Title of the Thesis

Analysis of emotional intelligence, aggression, burnout and stress vulnerability of cricket players at intervarsity level

1.01 Background of the study

Physical education is an essential part of educational methods which harmonizes and enhances social, physical, emotional and intellectual aspects of lives. As a role of recreate and continual education it has several things to provide. It is significantly a direct and personal form of educational experience and through its joys, skills, discoveries, achievements and satisfactions a big deal can be performed to enliven and enrich the life of a human being. Thus it is an essential way of all round enhancement of human personality. Sports and games are an important component of physical activities. The words like spirit of sportsmanship and sporting represents honesty, gentlemanliness and fairness. It is so because sports raise team spirit, cooperation, basic human values and discipline. They support to assimilate the qualities of a human being that are important attributes of a thoroughly bred gentleman. Further sports not only contribute to physical fitness but also physical recreation (Scruggs et al, 2003). The physical education process must be defined to reflect the established needs and values into experience and relate them to society and sports. The person who has the qualities sufficient skill and knowledge in sports and exercise, adequate physical fitness, sufficient emotional poise, control and appropriate towards participation in sports and exercise to make him an intelligent and interested participant to help him become a more effective member of society, society would mean that this person is prepared to live a useful and enjoyable life both for himself for community and for his country (Richard Bailey, et al. 2010).
According to Education’s National Policy the major target of education is to offer complete chances for children for the development of their abilities, talents and intellect through mental, moral and physical health so as to make them healthier, happier and able citizens of the country. In physical education appropriate training and involvement in games by students can greatly support in the achievement of this target (Fairclough and Stratton, 2005). Further Coe et al (2006) has described that human body is a rare and expensive gift of nature. It is only a healthy and strong body that enhances an individual to release her or his duties efficiently towards her or his fellow beings and God. It is the positive mental makeup and healthy body that contribute to all round enhancement of an individual. It is well known statement is that a sound mind in a sound body as indispensable ways of reaching spiritual targets and higher religious targets. It is only through well directed physical tasks and sports in educational institutions which an individual can make their bodies powerful and make them healthy. The sportsmanship and sports may offer a meeting ground where cooperation and understanding a respect for norms and a fair play sense may prevail. Jago et al (2009) has mentioned that physical education concentrates on gross muscular activities and efforts. Physical education is organized through physical means i.e. some kind of movement type or physical practice is involved. Physical activity is generally concerned with gross motor movements and the skills involved also do not have to be developed finely or of greater quality for benefits to be acquired. Thus physical education uses physical means to develop the whole being of every individual. This is a feature that physical education shares with no other education area because the educational outcomes of physical experience are not restricted to physical or body developing benefits.

As sport has developed into a distinctive scientific branch in itself and each nation is competing with each other to produce world-class player to win medals in international competitions, great research is being done to discover factors that will be prognostic of achieving high level of skill in a given sports with proper coaching.

Sports hold outstanding place in modern life. Millions of people participate in sporting activities, watch and read about them, and spend billions of rupees per annum on sports related activities and equipments. In a game like cricket it is extremely high. Though this enormous interest in sports was noticed many decades ago, almost no consideration was given to actually studying sports except by sports journalists and by a few research scholars. But the influence of
Sports on modern society has made it clear that sport is a reasonable field of academic study. Sport has grown massively in scope and in social importance, but the meaning of sport has received little in the wake of serious attention (Schultz, Emily A, et al. 2004). The influence of sport on the society at large has been showing a noticeable increase with exceptional result in sports, because of sheer competition. The endorsement of sports is no longer a matter of disagreement. The importance has been acknowledged at international level because it develops international understanding and universal brotherhood. Sports are also one of the factors in building national character. Physical education and sports should form a fundamental part of lifelong education in the overall educational system and their support from pre-school age to old age should be treated or one of the basic rights.

Sport and physical education are often considered as a laboratory of human experience. Sports and physical education confront the student both physically and intellectually, and in the process of intense effort, the person’s true ideals often show through. Fair play or winning in any possible way is the eventual test of ethical standards, and no other area of educational attempt is likely to put the student to the test.

