, 54, 62, 64, 72, 82, 94.
3. Rejection – 3, 42, 43, 50, 53, 80, 93.
4. Object Punishment – 4, 24, 74
5. Demanding – 5, 15, 25, 33, 35, 45, 55, 65, 75, 83, 85, 95
6. Indifferent – 6, 36, 56(a), 56(b), 60, 63, 70, 73, 76, 86, 90, 96.
7. Symbolic Reward – 9, 17, 19, 27, 37, 39, 47, 49, 57, 58, 67, 69, 77, 78, 87, 97, 99
8. Loving – 7, 8, 18, 21(a), 21(b), 16, 28, 46(a), 46(b), 68, 71, 81, 88, 89, 91, 98
9. Object Reward – 29, 59, 79
10. Neglect Behaviour – 10, 13, 20, 23, 30, 40, 66, 100.

S. No	Dimensions	Father		Mother	
		Low Level	High Level	Low Level	High Level
1	Protecting	Upto 38	39 & above	Upto 38	39 & above
2	Symbolic punishment	Upto 54	55 & above	Upto 53	54 & above
3	Rejection	Upto 28	29 & above	Upto 28	29 & above
4	Object punishment	Upto 11	12 & above	Upto 11	12 & above
5	Demanding	Upto 39	40 & above	Upto 40	41 & above
6	Indifferent	Upto 40	41 & above	Upto 42	43 & above
7	Symbolic reward	Upto 60	61 & above	Upto 59	60 & above
8	Loving	Upto 57	58 & above	Upto 56	57 & above
9	Object reward	Upto 13	14 & above	Upto 13	14 & above
10	Neglect behaviour	Upto 28	29 & above	Upto 29	30 & above
11	Overall	Upto 376	377 & above	Upto 377	378 & above

## ii Home Environment

Home environment scale developed by Sarla Jawa (1975) was used. This scale measures the perception of children regarding various areas of home environment. It is self administered 5 point scale with 74 items grouped into 13 dimensions namely personal freedom, critical, social isolation, acceptance, understanding, severity of discipline, emotional stability in disciplinary action, neglecting, rapport with parents, rapport with siblings, socio-economic image, inter parental relations and general satisfactions. The reliability and validity of the tool was established by the same author (1975) and the reliability coefficient is found to be 0.9297. It consists of 13 dimensions namely:

1. Personal Freedom – 1, 2, 3
2. Critical – 7, 9, 10, 11, 12
3. Social Isolation – 13, 15, 72

4. Acceptance – 4, 17, 20
5. Understanding – 23, 25, 27, 28, 41
6. Severity of Discipline – 8, 31, 32, 33, 34
7. Emotional Stability in Disciplinary Action – 35, 36, 37, 38
8. Neglecting – 18, 21, 22, 39, 40, 42, 43, 44
9. Rapport with Parents – 5, 6, 19, 26, 29, 30, 45, 46, 47, 48, 49, 50
10. Rapport with siblings – 51, 52, 53, 54, 55, 56, 57, 58
11. Socio-economic image – 59, 60, 61, 62, 63, 64
12. Inter parental Relations – 16, 65, 66, 67, 68, 69, 70, 71, 73
13. General Satisfaction – 14, 24, 74

<b>S. No</b>	<b>Dimensions</b>	<b>Low Level</b>	<b>High Level</b>
1	Personal freedom	Upto 9	10 and above
2	Critical	Upto 20	21 and above
3	Social isolation	Upto 12	13 and above
4	Acceptance	Upto 14	15 and above
5	Understanding	Upto 17	18 and above
6	Severity of discipline	Upto 16	17 and above
7	Emotional stability in disciplinary action	Upto 14	15 and above
8	Neglecting	Upto 32	33 and above
9	Rapport with parents	Upto 44	45 and above
10	Rapport with siblings	Upto 32	33 and above
11	Socio economic image	Upto 25	26 and above
12	Inter-parental relations	Upto 40	41 and above
13	General satisfaction	Upto 10	11 and above
14	Overall	Upto 292	293 and above

### iii. Study Involvement Inventory

Study involvement inventory developed by Jayalakshmi (1978) was used. The inventory consists of 25 items representing the dimensions of study instruments as school environment, self-confidence, involvement, feedback, and peer relations. The items are in the Likert format. The reliability and validity of the tool was established by the aforesaid author (1978) and the reliability coefficient is found to be 0.7002.

