Chapter I

Introduction

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- Definition of Key Terms
- Objectives of the Study
- Hypotheses of the Study
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INTRODUCTION

Present concept of the world is that of a dynamic global village. Such a challenging dynamic environment leaves no stone unturned and so children also in this flux have to find a place of their own. In order to go forward in this highly demanding surroundings they have to struggle, and this often create problems. As children do not have control over their lives, they are placed at a disadvantage when dealing with life’s everyday demands.

It is true that life is not smooth running. It has problems ranging from daily hassles to national and international issues. Discussion goes on for finding solutions, but only adults are concerned in all these processes. In such circumstances the situations of children are not considered or are even ignored. The damage and human suffering from natural calamities, wars, racial struggles and epidemics subject children to as much pain, misery and loss, on an epic scale. Miseries and sufferings of children are beyond our imagination. Though we all were children, now as adults we are not able to think and feel in a child’s perspective, this also adds to their miseries. Children are often maltreated, physically, sexually or emotionally abused and neglected. Our media reports verities of maltreatments and abuses and sufferings of children. These made the policy makers to issue orders for the protection of children using laws, rules and regulations. But we have to think whether these rules and laws can cure the effect of these harassments. We have to think about the traumatic effect of such miseries suffered by these children.

Though education aims at all round development, present day education equips the children for academic achievement. Development of social and
emotional aspects of children through education is not up to marks. Along with academic development all the other aspect should also be considered for all round development of children. For this we should go deep into children’s problems and should understand how they face these problems. The problems that children have to deal with may create phobias, behavioural difficulties, stress, depression and neuropsychiatric disorders. It is an accepted fact that stress has become an almost endemic characteristic of our daily life, especially that of students. Students often try to cope successfully with the demands of life, but the pressure can become overwhelmed and unmanaged at times. All the threats, challenges and changes require people to respond in someway. So stress is the term used to describe physical, emotional, cognitive and behavioural response to events that are appraised as threatening or challenging. Stress, the ubiquitous term, was first used by Hans Selye, a professor at McGill University in 1936, who defined stress as a “non specific response of the body to any demand” (Selye, 1936). Stress is not only the pressure from outside, but the way human beings react to what are going on around them. The environmental demands are seen as a threat to the well being of a person when they are not certain about their physical, emotional and psychological ability to deal with the events. Stress can manifest itself in many ways such as physical, emotional, mental and behavioural aspects. Stress cannot be eliminated but can be reduced. For the healthy development of healthy body and mind children should be devoid of stress. Children have to shoulder the responsibility already initiated by us and so the future of humanity are in their hands. So it is inevitable to pay careful attention to these budding blossoms of future world.
Educational system has to take their role in helping the students cope with their problems and help them to become mentally strong. Children now-a-days cannot bear even mild scolding or punishment from their parents and teachers. They often go to the extent of killing themselves. Children get easily exhausted by the stress they have to face. So we should take measures to equip them to identify their stress and manage it. For this appropriate stress management interventions should be included in the daily scholastic environment. Useful and feasible methods of stress management can be easily transferred to children and can train them for Stress Management.

Need and Significance

Children usually go through or meet varied stress inducing environment. Different Stress has profound effect on their health, academic performance and social behaviour. Children react differently to stress than adults and consequently may lack the skills to deal effectively in their lives. So they are placed at disadvantage when dealing with life’s everyday problems. Nowadays school aged children become more stressed than ever before. First and foremost stress in students is created by parental or family pressure to perform and to standout among other children. When they cannot rise upto that expectation or during the process of meeting it, children may suffer frustration, physical stress, aggression, undesirable complexes and depression. Negative traits such as shyness, unfriendliness and jealousy may be developed by underperformers and they also may retreat into their own world to become loners.
Present education equip the children for the development of their cognitive domain, but along with this the affective domain of the students should also be taken into consideration because we can see that though the students achieve the top position in their academics they cannot even bear small negatives in their life. We had gone through reports like student committed suicide before the declaration of results, before attending exam, or for getting lower marks than expected. In such cases we should equip the students in such a way that life is full of ups and downs and it will not end with obtaining marks and positions. So we have to nurture them in a way that they can calmly and quietly face all the adverse situations in their life. Moreover, students in nuclear families are more pampered and not get enough exposure to adverse situations, so mild adversity is more than enough to prick them. In children, this over caring often develops lack of trust for everything. This also creates stress while dealing with outside world other than their parents. Present day media reports about harassment against children also crate tensions in them. Though children get exposure to outer world they are not getting enough experience to compete in this world.