Having a positive attitude in any sport can improve their performance. By raising emotions such as sense of humor and confidence a sportsman can develop their overall attitude and thus develop their proficiency. The advantages are twofold as the sportsman will predict themselves enjoying the sport much while doing at a greater level. Preserving a compatible exercise plan reveals that they can repeat the performance. If a sportsman is capable to run 3 miles 3 times a week then they will acquire confidence in their capability to run the distance again in future (Storch et al, 2006). When emotional pressure is added such as when a sportsman runs a 3 mile race nervousness might influence their performance. To simulate the competitive pressures by using mental imagery it is feasible to decrease anxiety that might intervene with their performance. Negative emotions can influence their performance adversely. These emotions indicate from negative thinking aspects which the sportsman must attempt to change with positive images and thoughts. The sportsman must condition themselves to sense confident by drawing success on the field (Taylor and Ogilvie, 2001). The sportsman's experience much positive emotions and their performance will develop when positive thinking becomes the new practice. If a sportsman becomes more prominent in cricket they will acquire self esteem. This
positive emotion will interpret into another sector such as a classroom. When learning a sport the sportsman will advantage more from a coach who appreciates their capabilities than one who harm their self esteem. This emotion of success will construct their self esteem and developing their opportunities of continuing the sport and developing their physical capabilities. Raising humor sense develops the attitude of sportsman and supports them to manage with issues (Ahola and Iso, 2008). Bird and Creep (2006) has described that the laughing act relaxes the body of a sportsman, develops circulation and helps in digestion. If a sportsman does not have a sense of humor naturally they can learn to predict the humorous side of life which will be develops their overall attitude. The sportsman must preserve rapport with the other sports person who has positive attitudes. They must select to invest their time with sports person who are optimistic other than pessimistic or filled with negative feelings. This will support a sports person to manage their own positive attitude.

In the present time sports has become an essential part of life. Millions of fans follow different sports events all over the world with an eagerness and devotion. Many people participate in sports and games for fun, happiness, pleasure for have become important elements of modern life. A competition provides the resources by which one can show one’s merit by competing successfully.

In sports there are so many games including football, volleyball, soccer, tennis, basketball, cricket, chess, race, badminton, table tennis etc. But in all games most popular and public favorite game is cricket. So that the researcher has chosen the cricket game for the study.

So the researcher thinks that it is needful to give history and background of the cricket game.

1.02 Cricket

Cricket is one of the oldest Games. Modern Cricket has developed from a rudimentary game which was played as early as the 12th Century (The first date in the History of cricket is 1300 A.D. as recorded in the Wardrabe accounts of King Edward I). Bowling was done 'underhand' in those days, but in 1825 'Overhand bowling was allowed and in 1865 'round arm' bowling was officially recognized. Cricket is in a sense a Warf arc in miniature and cricket match is fought out by both the teams with all the resources of spirit and technique at the disposal of the players. At the same time it is, from all approaches of entertainment, a game
played not only according to the written laws but in harmony with an unwritten code of competition and good temper.

The cricket game is started from the 16th century. International matches started from 1844 but the official history of international matches started from 1877. Cricket game is originated in England as a game of fun but now a day this game is played professionally in most of the common wealth of nations.

At that time the cricket was considered as a ‘gentlemen’s’ game, if such feelings were true of anywhere, it would be of India, for cricket is omnipresent in India. Formal and semi-formal matches going on city grounds as informal contests develop along busy urban streets. Maize stalks can work as stumps in rural fields, while maze-like alleys distinguish many playing arenas within populous slums. Every imaginable space, it seems, is given over to leather and willow, or the basics that often are sufficient Such an stress in India is placed on the act of playing cricket that it seems unimaginable for any other manifestation to occupy the physical landscape, yet high among the growing urban atmosphere, and amid dusty rural fields, advertising hoardings of India’s national cricket players promote the purchase of motor oil, soft drink, and everything in between. And it is not just physical space being taken; cricket has reached the cultural imagination of India’s rapidly growing population. Conversations between locals and foreigners habitually begin with an enquiry as to the latter’s country of origin, whereby an answer involving a cricket playing nation draws a presentation of that country’s cricketing lineage. The cricket game has broken down the barriers between adults and children, regardless of language, religion or social status, are able to communicate in cricket, each with an opinion, each more than willing to share. Indeed, to even the most careless onlooker, the status of cricket in present-day India has reached beyond traditional concept of sport as ‘recreation’, reaching a level of admiration usually reserved for religious belief.