The study involvement consists of 25 items under the 5 items as follows:

School Environment : 6 items 1,2,13,14,20,23

Self Confidence : 5 items 4, 9, 10, 15, 22

Involvement : 6 items 3, 5, 16, 17, 21, 25

Feed Back : 5 items 7, 8, 11, 19, 24

Peer Relations : 3 items 6, 12, 18

The scoring is done in three points mode response for the study involvement inventory. The choices are strongly agree, moderately agree, and not at all agree.

	Positive	Negative
Strongly Agree	3 marks	1 mark
Moderately Agree	2 marks	2 marks
Not at all Agree	1 mark	3 marks

The positive questions includes 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23. The negative questions includes 8, 20, 21, 24, 25. High scores indicates high study involvement of the students.

S. No	Dimensions	Low Level	High Level
1	School environment	Upto 13	14 and above
2	Self confidence	Upto 12	13 and above
3	Involvement	Upto 13	14 and above
4	Feed back	Upto 11	12 and above
5	Peer relations	Upto 7	8 and above
6	Overall	Upto 59	60 and above

#### iv Study Habit Inventory

Study habit inventory developed by B.V Patel (1983) was used. The inventory consists of 45 statements grouped into 7 dimensions namely home environment and planning of work, reading and note taking, planning of subjects, habits of concentration, preparation for examination, general habits and attitudes, and school environment. The reliability and validity of the tool was established by the same author (1983) and the reliability coefficient is found to be 0.9104

Scoring for the study habit Inventory.

It consists of 45 items under the 7 dimensions namely

1. Home environment and Planning : 7 items – 1, 2, 3, 4, 5, 6, 7
2. Reading and Note Taking : 5 items – 8, 13, 14, 15, 16.
3. Planning of Subjects : 4 items - 17, 18, 21, 29
4. Habits of Concentration : 5 items – 22, 23, 24, 25, 32
5. Preparation for Examinations : 8 items – 12, 19, 26, 27, 28, 20, 30, 31
6. General Habits and Attitudes: 10 items – 9, 10, 11, 33, 34, 35, 36, 37, 38, 39
7. School Environment : 6 items – 40, 41, 42, 43, 44, 45

The scoring is done in a 2 point responses they are 'Yes' and 'No'.

Scoring will be

	Positive	Negative
Yes	2 Marks	1 Mark
No	1 Mark	2 Marks

The positive questions include 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 23, 27, 28, 29, 30, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44

The negative questions include 7, 8, 15, 21, 22, 24, 25, 26, 31, 32, 45.  
High score indicates good study habits among the students.

S. No	Dimensions	Low Level	High Level
1	Home environment and planning	Upto 11	12 and above
2	Reading and note taking	Upto 7	8 and above
3	Planning of subjects	Upto 6	7 and above
4	Habits of concentration	Upto 6	7 and above
5	Preparation for examinations	Upto 12	13 and above
6	General habits and attitudes	Upto 16	17 and above
7	School environment	Upto 9	10 and above
8	Overall	Upto 72	73 and above

#### v. Mental Health Inventory

Mental health inventory developed by V.D. Augustine (1978) was used. The reliability and validity of the tool was established by the aforesaid author (1978) and the reliability coefficient is found to be 0.8567.

The researcher followed the scoring procedure as instructed by the author of the scale. The scores are assigned depending upon the positive and negative question and the agreement with the scoring keys as mentioned below.

1 mark is assigned for the following questions, if the respondents' mode is "YES".

1, 5, 7, 8, 9, 10, 14, 16, 17, 22, 27, 31, 33, 334, 35, 37, 38, 40, 44, 45, 49, 50, 53, 54, 58 and 60.

1 mark is assigned for the following questions, if the respondent is "NO".

2, 3, 4, 6, 11, 12, 13, 15, 18, 19, 20, 21, 23, 24, 25, 26, 28, 29, 30, 32, 36, 39, 41, 42, 43, 46, 47, 48, 51, 52, 55, 56, 57, 59.

S. No	Dimensions	Low Level	High Level
1	Mental Health	Upto 36	37 and above

Though for all the above mentioned tools of data collection, the reliability and validity have been established for Indian population by the concerned authors as mentioned above, for the purpose of the present study. The investigator has applied split half co-efficient test to establish the reliability for the above-mentioned tools of data collection as an additional measure. The results of such tests to establish reliability in the descriptive study are given below.