Elkind (1984) said that adolescence is marked by the shock of moving from the culture of childhood to the culture of adolescence. This creates a series of developmental challenges such as developing identity, achieving independence from the family while staying connected and fitting into peer group. It is also a time of physiological changes and cognitive development. Extremity of problematic circumstances, inability to cope when vulnerable to increasing pressure and uncertainties make children under severe depression
and lead them to choose suicide as an escape. This not only affect them alone but also those who are attached to them. Adolescent’s problems like under achievement, despair about their future, eating disorders, alcoholism, drug abuse, bullying, vandalism and other forms of antisocial behaviour are on the increase in many communities (Frydenberg, 1997). For this the community has to find out the problems of adolescent people and find ways for managing these problems by using sound coping strategies.

Better understanding of an adolescent is only possible when we can analyze their problems, how they cope with their problems, what are the after effects and all. This helps us to equip them with necessary supports to cope effectively with situations and have a sound mental and physical health. This not only benefits the person but also the whole community including parents, teachers, policy makers, educationists, sociologists and psychologists. Schools have inevitable role as socializing agent and have the duty to understand about the adolescent population and develop policies to meet the requirements. Practicing is tougher task than making policies, so schools should give prior importance to the practicing. The policies and curriculum should be capable of meeting the emerging requirements of the adolescent population.

The education system and society have to tackle the issues related to adolescents but the sociological factors determining the concerns of youth and those ever-changing sociological factors make it a difficult task. Experience of an individual determines his reaction to his environment, which determines whether a concern in life is a stressor for the particular individual. Individuality has its role while experiencing a stress and coping with it. Same
stressor can be felt in different way by different individual. So it is highly complicated to deal with stressors of adolescents.

According to Tan and Yates (2011) and Talib and Zia (2012), Academic Stress is the major stress experienced by adolescents in the education scenario. Regarding individual each and every event in life can be stressful or not. So among a broad concept of stressors academic stress is of greater relevance for adolescent students. Though we consider academic stress as a particular stress it is the result of various stressors related to home, school, personal factors and various other factors.

According to Selye (1975), the response based definition posits that stress is the biological and psychological response of the individual to environmental demands. This definition of stress throws light into the health related effects of stress. Stress can be then understood as the reaction of our body to daily events and how we perceive these events. When the response to stress is too intense and long it becomes distress, and burnout occurs in this stage when body had used up all its adaptation energy which lead to the psychological manifestation of stress.

We know that schools cannot eliminate the stress of children but can do their role in helping the children manage their stress by handling it smoothly. Better understanding of stress lead to better management of stress. Schools can provide facilities for students to understand about their stress and to cope with their stress through different stress management interventions. For a school aged child stressors may include anxiety about school, conflicts with teachers, competition with peers or siblings, lack of parental interest, personal joy or loss, poor grades, fear of success or failure and fear of medical
visits (Kanner, Feldman, Weinberger & Ford, 1987, Lewis, Siegel & Lewis, 1984, Dickey & Henderson, 1989; Spirito, Stark, Grace & Stamoulis, 1991). All the situations that produce stress cannot be completely avoided, but it is possible to reduce the effect of such situation on the individual through proper informations and coping strategies. For this greater care should be taken from the parts of parents, and family. Beyond this schools too should render their help because schools are places that not only for providing basic skills of reading, writing and mathematics but which can also provide facilities for the better development of students. The selection and implementation of feasible and helpful stress reducing interventions need prior thinking and planning. There are various stress reducing interventions ranging from physical exercises, meditation, therapies and medications. Among them “Bibliotherapy is currently being used to help children who are experiencing a variety of emotional and developmental difficulties. These difficulties include controlling aggression, managing stress and initiating and maintaining social relationships. In addition all children can benefit from being taught a literature bibliotherapy lesson, because students are likely to encounter similar issues during their school years” (Jackson, 2006).

