In planning the study, the investigator attempts to select the research design most appropriate to the particular problem under consideration. A decision regarding what, when, where, how much by what means, is related to an inquiry. Any government before determining and applying policy has to plan it very carefully. In the same way, clear and systematic statement of the procedure avoid all the difficulties in the way of research and help the investigator to achieve the aims and objectives of the study because planning includes the possibility of better performance in all jobs. In fact, the research design is the conceptual structure within which research is conducted.

An architect draws a blueprint of the building to be constructed in order to avoid mistakes, save money and energy. In the same fashion, a researcher also designs a research project for successful completion of the study. Designing is the process of making decisions before the situation arises in which the decisions have to be carried out. It is the process of a deliberate anticipation directed towards bringing unexpected situation under control. It facilitates the smooth sailing of the various research operations and makes research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money. This is rightly defined by Claire Sellitz and others (1962), “A research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with the economy in procedure.”

Description of the procedure is also important so that any researcher who wants to replicate the research can get necessary information from it, can replicate the work and verify the conclusion for future guidance. The procedure followed in the present study has been discussed under the following heads:
STATEMENT OF THE PROBLEM

In the light of the conceptual framework and rational of the study, the research problem can be stated as: **Role Performance of Teachers working with Special Students in reference to Optimism and Job Value.**

OBJECTIVES OF THE STUDY

The present study is designed and carried out to know the Role Performance of teachers working with special students in reference to Optimism and Job Value. Therefore, on the basis of conceptual framework and research questions, the objectives of the study were -

1. To study the Role Performance of male and female teachers working with special students in reference to Optimism.
2. To study the Role Performance of teachers working with different types of special students in reference to their Optimism.
3. To study the Role Performance of teachers working with special students having different qualifications in reference to Optimism.
4. To study the Role Performance of teachers working with special students having different experience in reference to Optimism.
5. To study the Role Performance of teachers working with special students in reference to the different levels of Optimism.
6. To study the Role Performance of male and female teachers working with special students in reference to Job Value.
7. To study the Role Performance of teachers working with different type of special students in reference to Job Values.
8. To study the Role Performance of teachers working with special students having different qualifications in reference to Job Value.
9. To study the Role Performance of teachers working with special students having different experience in reference to Job Value.

10. To study the Role Performance of teachers working with special students in reference to the different levels of Job Value.

11. To study the relationship of Role Performance with Optimism and Job Value of teachers working with Special students.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated in reference to the above objectives given by the researcher:

1. There is no significant difference in Role Performance of male and female teachers working with special students in reference to Optimism.
   - There is no significant difference in Role Performance of male and female teachers working with special students having high Optimism.
   - There is no significant difference in Role Performance of male and female teachers working with special students having average Optimism.
   - There is no significant difference in Role Performance of male and female teachers working with special students having low Optimism.

2. There is no significant difference in Role Performance of teachers working with different type of special students in reference to Optimism.
   - There is no significant difference in Role Performance of teachers working with different type of special students having high Optimism.
   - There is no significant difference in Role Performance of teachers working with different type of special students having low Optimism.
average Optimism.

- There is no significant difference in Role Performance of teachers working with special students having low Optimism.

3- There is no significant difference in Role Performance of teachers working with special students with different qualification in reference to Optimism.

- There is no significant difference in Role Performance of teachers working with special students with different qualifications having high Optimism.
- There is no significant difference in Role Performance of teachers working with special students with different qualifications having average Optimism.
- There is no significant difference in Role Performance of teachers working with special students with different qualifications having low Optimism.

4- There is no significant difference in Role Performance of teachers working with special students with different teaching experience in reference to Optimism.

- There is no significant difference in Role Performance of teachers working with special students with different teaching experience having high Optimism.
- There is no significant difference in Role Performance of teachers working with special students with different teaching experience having average Optimism.
- There is no significant difference in Role Performance of teachers working with special students with different teaching experience having low Optimism.
5- There is no significant difference in Role Performance of teachers working with special students having high, average and low Optimism.

6- There is no significant difference in Role Performance of male and female teachers working with special students in reference to Job Value.
   • There is no significant difference in Role Performance of male and female teachers working with special students having high Job Value.
   • There is no significant difference in Role Performance of male and female teachers working with special students having average Job Value.
   • There is no significant difference in Role Performance of male and female teachers working with special students having low Job Value.

7- There is no significant difference in Role Performance of teachers working with different type of special students in reference to Job Value.
   • There is no significant difference in Role Performance of teachers working with different type of special students having high Job Value.
   • There is no significant difference in Role Performance of teachers working with different type of special students having average Job Value.
   • There is no significant difference in Role Performance of teachers working with different type of special students having low Job Value.