S.No	Name of the Tool	Standardized for Indian Population	Values of the reliability co-efficient
1	Parent-child Relationship	Nalini Rao (1988)	0.8431
2	Home Environment	Sarla Jawa ( 1975)	0.9297
3	Study Involvement Inventory	Jayalakshmi (1978)	0.7002
4	Study Habit Inventory	B.V Patel (1983)	0.9104
5	Mental Health Inventory	V.D Augustine (1978)	0.8567

### **Pre-Testing**

To ascertain the suitability and adaptability of the tools of data collection, a pre-test was carried out among 10 high school students at St. John's Vestry Anglo-Indian Higher Secondary School. The responses were carefully scrutinized and analysed. Since standardized tools had been used, there was no necessity to modify the questionnaire. However, the investigator had to add or modify or refine the questions pertaining to the personal and socio-demographic data, if found necessary.

### **Data Collection Process**

The researcher distributed the questionnaire to all the respondents and gave a detailed orientation to them regarding the content, nature and purpose of the tools to collect the response sheets. She also clarified now and then the queries raised by the respondents regarding the tools. The investigator took two months to collect the filled in questionnaire back.

### **Statistical Analysis of Data**

The data collected were carefully analysed and processed. Statistical tests such as mean, standard deviation, median, Chi-Square, 'z' test, Oneway Analysis of variance and Karl Pearson's co-efficient of correlation were applied to interpret the data to draw meaningful inferences. The mean and standard deviations were used for the numerical data. The 'z' test was used to find out the significant difference between two groups. The one-way analysis of variance was used to find out the significant difference among various groups. The chi-square test was used to find out the association between two variables. The Karl Pearson's co-efficient of correlation was used to find out the relationship between the variables namely parent-child relationship, home environment, overall study involvement, overall study habit and mental health status. The same test was also used to find out the relationship between the personal data (age, size of family, number of siblings, birth order, and monthly family income) and above-mentioned variables.

## **Operational Definitions**

### **High School Students**

High school students in this study refers to students studying in St.John's Vestry Anglo-Indian Higher Secondary School, namely 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> standard.

### **Nuclear Family**

Nuclear family is one consisting of husband, wife and their child / children.

### **Joint Family**

Joint family in this study refers to all the members of the family living together under one roof and are related to each other in one way or the other.

### **Monthly Family Income**

Monthly family income in this study is referred to the respondents' parents' total earnings per month.

### **Parental Socialization**

The quality of relationship that parents may influence their children through their interpersonal transactions.

### **Interactive**

Parents who are reciprocally active with their children.

### **Direct Instructor**

Parents who provide advice, support and directions to the children.

### **Provider of Opportunity**

Parents who serve as regulators for providing cognitive experiences for their children.

## **Parenting Style**

It is the parent's constellation of attitudes towards the child that are communicated and create an emotional climate in which parent's behaviours are expressed.

### **Authoritarian**

Parents value control and unquestioning obedience where they try to make children conform to a set standard of conduct and punish them forcefully for acting contrary to that standard.

### **Permissive**

Parents make few demands allowing children to monitor their own activities as much as possible which makes the children to be immature and least exploratory.

### **Democratic**

Parents who teach children to develop control over their behaviour through explanations and by reasoning to help them understand why they are expected to behave in an approved manner.

### **Sibling Rivalry**

Jealousy frequently occurs among brothers and sisters when there is an element of competition.

### **Parental Behaviour**

It is the parental attitudes that influence the way parents treat their children.

### **Rejection**

Parents unconcern for the child's welfare.

### **Over Protective**

Parents who excessively care and control over their child.

### **Harmonious**

Parents who display a pleasing behaviour in temperament or interest towards the child.

### **Dominating**

Parents who exercise excessive control over their child.

### **Parent-Child Relationship**

This refers to the prevalence of characteristic behaviour of the parents in the areas of protecting, symbolic punishment, rejection, object punishment, demanding, indifferent, symbolic reward, loving, object reward and neglect behaviour.

### **Low Level of Parent Child Relationship (Father)**

In the present study, the individual scores upto 376 in the parent child relationship scale of Nalini Rao (1988) is termed as low level of parent-child relationship (father).

### **High Level of Parent Child Relationship (Father)**

The individual whose score reaches 377 and above in the parent child relationship scale of Nalini Rao (1988) is termed as high level of parent-child relationship (father) in this study.