Mukharji (2005) has explained that cricket was brought in India by the British in the eighteenth century, but largely remained the sports of the emigrant population until the late nineteenth century and Guha (2002) has wrote about the cricket that this time the Indian population began to acquire a liking for cricket but, as in England, it was dominated by the aristocratic class, and it wasn’t until India got independence in 1947 that the extent to which it had infiltrated the country became fully apparent Thus India’s position at the head of cricketing
passion is a comparatively recent social construct. Since then, however, the status of cricket in India has been pre-eminent in shaping the global game. In 1980s, international satellite television networks suddenly picked up the cricket field because the fans of cricket were spread everywhere in the world and with the help of advertising, it was easy for to create popularity and to introduce that India was the big fan of cricket and big cricket market. So they went directly to the Board of control for cricket in India (BCCI) to work out a broadcasting deal (Gupta, 2009 a).

Because of the cricket excessive money is reached in the possession of the Board of Control for cricket in India, so it helps to BCCI for international control of the game. In the cricket new method or thing is bring and this new thing is 20-20. Now a present day this new thing is becomes very popular or entertaining for people. Because of this 20-20 cricket Popularity is increasing day by day. Many people attracted to watching TV and so in this way audience rating are increasing. (Goyal Subhash, 2009) Now a day this T-20 method became very popular at international level, and India won T-20 in the 2007, and existed new thing this is (IPL) Indian Premier League At result of IPL Power is increased of BCCI (Haig, 2008.).

Diversity, inequality and underdevelopment in India:

There is a remarkable trait in the Indian culture is that India’s culture is in its diversity because in this context Cooke and Saini (2010) wrote that aside from cricket, the other striking feature of India’s culture is its diversity. Multiple religions, languages, social classes and ethnicities subsist within its population of India is around 1.27 billion creating a vibrant melting pot of human existence. Such diversity, however, is also found in the quality of life of India’s population. India has one of the fastest growing economies in the world.

In short though there is diversity in Indian population but the sports and particularly cricket is a game which has capacity of uniting the Indian population. All types of religion, cast, race, and people come together at the stadium when the cricket match is player everybody encourages the players irrespective of his cast, religious, race, native place and get the enjoyment of cricket. The best example of this type of atmosphere is seen at the time of IPL matches, where 40% players are out of country players and the audience Support and appreciate the foreign players also if they play good cricket.
The cricket is not only a global game but also important for the personality development and hence cricket has an important place in the life of human beings because the world-famous cricket player Sachin Tendulkar who has completed 100 centuries in 200 test matches and scored 33,000 runs. In his recent interview, he explained the importance of cricket in human life that cricket teaches us how to be stable though ups and downs are common in life. In addition to this, he continues to say that we should not be overly happy or overly sorrowful while winning or losing. Instead of being overly sorrowful or overly happy, we should face the situation that comes in the way. Cricket also teaches how the challenges need to be faced and how balance has to be maintained (Tendulkar, 2013).

Cricket works precious for the individual development in man as well as unity of country, but to gain this objective and for the development of the cricket, sportsman must fit in physically, mentally, and socially. To maintain the competitive pressure or to reach the international competitive sports standards, one has to be well prepared in all aspects of a particular game. Such athletes therefore have to be physically, physiologically, and technically fit. Athlete for highest performance in any sports is selected on the basis of his physical structure and body size, which has proved to be proper for high performance in the given sports.

With considering this view, there is a need to study about the psychological factors which make an effect on the performance and behavior of the players.

But it is also not possible to select all the psychological factors for the study with considering the time limit, the researcher has selected few of them for the study, i.e. emotional intelligence, aggression, burnout and stress vulnerability.

With considering the process of research, the researcher thinks that it is essential to give the detail information about the factors which are selected for the study.

1.03 Emotional intelligence

According to Caruso (2008) in sports, the effects of emotions are difficult to perform. But sports could be exercised for enjoyment and fun. When athletes attempt to attain a greater performance, they also experience stress and anxiety. When athletes’ highly valued targets are at stake of, the subsequent stress and pressure and emotions undergone by them, they are much
intense. In sports, though the significance of emotions in this study as gaining only small attention from others. Specifically the emotional intelligence measurement requires to be elucidated in sports. It is necessary for empirical studies. In the context of sports emotional intelligence is essential for both athletes and coaches. In team sports, for athletes the great emotional intelligence, the great performance will be. It has been associated positively for coaches with the efficacy of coaching. To perform better in team sports, an athlete must identify the emotions of an individual as well as the emotions of opponents and team-mates. At positive level, higher emotional intelligence was predicted to be associated with the use of psychological skills. These psychological skills can be such as self talk and imagery.