8- There is no significant difference in Role Performance of teachers working with special students with different qualification in reference to Job Value.
• There is no significant difference in Role Performance of teachers working with special students with different qualifications having high Job Value.

• There is no significant difference in Role Performance of teachers working with special students with different qualifications having average Job Value.

• There is no significant difference in Role Performance of teachers working with special students with different qualifications having low Job Value.

9- There is no significant difference in Role Performance of teachers working with special students with different teaching experience in reference to Job Value.

• There is no significant difference in Role Performance of teachers working with special students with different teaching experience having high Job Value.

• There is no significant difference in Role Performance of teachers working with special students with different teaching experience having average Job Value.

• There is no significant difference in Role Performance of teachers working with special students with different teaching experience having low Job Value.

10- There is no significant difference in Role Performance of teachers working with special students having high, average and low Job Value.

11-There is no significant relationship lies between Role Performance with Optimism and Job Value of teachers working with special students.
OPERATIONAL DEFINITIONS OF THE VARIABLES USED IN THE STUDY

The technical terms of the study which need deeper clarification are as below:

Special students
According to Comprehensive Dictionary of Education, special students are those who deviate from normal students in any one or more dimension such as physical, psychological, cognitive or social and learning that make the fulfillment of their needs and potentials more difficult than for other students. So these deviations can be on both sides either positive or negative.

In the present study only negative problems of special students were taken. So, in this study students who are mentally retarded, visually handicapped, deaf & dumb and orthopedically handicapped were considered as Special students.

Special education teacher
According to Bella Weaver, Special teachers are those who work with the students having wide range of disabilities. These include cognitive disabilities as well as physical or emotional ones. In the present study special teachers are those who are working with mentally retarded, visually handicapped, deaf & dumb and orthopedically handicapped students.

Role Performance
According to Dictionary of Education, Role Performance is the actual behaviour of people in a particular Role, in contrast to how they are supposed to behave. It is the inclusion of functions performed by teacher
in a particular situation. In the present study the Role Performance of teachers working with special students is defined on the basis of four major Roles. These Roles are-

- **Instructional Roles** – The instructional Roles of teachers working with special students include all the functions which are related to instructional process. These functions are:

  **Fig 3.1: Instructional Roles of teachers working with special students**

- Recognize students’ individual abilities
- Planning, preparing and delivering lesson to a variety of pupils
- Prepare material for classroom activity
- Use innovative instructional strategies
- Teach basic skills to students to improve the area of weakness
- Giving positive reinforcement
- Monitor and evaluate the progress of students.

- **Organizational Roles** – The organizational Roles of teachers working with special students included all the planned & organized activities done by teacher for the development of students. These functions are:
Fig 3.2: Organizational Roles of teachers working with special students

- Societal Roles – School is a sub-system of society. Being a member of society, teacher has to play societal Roles which are:

Fig 3.3: Societal Roles of teachers working with special students
• **Professional Roles** – Teaching is a professional work. So the professional Roles of teachers working with special students include all the functions done by teachers for their professional development. These functions are:

**Fig 3.4: Professional Roles of teachers working with special students**

![Diagram showing professional roles]

- Attend Seminar and Conference
- Research and Innovations
- Publication in the field of Special Education

**Optimism**

According to **Victoria Ocampo**, Optimism is a tendency to expect the best possible outcome or dwell on the most hopeful aspects of a situation. In the present study Optimism is defined on the basis of three factors. These factors are given below:

1) Enthusiasm
2) Confidence
3) Control

**Job Value**

The term ‘Job Value’ comprises of two words that are Job and Value. Job means a group of homogeneous tasks related by similarity of functions performed by an employee in an exchange for pay. A job consists of
various responsibilities and tasks which are defined, specific and can be accomplished. From a wider perspective, a job is synonymous with a Role and includes the physical and social aspects of a work environment. Value means relative merit, worth or importance. In the present study Job Value is defined on the basis of eleven factors given by Seema Sanghi. These factors are-

1. Financial Benefits
2. Non-financial benefits
3. Opportunities for development and promotion
4. Opportunities for responsible and independent action
5. Job and Personal security
6. Type or kind of work
7. Job according to interest and abilities
8. Supervisor – Supervision and Management
9. Co-workers and subordinates
10. Recognition and appreciation for accomplishment of job
11. Working conditions

METHOD OF THE STUDY

The objective of the study is to find out the Role Performance of teachers working with special students in reference to Optimism and Job Value. On the basis of nature of the problem and the objectives of the study, investigator selected the Descriptive Survey method which is the most appropriate to the problem under consideration because it is a systematic method for gathering information from a sample of individuals for the purposes of describing the attributes of the larger population of which the individuals are the members. Survey method is suitable because it does not aspire to develop an organized body of scientific laws but provides
information useful to the solution of the problem. It attempts to describe and interpret what exists at present in the form of conditions, effects, tends, attitudes, beliefs etc.