### **Low Level of Parent Child Relationship (Mother)**

In this study, the individual scores upto 377 in the parent child relationship scale of Nalini Rao (1988) is termed as low level of parent child relationship (mother).

### **High Level of Parent Child Relationship (Mother)**

The individual whose score reaches 378 and above in the parent child relationship scale of Nalini Rao (1988) is termed as high level of parent child relationship (mother) in this study.

## **Home Environment**

This refers to the perception of children regarding various areas of home environment namely personal freedom, critical, social isolation, acceptance, understanding, severity of discipline, emotional stability in disciplinary action, neglecting, rapport with parents, rapport with siblings, socio-economic image, inter parental relations and general satisfaction.

### **Low Level of Home Environment**

In the present study, the individual scores upto 292 in the home environment scale of Sarla Jawa (1975) is termed as low level of home environment.

### **High Level of Home Environment**

The individual whose score reaches 293 and above in the home environment scale of Sarla Jawa (1975) is termed as high level of home environment in this study.

## **Study Involvement**

This refers to the study instrument in the areas of school environment, self-confidence, involvement, feedback, and peer relations.

### **Low Level of Study Involvement**

In the present study, the individual scores upto 59 in the study involvement inventory of Jayalakshmi (1978) is termed as low level of study involvement.

### **High Level of Study Involvement**

The individual whose score reaches 60 and above in the study involvement inventory of Jayalakshmi (1978) is termed as high level of study involvement in this study.

## **Study Habit**

This refers to the patterns of the study in the areas of home environment and planning of work, reading and note taking, planning of subjects, habits of

concentration, preparation for examination, general habits and attitudes and school environment.

### **Low Level of Study Habit**

In the present study, the individual scores upto 72 in the study habit inventory of B.V. Patel (1983) is termed as low level of study habit.

### **High Level of Study Habit**

The individual whose score reaches 73 and above in the study habit inventory of B.V. Patel (1983) is termed as high level of study habit in this study.

### **Mental Health Inventory**

In this study, mental health is a state of emotional well being of the children to function comfortably within his society and in which his personal achievements and characteristics are satisfactory to him.

### **Low Level of Mental Health Status**

In the present study, the individual scores upto 36 in the mental health inventory of V.D Augustine (1978) is termed as low level of mental health.

### **High Level of Mental Health Status**

The individual whose score reaches 37 and above in the mental health inventory of V.D. Augustine (1978) is termed as high level of mental health status in this study.

### **Problems Encountered by the Researcher**

The researcher has been lucky in not encountering many problems from the respondents. The few problems encountered are enumerated below:

1. The first problem encountered related to the semantics. Since the level of knowledge of English language and vocabulary of the students in the high school classes is poor, much time was lost in explaining the concepts and terms used in the questionnaire.

2. Even though the respondents presumed to understand things, lack of their conceptual appreciation of the concepts had to be won over.
3. Once again, due to the semantic difficulty the respondents could not, in the first instance, give the appropriate response. Therefore, the researcher had to discuss matters with them and discover what they wanted to say.
4. Realizing the easy going manner of the teenagers today, the researcher had to take all precautions to ensure that they took their task seriously and discharge it responsibly.
5. The normal tendency of the children in the age group of 12-15 years is to prefer the peer opinion to the individual opinion. This had to be counteracted by the researcher in collaboration with the respondents.
6. Normally, the girl has a prejudice against her mother and the boy against his father. Thus researcher fearing that this will colour the respondents' response to the questionnaire. Therefore, the researcher had to discuss with many respondents before accepting their views.
7. Another fear that lurked in the mind of the researcher was that the parental influence may vitiate the response. Therefore, the researcher had to do the follow up work with the respondents.

### **Chapterization**

The present descriptive study is divided into five chapters.

The first chapter discusses the home environment, parent-child relationship, the parents involvement in education and the mental health status of the children.

The second chapter describes the related studies.

The third chapter discusses the methodology adopted for the present study. It covers the need and importance, statement of the problem, aims and

objectives, hypotheses, universe for the study, sampling procedure and sample size, the tools used for the collection of data, operational definitions and so on and so forth.

The fourth chapter deals with the results and interpretation of data based on statistical measures to draw meaningful inferences and conclusions.

The fifth chapter presents the salient findings of the present study. The implications and suggestions for the future study are also discussed in this chapter.