Brackett, Mayer and Warner (2004) have described that when under pressure, one gets stressed into sports. Facing anxiety and stress is similar places for athletes, whatever their gender, age or level of expertise. If the athletes are working at greater level, they must manage properly with stress. It is recommended that regarding the connection between emotional intelligence and managing athletes stress, emotional intelligence is related positively to less precompetitive anxiety and to pre-rivalry emotions. This optimizes performance. Important feature of Emotional Intelligence is that Emotional Intelligence is closely associated with objective oriented and helps the cricket players to come out from the stressful situations when they are in stressful condition. However the underlying processes of rapport between emotional intelligence and managing with stress in sports exists unclear. Emmerling et al (2008) has mentioned that some of the competencies related with emotional intelligence involve exact awareness of personal and self power, organizational and service awareness, powerful impact, emotional resilience, emotional self control, achievement drive, teamwork and conflict management. It has been decided that emotional intelligence is important in both team and individual sports and can be the major factor in an athlete’s performance within a team setting.

In other words emotional intelligence is a difficult factor in deciding whether or not an athlete wins and emotional intelligence always break or makes a team. Emotionally intelligent athletes are capable to: 1) change and identify negative emotions that are bridging the performance; 2) manage their stress better; 3) remain in good physical health; 4) answer to athletic criticism, direction and feedback of coach much positively; 5) experience maximum focus; 6) be less impulsive; 7) play their sport with much confidence; 8) manage more consistent
play; 9) increase and manage their positive mindset and resolve failures and mistakes better; and 10) follow more on successful targets successfully (Eys et al, 2006).

In a team setting emotionally intelligent athletes are much efficient at: 1) enhancing group play in cricket; 2) reducing collisions with coaches, trainers and teammates; 3) accomplishing in interviews better; 4) interacting well with the rally team effort and teams particularly essential for team captains; 5) acting and thinking respectfully to unite administration and organization; 6) viewing themselves as a part of team vision; and 7) remaining honest to their coach, teammates and team. While emotional intelligence training is implemented by several sport psychologists, only few professional sports teams and professional athletes have attended emotional intelligence training with the earnestness needed to expand the success and performance of athletes (Gangopadhyay and Mandal, 2008).

The best example of a person, who has attended high emotional intelligence, becomes a man of success and that is of Sachin Tendulkar.

On the day of 14th Nov.2013 at 03.33pm local time(Wankhede stadium, Mumbai) on Thursday, Sachin Tendulkar trotted down the steps of the pavilion, looked at the sky slightly and down his head sometime, entered to the stadium & over all in the stadium sound created only Sachin…….. Sachin. Everyone was happy when he was going to play his last test match of his career of 24 years. Nobody stops themselves to shout and captured the picture of his in honour and someone also cheers him by wearing his T-shirt. A rival team i.e. West Indies players also gave ‘Guard of honour’ and sense of exceptions. In this situation one might be fear or under pressure. But he faced the ball of the West Indies bowlers without any pressure. And within a time he built the peak of runs. Every shot of Sachin captured the claps and whittles from the crowd of the people. Even in this situation he scored 74 runs because he completely controlled his emotions and this is the best example of if one who achieved high emotional intelligence, he can achieve every moment even in stressful situation like a true icon Sachin Tendulkar and his career.

Association by Ravi Shashtri (2013) quoted that Sachin Tendulkar has gained his highest qualities like skill, restrain, goal and continuity. With this he maintained courtesy equality and tolerant nature and given introduction of the gentleman. In his careers of 24th years
he never quirked with anyone arrogantly. He never quit his restraint. He did not argue with the referee whenever they had given wrong decision about him. He has given motivation and inspiration to all the players for their stability and good performance. Yet he always displayed his nature of fighter on the ground. Sachin like Sachin, we can never see again. We can see him neither in a man nor in a player. He will always with us as human being. He can do this because he has achieved his high emotional Intelligence and high value cricket. He improved his qualities of development. One poet says.

“जाता जाता सचिनता
मिठाले भारतरत्न
खत्ना अर्धांतो तो
आहे माणूसरतन”

At last Sachin got Bharat Ratna
truly mean he is Real Manus Ratna”

This is the best example of the person who achieved high Emotional Intelligence and hence he can achieve everything in the life.