**According to Morse, H.N.,** “The survey is simply a method of analysis in scientific and order form defined purpose of a given social situation or problem. Descriptive survey method explains what exists at present by determining the nature and degree of existing conditions. It is an organized attempt to analyze, interpret, and report of the present status of the social institution, group or area. **George J. Mouley (1965)** explained Survey as, “No category of educational research is more widely used than the type known variously as the survey the normative survey and descriptive research.” Therefore survey method is concerned with conditions or relationship that exists. It is primarily concerned with present but it does consider past relate to current conditions. Considering the above feature of **survey method**, it looks very useful for this study. Therefore, keeping in view the nature of the problem, the researcher carried out this study on the lines of survey method.

**SOURCE OF DATA**

All the teachers working with mentally retarded, visually handicapped, deaf & dumb and orthopedically handicapped students of different special schools were the source of the study.

**POPULATION**

Population is a statistical concept. It refers to a collection of a specific group of human beings or non-human entities such as objects, educational institutions, and geographical areas taken into consideration in a study. Population means all the members of a real or hypothetical set of
people, objects or events to which the researcher wish to generalize the results of the research. Polit and Hungler (1999) define a population as the totality of all subjects that conform to a set of arrangement, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalized.

So the population of this study includes all the teachers working with mentally retarded, visually handicapped, deaf & dumb and orthopedically handicapped students of special schools situated in Agra division (all the four district of Agra division U.P.). The reason behind the selection of Agra division is that Agra is a witness of many cultural influences and experiments in the field of education. It was during the advent of the Mughal era that Agra grew as a center of Islamic education. British people also introduced the western concept of education in Agra. Therefore, after the independence Uttar Pradesh government has made significant contributions also in the field of special education in Agra. The State has made major investments over the past few years at all levels of Special education and has achieved significant success. The State has been operating with schools dealing with different type of special students to catering the needs of special students. One more reason to choose Agra division as population is that there are number of special schools situated in that division which are running by private sector, government sector and trusts.

SAMPLE

A sample is the group of subject from which data is collected. A sample represents a population. If we intend to evaluate the population by inferences drawn from a sample, it is essential that the sample should be representative of the population. A good sample should be free from the error due to the bias or deliberate selection of the unit of the sample. It
should not suffer from incomplete coverage of the units selected for the study. Sampling technique reduces the expenditure; saves time and energy, permits measurement of greater score or produce greater essential precision and accuracy. The study of entire population is neither possible nor advisable due to changeability. So, the use of sampling technique is must to determine the representative sample of the problem. The researcher selected each unit in a specified way and opted different kind of sampling techniques at different stage.

**SELECTION OF SAMPLE**

In the present study, firstly a list of all special schools situated in all four districts of Agra division dealing with mentally retarded students, visually handicapped students, deaf & dumb students and orthopedically handicapped students was prepared with the help of internet. In Agra division there are four districts (Mainpuri, Mathura, Firozabad, and Agra). It was initially decided that 50% of schools would be selected from each district through purposive sampling technique. The teachers working with different type of special students were decided to taking in equal ratio. During the study it was found that the field situation was different. So according to the objectives of this study and due to the convenience and sake of availability, purposively all the teachers working in selected schools were included in the sample. All the available teachers in the schools were taken in sample because the number of teachers in each special school was very less. So teachers were selected by purposive sampling. The male and female special teachers dealing with different type of special students were not obtained in equal ratio. A sample of 342 teachers working with special students (Males-163, Females-179) was selected. In which there were 80 teachers who were dealing with mentally retarded students, 87 were concerning with visually handicapped students,
were dealing with deaf & dumb students and 84 were concerned with orthopedically handicapped students. Finally, the total available number of teachers was 342. The actual sample used in the study is shown in the table below:

**Table-3.1- Sample Used in the present study**

<table>
<thead>
<tr>
<th>District</th>
<th>No. of teachers working with M.R. students</th>
<th>No. of teachers working with V.H. students</th>
<th>No. of teachers working with D.D. students</th>
<th>No. of teachers working with O.H. students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainpuri</td>
<td>16</td>
<td>19</td>
<td>20</td>
<td>17</td>
<td>72</td>
</tr>
<tr>
<td>Mathura</td>
<td>20</td>
<td>23</td>
<td>26</td>
<td>20</td>
<td>89</td>
</tr>
<tr>
<td>Agra</td>
<td>26</td>
<td>25</td>
<td>27</td>
<td>25</td>
<td>103</td>
</tr>
<tr>
<td>Firozabad</td>
<td>18</td>
<td>20</td>
<td>18</td>
<td>22</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>87</td>
<td>91</td>
<td>84</td>
<td>342</td>
</tr>
</tbody>
</table>

**TOOL USED FOR DATA COLLECTION**

After the selection of sample, the next task was to choose the tool for collection of data. A tool serves as an important purpose in empirical research by providing a good basis to the research for collecting the data. A meaningful and applicable research need valid, reliable, interpretative, economic and usable tool. According to Best (2001), “Skill in choices and use of research instruments is crucial to the success of the study and validity of its result and conclusion.” To accomplish the requirements of the study, the selection of the tool is very crucial step. The selection of a tool depends upon the several criteria which are illustrated as follow:
The objective of the study was to find out the Role Performance of teachers working with special students in reference to Optimism and Job Value. It means, three variables namely, Role Performance, Optimism and Job Value had to be measured. So first of all, searching for the standardized tools was done. For the measurement of Optimism, one tool was found that was Learned Optimism scale developed by Sanjay Petheet. et.al. For measuring Job Value, one scale was found that was Job Value questionnaire developed by Dr. Seema Sanghi. No tool was found for measuring Role Performance. Therefore, the Role Performance scale was prepared by the researcher.

The following tools were used for the collecting of data:
1- Learned Optimism scale (LOS) developed by Sanjay Pethe et.al.
2- Job Value Questionnaire (JVQ) developed by Seema Sanghi
3- Role Performance Scale (RPS) developed by Researcher.

The tools were selected because these tools have been found according to the purpose of the study. It means age or grade level covered by these tests have been found to be according to the need of the study. Some practical features as- ease of administration of tool, ease of scoring and ease of interpretation have been also found. The tests were cost effective and norms were friendly. These tools were shown to the experts also and after found them suitable these were selected. So these three tools have been used for data collection.

ROLE PERFORMANCE SCALE (RPS)

The scale was developed by the researcher. The scale consists of 60 statements and has no time limit for filling. An average subject requires approximately 20-25 minutes in completing the scale. The scale is based on four kinds of Roles of teachers working with special students. These Roles are-

**Instructional Roles** – The instructional Roles of teachers working with special students include all the functions which are related to instructional process. These functions are to recognize students’ individual abilities, planning, preparing and delivering lesson to a variety of pupils, prepare material for classroom activity, use innovative instructional strategies, teach basic skills to students to improve the area of weakness, giving positive reinforcement, monitor and evaluate the progress of students.

**Organizational Roles** – The organizational Roles of teachers working with special students included all the planned & organized activities done by teacher for the development of students. These are to design appropriate
curriculum framework, prepare individual education thereby plan according to the need of student, maintain accurate record, monitor ongoing programmes, provide guidance and counseling.

**Societal Roles** – School is a sub-system of society. Being a member of society, teacher has to play societal Roles which are to teach socially accepted behaviour to the students, facilitate positive social relationships among children, contact with experts, contact with parents, conduct the survey for diagnosis of children with disability, follow up activities organizing community projects, monitoring the progress of community based projects and plans, conduct disability awareness activities in society.

**Professional Roles** – Teaching is a professional work. So the professional Roles of teachers working with special students include all the functions done by teachers for their professional development. These are to attend seminar and conference, research, innovations and publication in the field of special education.

**Construction of the Role Performance Scale**

After consulting relevant literature meeting was done with the teachers working with different type of special students in their schools for gathering the information about their Roles. The Roles of teachers working with special students were also identified by observing the activities done in their real classroom situation.

**Determination of the nature of the test items**

After collecting the matter of the test and selecting necessary points regarding the test, a discussion has been held with subject experts and research supervisor for determination of test sequence in the test.