The idea that “art “can benefit the emotional well being of the observer, creator or reader has been around atleast since Aristotle Proposed the notion of emotional catharsis” (Pehrsson & McMillen, 2005).

Usually we feel that children are free and happy enjoying their life without any stress and burden of adult life, but reality reveals a contradiction. When we get into the life of a child, identifying ourselves as a child we can understand that children are going through an immense array of situations
which are very much stressful to them. “Today bibliotherapy is viewed as an emerging strategy that can be used not only for clinical problems but also as a technique for helping children handle developmental needs” (Pardek, 1986). Various studies conducted proved the effectiveness and importance of Bibliotherapy as an intervention for controlling and reducing the problems faced by children and adults (Briggs & Pehrsson, 2008; Harvey, 2010; Muto, Hayes & Jeffcoat, 2011; Okwilagive & Mubonyin, 2011). There are a large amount of studies proving the effectiveness of bibliotherapy. No study was conducted in Indian context to study about bibliotherapy and its effectiveness.

Considering bibliotherapy in schools, it is easy for teachers especially language teachers to identify the problems of students and select an appropriate literary material for bibliotherapy and this can be used with a single child, with a small group of children or with an entire class with minor variation in procedures. “Students while undergoing through a literature, identification of character in the story “may go beyond personal character to include others in the story and the child’s own life. Secondly a child who identifies with a fictional character may imitate that character- when at real, person in the child’s life do not provide appropriate models as fictional characters may. The third major advantage of reading as a form of intervention is that the child is in control. He can choose not to continue or to continue at a pace appropriate to his feelings” (Jackson, 2006).

A preliminary survey conducted among students and teachers revealed their preference for having stress reduction interventions in school. This study is an attempt to develop a more acceptable version of bibliotherapy that can
be easily used by teachers for the proper wellbeing of the students. In order to find out the effectiveness of bibliotherapy this was compared with another stress reduction intervention, progressive muscle relaxation strategy, which is an effective method for coping with stress. “Among the wide range of many non-conventional and sometimes doubtful treatments, relaxation based methods such as meditation, progressive muscle relaxation, applied relaxation, mindfulness and autogenic training have received the great scientific attention and validation” (Francesco, Mauro, Gianlucca & Enrico, 2009). Relaxation as proved to be a successful and well established method for reducing stress and physical ailments can be introduced in schools for the well being of children. Not being a complicated process requiring sophisticated apparatus, relaxation can be easily made use of in schools. According to Jacobson (1976) “to learn to pass from the state of tension that usually characterizes modern living into one of marked relaxation within a few minute or less; to repeat this again and again until relaxation becomes habitual is the aim of tension control”. Progressive Muscle Relaxation uses techniques of tensing and relaxing body muscles to attain a complete relaxation state. Progressive Muscle Relaxation based on Jacobson’s Method is easy to administer among students.

Progressive relaxation training is clearly an effective technique for reducing tension, anxiety and physiological arousal. A large amount of empirical work also supports the technique as an effective stress management and anxiety reduction procedure for non clinical group (Bernstein, Borkovec, & Hazlet-Stevens, 2000). “Relaxation training is effective in reducing anxiety
in any kind of participants, male or female, young or old, affected or not by physical or psychological disorder” (Francesco, Mauro, Gianlucca & Enrico, 2009). Relaxation may be seen as a behavioural state usually defined by the specific operations that are used. Implications for children are far reaching and include possibilities of enhancing application with intellectual, social and emotional development. Improvements in learning, health and general quality of life have been among the benefits of relaxation programmes. To attain the aim, present study started off with a detailed review of related studies and the present scenario of education system and the situation of the students.