1.04 Aggression:

Aggression has been considered as the most important aspect in sports field. Wann et al (2003) recommended that presently in sports violence both off and on the field has existed to be understood as a social issue. Aggression is referred as the imposition of a negative verbal, gestural or physical by one individual upon another. Aggression is behavior, not an attitude. It is reflected in actions consigned with the purpose to harm. This aggression definition involves a vast number of actions employed by coaches, spectators and/or athletes as hitting another verbal abuse and individual physically. There are two types in aggressive behavior. They are instrumental and hostile aggression. Hostile aggression has the major purpose or reward, is to cause upon another for its own sake. But instrumental aggression is where the primary reinforcement is the accomplishment of a consequent target. In this situation an athlete may target to harm the opponent but the most essential target to be accomplished by aggression action is to get success in the competition.
Aggression in sports can be caused by several factors (Tenebaum et al., 2001). The most recognized reasons are the game rules, instinct, frustration, environmental cues, arousal, presence, behavior and also self control of the teammates. Other factors in aggression involve media participation, personality, role model; coaching and the surrounding which sportsman live in. To prevent aggression in sports management must make major revisions of penalty so that norm violating behavior outcomes in penalty that have higher punitive value than essential strengthening. Management must assure appropriate coaching for cricket teams specifically at junior levels which stresses a reasonable conduct code among all participation. Management must prohibit the alcohol beverage use at sport events. Cricketers must involve in programs targeted at supporting them decrease behavioral tendencies towards aggression. The proper use of rules, imposing strict punishments and altering of strengthening patterns are the only way to prevent aggression in sports (Sacks et al., 2003).

1.05 Burnout:

A condition and level of emotional, physical and mental exhaustion are named as Burnout. It influences purpose, vitality, attitudes and self concept towards sport and life. It might be negative. Coaches and athletes are prone to likely to burnout due to the sports nature as well as the burnout nature because they are always based on accomplishment. The sports person can be much stressed and highly dedicated. So burnout is an essential barrier for all. By knowing the burnout psychology, it enhances cricketers to cope with rest. Even it prevents more efficiently (Raedeke and Smith, 2001). The burnout causes can be categorized into personal/individual factors and environmental/situational demands, Environmental causes involves social interpersonal and physical factors for examples excessive stress, unrewarding surroundings, less practice and monotonous training. Similarly personal factors involves lack of fun, high expectations, perfectionism, lack of assertiveness skills, poor coping stress strategies, poor rapport skills and lack of personal control in training. Everyone participated in a team involving coaches, managers and cricketers must consider the above factors when evolving ideal team surroundings (Raedeke and Smith, 2004). The burnout can be prevented by several factors such as breaks in schedules such as between competitions and during practices giving the cricketers the chance to relax for some time, enjoy tours with their families, etc. The cricketers must permit a measure of decision making autonomy i.e. cricketers must develop their productivity,
enjoyment and productivity. The coaches must teach the cricketers to manage with the outcomes of competition maturely. Thus the cricketers must follow the above mentioned prevention measures to avoid burnout in sports (Perreault et al, 2007).

1.06 Stress:

Sports can have both negative and positive impacts on athlete development. Several sports can develop athletes self confidence, physical well being, health, ability to work and encouragement to excel with others. In some situations athletes who invest specific time in sports are more probable to employ in delinquency and drugs. One of the major reasons for stress is too much hope of success and it is a similar belief of every athlete that the attitude of success at any cost is the overconfidence of every athlete. The downside of extensive involvement in sports by athletes involves developing expectation by coaches and the public to be successful at any cost. Another major cause of stress is the time management (Hanton et al, 2005). Cricketers can distinguish two kinds of stress such as distress and stress when determining what is good for their health. If an athlete makes them so nervous then they become nauseated, get headaches or they cannot focus on other things and they will experience some symptoms such as essentially unhealthy and chronic stress. There are several techniques that can be useful in reducing or preventing stress induced by sports. Meditation, relaxation training, breath control, hypnosis, prayer, Yoga and biofeedback are all technologies that support to reduce stress. Stress is unavoidable and in sports it is essential to manage things in perspective. Sports are about building social skills, developing community sense and developing self esteem (Fletcher, Hanton and Mellalieu, 2006).

1.07 Statement of the problem:

As we know in a country like India where cricket is a very famous team game and it is mostly played by all age category peoples and even most of the parents have that same feeling to see their children as cricketers and to take it as their career profession. The cricket tournament which has been conducted under the authority of the Association of Indian Universities has tremendously given its advantages for grooming excellent cricketers. Cricket is the game which required different types of techniques and strategies with different types of psychological
balancing for handling time to time situation in the matches. In a cricket match all the players are responsible with his performance at different point of time as it is a combination of bowling, fielding, batting, catching, keeping and running. Hence the research scholar is keenly interested in analyzing if there is a variation in levels of Emotional Intelligence, Aggression, Burnout and Stress Vulnerability of cricket players at intervarsity Level with respect to the role of the players.