**First draft of the test**
The first task in construction was to probe into meaning and dimensions of Role Performance. Moreover, discussion with experts was done to pool the items. These items were based on all four Roles of teachers working with special students. These Roles are Instructional Roles, organizational Roles, societal Roles and professional Roles. On the basis of their Roles, 120 items were prepared in the preliminary draft in Hindi language. Description of the items in order to their dimensions given below:

**Table: 3.2 Description of the first draft of Role Performance Test**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Dimensions</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructional Roles</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>organizational Roles</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>Societal Roles</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>Professional Roles</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Total Items</td>
<td>120</td>
</tr>
</tbody>
</table>

These items were submitted along with definition and dimensions of Role Performance to ten judges for eliciting their judgment for aptness and relevance of each item in respect of its implication concerning. A panel of 8 judges with more than ten years of experience in concerned field was selected. After constructing the items, it was sent to five distinguished field experts for evaluation and it was revised again in the light of their suggestions.

**Final draft of the test**

After preparing first phase of the test, the prepared items were showed to the language experts for the removal of language and grammatical mistakes. After that, researcher and supervisor have discussed on the items of the test. Items were checked and corrected by experts to decide whether
items fulfill the aim of test or not. They had given suggestion regarding the
test in the light of judgment & suggestions of the judges. Some of the items
were modified and some of the items were dropped out. Final draft of the
test has been prepared after modifying the test. These modifications have
been based on the suggestions which have been given by subject expert.
Thus the final draft of the test is described in the following table:

Table: 3.3 Description of the final draft of Role Performance Test

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Dimensions</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructional Roles</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>Organizational Roles</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>Societal Roles</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>Professional Roles</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Total Items</td>
<td>84</td>
</tr>
</tbody>
</table>

Tryout of the Test

Before administration of the test investigator has got permission from the
Principals of the schools. Test contained 84 items, has been administered
on the small group (50) of Teachers working with special students. They
were told to respond each item and discuss any problem of communication
or otherwise. After receiving the test, the researcher came to know that
some items were ambiguous and not clear. The researcher took great care
of it and removed those items which were confusing and vague. Thus after
preliminary tryout the test is described in the following table:

Table: 3.4 Description after preliminary tryout of Role Performance Test
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Dimensions</th>
<th>No. of items</th>
<th>Item Sequence in Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructional Roles</td>
<td>24</td>
<td>1-24</td>
</tr>
<tr>
<td>2</td>
<td>Organizational Roles</td>
<td>12</td>
<td>25-36</td>
</tr>
<tr>
<td>3</td>
<td>Societal Roles</td>
<td>12</td>
<td>37-48</td>
</tr>
<tr>
<td>4</td>
<td>Professional Roles</td>
<td>12</td>
<td>49-60</td>
</tr>
<tr>
<td></td>
<td>Total Items</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

The sample of items according to the dimension of Role Performance Scale also present in the table given below:

**Table-3.5: Sample items of Role Performance Scale**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Area</th>
<th>Sample Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructional Role</td>
<td>मैं विश्वसनीय विद्यार्थियों को शिखाने के लिए नवीन तथा सरल शिक्षण विधियों का प्रयोग करता/करती हूँ।</td>
</tr>
<tr>
<td>2</td>
<td>Organizational Role</td>
<td>मैं संस्था द्वारा नियुक्ति नियमों व भावनाओं का पूर्ण निवेश से पालन करता/करती हूँ।</td>
</tr>
<tr>
<td>3</td>
<td>Societal Role</td>
<td>मैं समुदाय में 'विश्वसनीय बालकों के लिए बलात्कार जाने वाली प्रयोजनाओं के संचालन में सक्रिय भूमिका निभाता/निभाती हूँ।</td>
</tr>
<tr>
<td>4</td>
<td>Professional Role</td>
<td>मैं अतुलनीक रिपोर्टों के आधार पर अपने ज्ञान को संशोधित एवं 'परिमार्जित करता/करती हूँ।</td>
</tr>
</tbody>
</table>

*The booklet including all the items of RPS is attached in Appendix no. 1*
Reliability was established through the ‘Split half Method’ on a small sample. The correlation coefficient was 0.72 which was found to be quite high and significant.

**Validity**

Validity is the degree to which an instrument actually measures what is supposed to measure (Leedy & Ormrod, 2005:28). The self-constructed tool has content validity which is ensured through rational logical analysis of the experts. In their opinion, the tool measures the content for which it has been prepared, so the tool contains content validity.

**Instructions**

Role Performance scale is a rating scale based on five point. The distribution of measurement scores on these five points were kept in a continuum. In the beginning of the scale, directions were given and subjects were clearly instructed to tick any one point against a statement after reading it carefully. Before administering the scale, it is advisable to point out orally that the responses will be kept confidential. Teachers expressed their view by going through the relative statement and marked tick after selecting right and appropriate option for them.