Statement of the Problem

From various experiences and studies educationists understood that from the schools, children not only need academic support but psychosocial support also. As a result in schools there are counsellors to help children. But students as a whole cannot be provided such a support. Each and every student in a school needs some kind of help and support in one-way or another. Media reports often emphasize the need for giving support to children. Nowadays, children are not able to withstand any sort of problems in their life. They try to find a solution by putting an end to their life. The increase in number of suicides and suicidal attempts are clear evidence that children need special care and support to overcome their problems. Some problems are manifested as stress symptoms. Compared to counsellors, teachers get more opportunities to mingle with children, so teachers can play major role in helping the children to cope with such stress creating situations. Comparing other methods of stress reducing interventions
Bibliotherapy is an easy method which is feasible for teachers. It can be readily given to students in a classroom situation. Recently cooperate institutions also are practicing Bibliotherapy for improving the psychosocial adjustments of the employees. Various research evidences are there for proving the effectiveness of Bibliotherapy and Progressive Muscle Relaxation in reducing stress. Studies comparing bibliography and Progressive Muscle Relaxation are very rare. Whether the student’s Academic Stress will be reduced after giving such intervention was a query to be answered. Hence the researcher attempts to investigate the effectiveness of bibliography and Progressive Muscle Relaxation in reducing the Academic Stress of secondary school students. The study is thereby entitled as “EFFECTIVENESS OF BIBLIOTHERAPY AND PROGRESSIVE MUSCLE RELAXATION ON ACADEMIC STRESS REDUCTION AMONG SECONDARY SCHOOL STUDENTS OF KERALA”

**Definition of Key Terms**

**Effectiveness**

“Effectiveness is the ability to achieve desired results with economy of time and efforts in relation to the amount of work accomplished” (Good, 1959).

In this study effectiveness implies the significant difference in the mean scores of Academic Stress of students before and after giving Bibliotherapy, Progressive Muscle Relaxation and those who had given no interventions.
Bibliotherapy

“Bibliotherapy is a programme of activity based on the interactive processes of media and the people who experience it. Print or non-print material, either imaginative or informational is experienced and discussed with the aid of a facilitator” (Rubin, 1978).

In this study bibliotherapy refers to the use of both imaginative, and informative and didactic literature with groups of normal individuals designed and led by teacher to maintain mental health and promote normal development and thereby reducing academic stress.

Progressive Muscle Relaxation

Relaxation of muscle fibres, that is complete absence of all contractions was seen as direct physiological opposite of tension. By systematically tensing, and releasing dozens of muscle groups and by learning to attend to and discriminate between the resulting sensations of tension and relaxation can almost completely eliminate muscle contraction and experience a feeling of deep relaxation (Jacobson, 1934).

In this study Progressive Muscle Relaxation can be explained as systematic tensing and releasing of muscles and by learning to attend to and discriminate between the resulting sensation of tension and relaxation thereby eliminating muscle contraction to experience deep relaxation.
**Academic Stress**

According to Selye’s (1936) and Lazarus (1987) concept of stress, Academic Stress can be defined as a special stimulus-response transaction related to the academics which can be evaluated as potentially harmful, uncontrollable or exceeding one’s resources for coping.

In this study Academic Stress can be defined as the stress experienced by secondary school students relating to their academics, which can be measured by Academic Stress Inventory including personal stressors, school stressors, peer stressors and parental stressors.

**Variables**

A preliminary survey among the secondary school teachers and students revealed that though there are physical education training, work experience classes, yoga and other extracurricular activities, there exists no systematic methods to help the children cope with their Academic Stress. So the researcher used Bibliotherapy and Progressive Muscle Relaxation to help the children cope with their Academic Stress.

**Independent Variables**

Independent variable is the intervention programme for stress reduction. The two intervention programmes Bibliotherapy and Progressive Muscle Relaxation are considered as the independent variables.

**Dependent Variable**

Academic Stress is taken as dependent variable of the study.
Objectives of the Study

The objectives of the study are:

1. To check the views of secondary school teachers and students on giving certain programmes to reduce Academic Stress.

2. To identify the existing level of Academic Stress of secondary school students for total sample and subsamples based on gender.

3. To find out the effectiveness of Bibliotherapy and Progressive Muscle Relaxation Exercise on Academic Stress of secondary school students for total sample and subsamples based on gender.

4. To compare the effectiveness of Bibliotherapy and Progressive Muscle Relaxation Exercise on Academic Stress of secondary students for total sample and subsamples based on gender.