1.08 Significance of the study

1. The study is Significance for finding the emotional intelligence status of the cricketers depending upon their roles in the match.

2. The study identifies the comparison among the aggression level of the three group’s viz. batsmen, fast and spins bowlers.

3. The study is Significance for finding the differences of burnout level of the cricketers.

4. The study show the stress vulnerability level of batsmen, fast and spin bowlers.

1.09 Limitations of the study

1. Questionnaire has its limitations. The limitation of the study is bias which may enter into the subjects.

2. The subjects’ life style is beyond the control of the researcher

3. It is a limitation of studies if socio economic factor, cannot be controlled by the researcher.

1.10 De-limitations of the study

1. The study is delimited to the intervarsity level cricketers only.

2. The study is delimited to the male cricketers only.

3. The study is delimited to the 100 batsmen, 100 fast bowlers and 100 spin bowlers.

4. The study is delimited to 19-25 age group students.

1.11 Operational Definitions of the terms
**Self-awareness:-**

Self-awareness means being aware of our own emotions and feelings. A person who is aware of our own emotions and feelings can guide his own lives very effectively and successfully. A person having self-awareness can very effectively interact with others and hence he can recognize emotions and feelings of others immediately. A person who has a high level of self-awareness, can learn to trust their gut feelings and identify that these feelings can give useful information about difficult situations.

**Managing Emotions:-**

Managing Emotions means if a person can manage or maintain our own mood, emotions so that worries, stress, nervousness tension, fear and anger do not get in the way of his progress development or what he wants to be done. People, who maintain their emotions, can perform very effectively because he can think positively and clearly. Managing emotions does not mean neglecting or denying the feelings or emotions but means carefully understanding of our own as well as feelings of others and use them in a productive manners.

**Motivating Oneself:-**

Managing Emotions is nothing but an encouraging power or act or having helpful nature, Person should not insult to other or spoil the aims of others but should help others. So it is said that M.O. is the capacity to be hopeful and optimistic in spite of hindrance, setbacks and completely failure is very bad for chasing long term objectives of life.

**Empathy:-**

Empathy means recognition and respecting of others feelings or emotions without telling them. Many people do not tell us their feelings in words but we should recognize their feelings by their voice, changing expressions of face or body language. Empathy helps use to know others emotions and feelings.

**Social Skill:-**

The simple meaning of social skill. Is nothing but to have the ability of developing the positive relationship with others or team-mates, friendly and close relationship and with help of
this quality influencing others towards use. The person who having social skill can develop his relationship with others immediately, remove the barriers in group; remove the conflicts in group and gather the group members together the purpose for which they have form the group.

Aggression:

Aggression is considered as the imposition of a negative oral, gestural or physical by one individual on another. Aggression is behavior, not an attitude. It is reflected in actions entrusted with the objective to harm.

Burnout:

A condition and level of emotional, physical and mental fatigue are named as burnout. It influences objective, behavior, mental strongness and self concept towards sports and life. It might be negative.

Stress Vulnerability:

It is a mental problems and it makes a deal of sense to many people. The concept of stress has physiological, Psychological and Social aspects.

1.12 Chapter structure of the thesis

This thesis is comprised of the following five chapters.

Chapter 1 - Introduction

This is the first chapter which consists of the background of the research topic, the issues related to the topic, significance of the study, limitation and delimitations of the study etc.

Chapter 2- Review of the related literature

This chapter is related to the review of the work or research done by several researchers related to the research topic.

Chapter 3- Research Methodology
In this chapter, the research has described in detail the research design, hypothesis, sampling design, sample units, tools and methods of data collection, selection of the items and scoring of the items etc.

**Chapter 4- Data Analysis**

This chapter deals with the analysis of the primary data which is collected from the target respondent as well as this chapter also consists of discussion on finding and hypothesis.

**Chapter 5- Summary, Conclusion and Recommendation**

This is the final chapter of the thesis includes finding of the research, concluding recommendations and scope for futures work.

Besides these five chapter, the thesis also has a section of Bibliography and appendices containing of the Questionnaire used for data collection, data score, permission letters receive from the various institutions or Universities and also the list of the Universities from which the respondent selected etc.