**Scoring**- The Role Performance scale consisted of 60 items out of which 10 items were negative and remaining 50 items were positive. Each item has five points which are:

<table>
<thead>
<tr>
<th>हमेशा    (Always)</th>
<th>बहुत-बार (Many Times)</th>
<th>कभी-कभी (Sometimes)</th>
<th>बहुत-कम (Rarely)</th>
<th>कभी-नहीं (Never)</th>
</tr>
</thead>
</table>

Scores were assigned to different items of the scale according to the positive and negative nature of items. The positive statements were get
marks in order of 5,4,3,2,1 and the negative as 1,2,3,4,5. The total marks obtained in positive and negative items were considered as final score of Role Performance. Therefore, the maximum and minimum score for the scale are 300 and 60 respectively.

LEARNED OPTIMISM SCALE (LOS)
The scale was developed by Sanjyot Pethe et.al. The test consists of 22 statements and has no time limit for filling it. An average subject requires approximately 20-25 minutes completing the test. There is a list of Optimism related factors. The respondents are required to indicate how much relative importance they accord to each of the factors separately by enriching the number on a five point scale.

Standardization- For measuring Optimism, a scale was developed. To construct the Optimism scale first of all related relevant literature was consulted. On the basis of literature 51 items were developed. Each item was written on a card. A panel of 50 judges with Post-graduate degree and more than 10 years of experience in their respective fields was prepared. Definition of learned Optimism was also written on a card along with necessary instructions for the selection of the item cards. The cards were placed before each judge who was contacted individually. The preference for categorization of each card was noted and the frequency of choice was calculated. The items, which were chosen 75% or more times, were spotted out. The form of the scale constituted twenty two items. The original items framed in English. The scale was translated in Hindi to have a Hindi version of the scale. The task was completed on the basis of responses of 10 judges, who were well versed and experts in both the languages i.e. English and Hindi. The sample of item According to the dimension of Optimism Scale also present in the table given below:

Table- 3.6: Sample items of Learned Optimism Scale
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Area</th>
<th>Sample Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enthusiasm</td>
<td>मैं प्रत्येक कार्य को बेहतर बनाने के लिए नये विचार अपनाता रहता / रहती हूँ ।</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>मैं कठिन परिस्थिति आने उसे सुलझाने की कोशिश करता / करती हूँ ।</td>
</tr>
<tr>
<td>3</td>
<td>Confidence</td>
<td>असफल होने पर मैं अधिक प्रयास करता / करती हूँ ।</td>
</tr>
<tr>
<td>4</td>
<td>Confidence</td>
<td>मैं मानता हूँ कि मेरा अच्छा समय आना बाकी है ।</td>
</tr>
</tbody>
</table>

*The booklet including all the items of LOS is attached in Appendix no. 2*

**Instruction for Administration**

1. The instructions printed on the response sheet are sufficient to take care of the questions that are asked.
2. No time limit should be given for completing the scale. However most of the respondents should complete it in about 10 minutes.
3. Before administering the scale, it is advisable to give emphasis orally that the responses will be kept confidential.
4. It should be emphasized that there is no right or wrong answer to the statements. The statements are designed to have differences in individual reactions to various situations. The scale is not meant to rank individual as good or bad.
5. It should be duly emphasized that all statements have to be responded and no statement should be left unanswered.
6. It is not desirable to tell the subjects the exact purpose for which the test is used. However, the actual purpose can be disclosed after administration of the scale.

**Scoring**- Manual scoring was done conveniently. Each item had five points that is 5,4,3,2, and 1. In scoring ‘5’ stands for ‘Strongly Agree’; ‘4’ stands for ‘Agree; ‘3’ stands for ‘Neutral’; ‘2’ stands for ‘Disagree’; ‘1’ stands for
'Strongly Disagree’. Therefore, the maximum and minimum score for the scale are 110 and 22 respectively.

**Reliability**-The reliability of the scale was determined by calculating reliability coefficient on a sample of 210 subjects. The split half reliability coefficient was found to be 0.99.

**Validity**-Besides face validity, as all items were related with the variables under focus, the scale has high content validity. It is evident from the assessment of experts, that items of the scale are directly related to the concept of learned Optimism. In order to find out the validity from the coefficient of reliability, the index of reliability was calculated, which indicated high validity on account of being 0.99.