5. To compare the adjusted mean scores of dependent variable between Experimental Groups and Control Group by considering pretest scores as covariate.

Hypotheses of the Study

The hypotheses set for the study are:

1. There is no significant difference in the pretest scores of Academic Stress of Secondary school students for Bibliotherapy Group, Progressive Muscle Relaxation Group and Control Group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls
2. There is significant difference in the mean posttest scores of Academic Stress of Secondary school students for Bibliotherapy Group, Progressive Muscle Relaxation Group and Control Group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls

3. There is no significant difference in the mean pretest scores of Academic Stress of Secondary school students for Bibliotherapy Group and Progressive Muscle Relaxation Group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls

4. There is no significant difference in the mean pretest scores of Academic Stress of Secondary school students for Bibliotherapy Group and Control Group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls

5. There is no significant difference in the mean pretest scores of Academic Stress of Secondary school students for Progressive Muscle Relaxation Group and Control Group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls
6. There is significant difference in the mean pretest and posttest scores of Academic Stress of Secondary school students for Bibliotherapy Group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls

7. There is significant difference in the mean pretest and posttest scores of Academic Stress of Secondary school students for Progressive Muscle Relaxation Group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls

8. There is no significant difference in the mean pretest and posttest scores of Academic Stress of Secondary school students for Control group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls

9. There is significant difference in the mean posttest scores of Academic Stress of Secondary school students between Bibliotherapy Group and Progressive Muscle Relaxation Group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls
10. There is significant difference in the mean posttest scores of Academic Stress of Secondary school students between Bibliotherapy Group and Control Group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls

11. There is significant difference in the mean posttest scores of Academic Stress of Secondary school students between Progressive Muscle Relaxation Group and Control Group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls

12. There is significant difference in the mean gain scores of Academic Stress of Secondary school students between Bibliotherapy Group and Progressive Muscle Relaxation Group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls

13. There is significant difference in the mean gain scores of Academic Stress of Secondary school students between Bibliotherapy Group and Control group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls
14. There is significant difference in the mean gain scores of Academic Stress of Secondary school students between Progressive Muscle Relaxation Group and Control Group for
   a) Total sample
   b) Subsample boys
   c) Subsample girls

15. There is significant difference in the adjusted mean scores of Academic Stress of Secondary school students between Bibliotherapy Group, Progressive Muscle Relaxation Group and Control group by considering pretest scores as co-variate.

   **Methodology**

   Methodology of the present study is described under the following headings.

   **Phase I- Preliminary Survey**

   **Design**

   A survey was conducted among secondary school teachers and students to understand about the present situations and the need for interventions regarding stress management.

   **Sample**

   Investigator selected 50 secondary school teachers and 400 secondary school students randomly from different schools of Kozhikode district randomly selected for the study.
Tools used for the study

1. Questionnaire on Views of Students on Stress Reduction Programme
   (Meera & Praseeda, 2011)

2. Questionnaire on Views of Teachers on Stress Reduction Programme
   (Meera & Praseeda, 2011)

Phase II- Experimental Phase

Design

\[
\begin{array}{cccc}
G_1 & O_1 & X_1 & O_4 \\
G_2 & O_2 & X_2 & O_5 \\
G_3 & O_3 & - & O_6 \\
\end{array}
\]

Where \( G_1 \) – Bibliotherapy Group

\( G_2 \) – Progressive Muscle Relaxation Group

\( G_3 \) – Control Group

\( O_1 \) – Pretest for Bibliotherapy Group

\( O_2 \) – Pretest for Progressive Muscle Relaxation Group

\( O_3 \) – Pretest for Control group

\( O_4 \) – Posttest for Bibliotherapy Group

\( O_5 \) – Posttest for Progressive Muscle Relaxation Group

\( O_6 \) – Posttest for Control Group

\( X_1 \) – Bibliotherapy

\( X_2 \) – Progressive Muscle Relaxation

Pretest posttest non-equivalent group design was employed. Bibliotherapy and Progressive Muscle Relaxation were given to two experimental groups and no such intervention was given to control group.
Sample

Secondary school students as sample for the present study was selected from a school randomly selected from the different schools selected for survey. Three classes were selected and randomly assigned as Bibliotherapy Group and Progressive Muscle Relaxation Group and Control group. Each group consisted of 30 students.

