Plan and Procedure

Plan and Procedure According to the predeta process of study. Plan required to achieve a des refinement of a plan or se predetermined objectives of a study a researcher has to plan the entire udv. Planning is the process of thinking about and organizing the activities hieve a desired goal. It is thought essential to the creation, maintenance and of a plan or integration of it with other plans. It combines forecasting of nt with preparation of scenarios of how to react to them and ensure finding of the sults. In other words, planning and the process of organizing activities in a research development with preparati act are known as research plan and procedure. project are kno

Research Methodology

Research design is the game plan of conditions for assortment and investigation of information in a way that intends to consolidate significance to the examination reason with economy in strategy. It is the arrangement, design and technique of examination considered to get answer to investigate question. It shows the pathways to test the speculations which are figured as of now and confirm those so ends can be separated. Exploration philosophy is the methodology taken to direct an examination. There are various methodologies in sociology and dependent intentionally of the examination the analyst will pick and applies those methodologies. It indicates the rationale of picking a specific issue, speculation definition, factual methods to be utilized and so forth.

Research design

Here the researcher doing comparative research and in comparative research, he wants to find out the correlation between the two variables. For this, the researcher makes a co-relational research design.

3.2 Sample

The sample for the study consisted of 100 students of both gender (50 boys and 50 girls). In the present study, purposive sampling technique was used. Permission was taken from the school principal for data collection. For the data collection 8th 9th, 10th, 11th, 12th class students of both genders are assured well. Tools were given to all the adolescents for measuring optimism and achievement motivation. In this way, data of 100 adolescents were included for this study.

The following criteria has been taken for inclusion criteria of a student as a sample from population • He/she should a regular student in school. • He/she should be in age group of 11 to 18 years…

3.3 Tools used

1. Life orientation test (LOT-R) used to measure the optimism.
2. Achievement motivation scale used to measure the achievement motivation

Life Orientation Test

Life orientation test is given by Scherer M.F Carver CS & Bridges M.W. (1994). This scale includes 10 item measure of optimism versus pessimism. Of the 10 items, 3 items measure optimism, 3 items measure pessimism and 4 items serve as filters. Respondents rate each item on a 4-point scale 0 = strongly disagree, 1= disagree, 2= neutral=3. LOT-R is a revised version of the original LOT. The original LOT had 12 items: 4 worded positively, 4 worded negatively, and fillers. This revised scale was constructed in order to eliminate two items from the original scale, which dealt more

with coping style than with positive expectations for future outcomes. The correlation between the revised scale and the original scale is 95.

Scoring

Items 3, 7, and 9 are reverse scored. Items 2, 5, 6 and 8 are fillers and should not be scored. Scoring is kept continuous- there is no benchmark for being an optimist/pessimist.

Reliability and Validity

In their original Scale, Scheier and Carver assessed their scale internal consistency and test-retest reliability. Reliability was assessed by calculating Cronbach's alpha .76, revealing an acceptable level of internal consistency. Additionally, the scale was administered to a separate of respondents following its development with four-week interval between rations to calculate a test-retest correlation. The result .79 suggested that the scale acceptable stability across time, further evidencing its reliability. To confirm the verging validity, Scheier and Carver (1985) tested whether the scale correlated in possessed acceptable stability across time scale convergent validity, Scheier and Com appropriate directions with conceptually related scales. At the discriminated validity to ensure that the actions with conceptually related scales. At the same time, they also assessed ed validity to ensure that the scale was sufficiently distinct from these related.

concepts. In support of cony related positively to measures exhibit conceptual overlap with port of convergent validity, correlation analyzes revealed that the scale to measures of internal locus of control and self-esteem two concepts that ptual overlap with the notion of optimism. Likewise, the scale was negatively sures of hopelessness, depression, stress alienation and social anxiety as idencing discriminated validity none of the reported correlations were too high nesting that

the scale is sufficiently distinct from the above concepts. related to measures of hopel p. 60) suggesting that the sea

Achievement Motivation Scale

Achievement motivation scale is given by Dr. R. Portia (2016). In the structural aspects of the instruments also the dimensions involved basically cognitive and effective in nature. The present scale is prepared by the researcher makes use of social oriented dimensions as constructs as in the scale of Achievement Motivation Inventory prepared and standardized by! Schuler et.al. The draft tool designed by the researcher had 52 items built on 17 dimensions. In the process of validation, passing through the stages of establishing content validity, construct validity and factorial validity, nine items have been dropped. Finally, the reliability of the newly developed scale has been established by Cronbach Alpha co-efficient of 0.729. The final validated tool consists of 43 highly valid and reliable items.

Scoring

All the items included under seventeen dimensions are positive in nature. Therefore, the scoring of the responses of the subjects would be as: 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree, and 1 for strongly disagree.

Status orientation

Orientation is a function of the mind involving awareness of three dimensions time, person. Problems with orientation lead to disorientation, and can be due to conditions, from delirium to intoxication. Typically, disorientation is first in place and person. Problem various conditions, from del time, then in place and finally in person.

3.4 Collection of data

The study was conducted or was conducted on school students. The consent was taken from the students and ity for the data collection. The scales were distributed in classroom in a group of 25 students at a time. At first, basic instructions were given about the data collection. All the scales are self-reported so students filled these by themselves. Lastly, they were thanked for their participations in the research. Each set of scales was filled in twenty-five minutes by the students. Data was collected by the investigator himself from the field.

3.5 Statistical Techniques to be used

Here the researcher used t- test for analysis the data which is collected from the school Fatehabad district. A t - test is a type of statistical techniques used to determine if there is a significant difference between the means of two groups, which may be related in certain features, it is mostly used when the data sets, would follow a normal distribution and may have known variances. A t- test is used as a hypothesis testing tool, which allows testing of an assumption applicable to a population and Pearson " is used for determining the correlation of between the variables.