**JOB VALUE SCALE (JVS)**

The questionnaire was developed by Dr. Seema Sanghi. The test consists of 53 statements and has no time limit for filling it. An average subject requires approximately 20-25 minutes completing the test. There is a list of job related factors. The respondents are required to indicate how much relative importance they accord to each of the factors separately by enriching the number on a five point scale.

**Standardization**-For measuring Job Value, a Job Value questionnaire was developed. To construct the Job Value scale first of all, a pilot study was conducted to get information regarding the factors which manifest the Job Value in the work environment. After this a preliminary draft consisting of short and long scale was prepared. The short scales i.e. part ‘A’ consisted 11 factors.

1. Financial benefits.
3. Opportunities for development and promotion.
4. Opportunities for responsible and independent action.
5. Job and personal security.
6. Type or kind of work.
7. Job according to interest and abilities.
8. Supervisor- Supervision and management.
10. Recognition and appreciation for accomplishment of job.

The subjects were required to rate these factors on a five-point scale of importance. Each of these factors was further developed consisting of specific detailed information. Such 57 items were formed the long scale. The preliminary draft of these items consisted of part ‘B’. The subject was to respond to these items on a 5-point scale. The subject was to indicate by putting a (x) on the number indicating the relative importance he wants to accord. The following numbers indicate the following proportions:

1. Very low.
2. Low.
3. Moderate.
4. High.
5. Very High.

Co-efficient of correlations between scores on short scale and the mean score on long scale for each factor was carried out using Pearson’s formula. Every factor of short and long scale was found to be positively correlated. 11x11 correlation matrix table for scores on short scale and 57x57 correlation matrix table for scores on long scale were obtained. From 11x11 correlation matrix table it was found that all factors were positively correlated with each other and correlation coefficient ranged from 0.252 to 0.977. With the help of 57x57 correlation matrix table the correlation between one item with rest of the items of that factor were noted. Items which were negatively correlated with any other one item
which was not correlated with any of the items factors were eliminated. Items which were significantly correlated were selected. Then, 4 items were dropped and rest 53 items were finally selected. For the final selection only 53 items of long scale (Part ‘B’) were kept. Short scale was dropped as the purpose of the short scale was fulfilled with the elaborated items of these 11 factors of long scale. The finally selected 53 items were much correlated with 2 or more items of those factors. Most of the items were significantly correlated with all the items of that factor. The sample of item

According to the dimension of Job Value Scale also present in the table given below:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Area</th>
<th>Sample Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Financial Benefits</td>
<td>The chances for good salary and allowance.</td>
</tr>
<tr>
<td>2</td>
<td>Job security</td>
<td>The way the job provide security</td>
</tr>
<tr>
<td>3</td>
<td>Coworkers</td>
<td>The amount of respect from co-worker.</td>
</tr>
<tr>
<td>4</td>
<td>Independent decision</td>
<td>The chances to make independent decisions.</td>
</tr>
</tbody>
</table>

*The booklet including all the items of JVS is attached in Appendix no. 3*

**Instructions**- Every job has its distinguishing features and provides opportunity for satisfaction of individual’s various needs. Every person perceives and value these opportunities and peculiarities in his own way and wishes that his job should have those opportunities and peculiarities which are valued by him. This scale consists of a list of such job associated factors. Kindly go through the list carefully and indicate how much relative importance you accord to each of the factors separately. Indicate by encircling the number which fully applies to you on a rating scale from 1 to 5 as mentioned in the questionnaire.
**Scoring**- The cross (x) marking assigned by the respondent at the level of importance is the score for that item. The very high importance denotes 5 score after that 4,3,2,1 denotes high, moderate, low and very low scores respectively.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Factor</th>
<th>Item No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Financial Benefits.</td>
<td>1,12,16,25,37</td>
</tr>
<tr>
<td>II</td>
<td>Non-financial benefits</td>
<td>2,26,41,51</td>
</tr>
<tr>
<td>III</td>
<td>Opportunities for development and promotion</td>
<td>3,14,24,35,50</td>
</tr>
<tr>
<td>IV</td>
<td>Opportunities for responsible and independent action</td>
<td>4,15,23,36,49</td>
</tr>
<tr>
<td>V</td>
<td>Job and Personal security</td>
<td>5,13,22,23,33,42,47,53</td>
</tr>
<tr>
<td>VI</td>
<td>Type or kind of work</td>
<td>6,17,34,48,52</td>
</tr>
<tr>
<td>VII</td>
<td>Job according to interest and abilities</td>
<td>7,18,29,39,45</td>
</tr>
<tr>
<td>VIII</td>
<td>Supervisor- Supervision and Management</td>
<td>8,30,40,46</td>
</tr>
<tr>
<td>IX</td>
<td>Co-workers and subordinates</td>
<td>9,19,31,43</td>
</tr>
<tr>
<td>X</td>
<td>Recognition and appreciation for accomplishment of job.</td>
<td>10,20,27,32,38</td>
</tr>
<tr>
<td>XI</td>
<td>Working condition</td>
<td>11,21,28,44</td>
</tr>
</tbody>
</table>