Table 1
Distribution of the Samples Selected for the Study

<table>
<thead>
<tr>
<th></th>
<th>Bibliotherapy Group</th>
<th>Progressive Muscle Relaxation Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Girls</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Tools

Investigator developed and used the following tools.

1. Academic Stress Inventory (Meera & Praseeda, 2012)
2. Bibliotherapy Lesson Frames (Meera & Praseeda, 2012)
4. Progressive Muscle Relaxation Technique (Based on Jacobson’s Progressive Muscle Relaxation Techniques)

Statistical Techniques Used

1. Percentage Analysis
2. One-way ANOVA
3. Test of Significance of Difference between Means
4. ANCOVA
Scope of the Study

The main thrust of the study is the effectiveness of Bibliotherapy and Progressive Muscle Relaxation which the investigator administered for its effectiveness. In various nations the intervention appeared to be an innovative one which can be effectively applicable in classroom, especially by language teachers. Preliminary survey revealed that presently in schools no such interventions are given to students to help them cope with their stress. So such a study is the need of the hour. Teachers can help the students in proper ways by understanding their problems and effectively using Bibliotherapy. Progressive Muscle Relaxation is also an established method for stress reduction which can be easily carried out by teachers.

The dependent variable Academic Stress involved in the experimentation phase is very relevant one which is the result of various other stressors. So Bibliotherapy is focused on different problems of the students which add to the Academic Stress of the students. Bibliotherapy is such an easy method that can be implemented in intact classroom without any prior environmental settings. Teachers can make use of this strategy during teaching learning process. Progressive Muscle Relaxation another intervention for reducing stress can also be administered in schools by providing a suitable environment for effectively giving Progressive Muscle Relaxation Technique.

The review of related literature revealed the need for such a study. In this highly competitive life situation, children need utmost care and support, lack of which may lead them to the extent of thinking about killing
themselves. Along with giving content knowledge schools should also take care in helping the children to acquire their necessary capabilities to cope with their problems and lead a successful life. The therapeutic effect of literature for life enhancement is a widespread factor and instinctive in human nature. This study can help curriculum planners to include such activities for the well being of students for a bright stress free future.

Moreover in earlier days children spent time with their grandparents and parents who can tell them moral stories, which mould the character of children. Today we lack such an interaction to enforce the affective domain of our children. Nowadays children are techno fed, which supplied immensely for the cognitive domain. This creates emotional discomfort and disability which manifest as lack of coping with life situations that create stress. So we have to think seriously about such facts and find measures to help the children. It is hoped that the curriculum framers and policy makers can incorporate these strategies while implementing new curriculum.

**Limitations**

The experimentation phase of the study selected only IX standard students from one school only to represent the general population. The investigator hopes that the study can be generalized with a large sample from different categories.

The number of variables selected as dependent variable include only Academic Stress and all dimension included in Academic Stress are not considered. The practical reasons and more importance given to planning and
experimentation of Bibliotherapy Module restricted from selecting and giving more importance to stress as a whole.

The group involved in the experimentation could have been matched prior to the intervention with regard to relevant variables. Matching the groups may cut down the sample size which creates further disadvantage in analysis of data.

**Organization of Report**

The report of the study is organized in five chapters. The details included in each chapter are as follows.

**Chapter I**  
Gives a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms used in the title, variables of the study, objectives set for the study and the hypotheses formulated, a brief description of methodology, scope and limitations of the study.

**Chapter II**  
Includes the theoretical overview of the variables in the present study and the different studies reviewed and observations of other researchers related to the variables.

**Chapter III**  
Presents the methodology of the study in detail. It comprises detailed description of design, sample, methods and materials of data collection, data collection procedure and statistical techniques used for analysis of collected data.
Chapter V Explains with the statistical analysis of the data, interpretations and discussions of results.

Chapter V Consists of summary of the study, major findings, tenability of hypotheses and conclusion derived. It also presents a detailed description of educational implications of the study and suggestions for further research.