**Reliability**- Test-Retest reliability was found to be 0.89.

**NATURE OF DATA**

The data was quantitative in nature.
RESEARCH PROCEDURE

The research procedure is being presented stepwise-

In the **first step**, the two tools were selected and Role Performance scale was prepared by researcher. For the preparation of Role Performance scale, firstly related literature was consulted. After collecting the content, first draft of test items was prepared and for selecting necessary points regarding the test, a discussion was held with subject experts and research supervisor for determination of test sequence in the test. A panel of 8 judges with more than ten years of experience in concerned field was selected. After constructing the items, it was sent to five distinguished field experts for evaluation and it was revised again in the light of their suggestions. After preparing first phase of the test, the prepared items were showed to the language experts for the removal of language and grammatical mistakes. Some of the items were modified and some of the items were dropped out. Final draft of the test was prepared after modifying the test. After final draft a tryout was done on a small sample of 50 teachers working with special students. Finally after removing the ambiguous items, 60 questions were taken in the Role Performance scale.

In the **second step**, special schools from all four district of Agra division were selected by purposive sampling and all the teachers working in these schools were selected by purposive sampling method.

In the **third step**, a meeting was done with Principals and head of the Special schools for rapport building and for taking permission for data collection.

In the **Fourth step**, the data collection has started. Finally, the tools were administered on the teachers working with special students. First of all an orientation address was given by the researcher to establish rapport. Before administrating the tools, proper instructions were given to the subjects. After that, scoring has been done as per in manual of the tools. After that
the total of all responses for all three tools were calculated. This total score became the raw score of the subject.

In the **Fifth step**, to achieve the objective and for classification of the teachers working with special students as high, average and low on Optimism and Job Value scale, mean and standard deviation were calculated with the help of raw scores. Ranges were calculated for Optimism and Job Value with the help of the formula Mean ± 1x Standard Deviation. For Optimism scale more than 100 were considered in high achievers; between 61-100 scores were considered as average achievers; and less than 61 were considered as low achievers. For Job Value Scale, same procedure was followed. It was found that more than 211 were considered in high achievers; between 107-211 scores were considered as average achievers; and less than 107 were considered as low achievers.

In the **Sixth step**, Role Performance scores were divided into high, average and low on the basis of Job Value and Optimism scores.

In the **Seventh step**, appropriate statistical techniques (Mean, Standard Deviation, t-test, ANOVA, Correlation, and Graphical representation) were used for analysis and interpretation.

**ANALYSIS PROCEDURE**

The analysis of the raw data was done by SPSS-15. SPSS (originally, Statistical Package for the Social Sciences) was released in its first version in 1968 after being developed by Norman H. Nie & C. Hadlai Hull. SPSS is among the most widely used programs for statistical analysis in Social Science. It is used by health researchers, government agencies, finance researchers, survey companies, marketing organizations, education researchers and others.

**Mean-** In this study, mean value was computed as the measure of central tendency to find out the average of different groups.
**Standard Deviation** - It is a measure of the dispersion of a set of data from its mean. The more spread apart the data, the increase in deviation. The standard deviation was calculated as the square root of variance.

**t-test** - It was employed to find out the significance of difference between the means related to different variables under study. This test was also used to find out the significance of difference where F-test was found significant.

**ANOVA (Analysis of Variance)** - ANOVA was employed to find out the significance of difference among more than two groups as in the case of teachers dealing with different types of special students, educational qualification and teaching experience. ANOVA was also used for finding out significance of difference between high, average and low levels of Optimism and Job Value.

**Correlation** - Correlation was used for expressing the degree of relationship quantitatively between two sets of measures or variables. In this study, the coefficient of correlation was calculated to study the extent or degree of correlation between dependent and independent variables.

**Consolidation & graphical representation** - Consolidation of data according to each hypothesis was done using graphical representations.

The present chapter was the description of the actual procedure followed by the investigator with objectives, terminology, sample selection, construction of tool, administration of tool and research procedure along with execution. The procedure of the research also helped the researcher in the next chapter in which a detailed analysis and interpretation of collected data is being given.