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The present study is designed to assess predictive validity of psychological preparedness for future task outcome vis a vis moderator. To achieve the aim of the study the research was conducted to take up the three objectives.

To fulfill the first objective, the construct of psychological preparedness was evaluated following principle of psychometric and factor analysis was employed. A 30 item tool for assessing the psychological preparedness was developed.

To fulfill the second and the third objective of the study, the correlational design was employed. There was two-level assessment, level one named as testing level and level two named as feedback level for the outcome.

Sample: A total of 263 consented participants were contacted by using purposive sampling method from the schools, colleges and general life situations satisfying the inclusion/exclusion criteria. They were grouped as per their engagement in some event, episode or life stage for the outcome (see chapter-I)

Group-I: those, who were in the school and preparing for their next competitive examination (life event).

Group-II: Those, who were in the school/college and preparing for their board/semester examination (life episode).

Group-III: Those who were selected for the jobs and were receiving their appointment letters (Life stage) to join soon.

In group-I 70 student (mean age 16.75years) who were preparing for their competitive examination were enrolled in Group-I (e.g., IIT-JEE, AIPMT, AIEEE etc.)

In group-II 203 school students (mean age 17 years) and 33 (mean age 22.87 years) from the colleges who were preparing for the board examination or semester examination (Life episodes).
In group-III, 27 participants (mean age 29.95 years), who were receiving the job appointment letter (Life stage) were included.

Finally, the total sample for all three groups was N-263. All the participants were selected from Haryana & Delhi.

**Tools used:** - The following tools were used in the study along with the participant’s background such as: Name, age, gender, class/education, section, class roll no, birth order, profession, marital status, area (Rural/Urban), family type, mobile no, address, email id were obtained.

I. **Psychological Preparedness Scale:** - From the original scale of psychological preparedness consisting of 86 items (Gupta, Malik and Singh, 2014), a short version of 30 items was developed and used in the current research. The scale measures the extent to which a person is prepared for general life situations, including (life event, episode or stages). Respondents indicated the extent of their preparedness with regard to each item on a 5-point Likert scaling “Strongly Disagree”, “Disagree”, “Neutral”, “Agree” and “Strongly Agree”. The respondents were asked to respond to each item. Scores ranged from 30 to 150. Psychological preparedness (30-item) scale has demonstrated internal consistency Cronbach Alpha 0.65 (Unpublished data of N-286, Gupta & Singh, 2013). Except item no 4, 8 and 13 all items should reverse scored (Appendix-I).

II. **Resilience Scale for Adults:** - RSA by Friborg et al., (2005) comprised of 33-items with five point semantic differential scale format in which each item had a positive and a negative attributes at each end of the scale continuum. RSA has demonstrated high internal consistency and reliability Cronbach’ Alpha ranged from 0.67 to 0.90 for five aspects of resilience and test-retest correlations range from 0.69 to 0.84 (Firborg et. al., 2003). Convergent validity of the RSA was found to be sufficient all expected relations between the Big Five personality factors and resilience factors were confirmed by showing positive correlations of moderate to strong association. Discriminant reliability of RSA was equally well supported (Friborg et. al. 2005). Antonovsky (1993) confirmed RSA construct validity with positive correlation between Sense of Coherence scale (SOC) and RSA. RSA was found to be negatively correlated with Hopkins Symptom Checklist (HSCL) Derogatis, Lipman, Rickels, Uhlenhuth, & Covi, (1974). An examination of several other studies using the RSA as a measure of resilience, revealed the predominant use of total sum scores (e.g. Baldwin, Kennedy, & Armata, 2008; Franklin & Doran,
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2009; Munro & Pooley, 2009; Narayanan, 2008). Based on the literature findings, it would appear that both the total score and subscale sum scores are used interchangeably and for different purposes depending upon the context or statistical methods adopted by the researcher (Appendix-II). Total sum scores were used in the present study.

III. **Mobility Scale**: - Strelau Temperament Inventory - Revised (STI-R, Strelau et al., 1990), which was renamed as the Pavlovian Tempramental Survey (PTS, Strelau & Angleitner, 1994), is a psychometric measure of nervous system properties. It strictly follows the Pavlovian structure of nervous system properties. It measures the strength of excitation, strength of inhibition, and mobility of nervous processes. A Hindi version of PTS has been developed by Kaistha (1995). This was used in the present research. As our work was related with lability and mobility, only mobility items from this questionnaire were selected and used. PTS (Hindi) are a 63 item questionnaire with a five point rating scale. There are 21 items of mobility, comprising of five definitional components of mobility described by Strelau et al (1990).

IV. **Lability Scale** *(Tempo scales of the Structure of Temperament Questionnaire-STQ)*: - STQ by Rusalov (1989) is based on Anokhin’s functional system. An 8-scale questionnaire of the structure of human temperament (STQ) was constructed by using latent structure analysis technique. There are 105 questions with the Yes-No answer format. Rusalov (1989) has proposed a structure of temperament comprising four dimension/traits-ergonicity, plasticity, speed or tempo and emotionality. Each dimension consists of two sub dimensions; object oriented and socially oriented (or communication); connected with the two main spheres of human interaction, object world and society. The concept of tempo (speed) was developed by Rusalov was found to be related to the neo-Pavlovian concept of Lability. Selecting items of Tempo were used. The Hindi version of scale was done by Rathi & Singh (1999). They found test-retest reliability for Hindi scale, highly significant and significant correlation between Hindi and English version of the scale.

V. **Self-Efficacy Scale**: - The Generalized Self-efficacy Scale originally developed in German by Matthias Jerusalem and Ralf Schwarzer in 1981, first as a 20-item and later as reduced 10-item version (Jerusalem and Schwarzer, 1986, 1992; Schwarzer & Jerusalem, 1989). In the current study, 10-item Hindi version of Generalized Self-efficacy Scale by Shonali Sud, Ralf Schwarzer & Matthias Jerusalem, 1998 was used. The coefficient of internal consistency estimated by Cronbach’s alpha was determined to be 0.77 for females, 0.72 for males and 0.72 for the total sample (Shonali Sud, Ralf Schwarzer &
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Matthias Jerusalem, 1998). This scale is designed to assess optimistic self-beliefs used to cope with a variety of demands in life. It was designed to assess self-efficacy, i.e., the belief that one’s actions are responsible for successful outcomes. Higher scores indicate stronger belief in self-efficacy. Leganger, Kraft, Roysamb, 2000; Schwarzer, Mueller and Greenglass (1999) reported that GSES has high reliability and construct validity.

VI. Unrealistic Optimism: - Unrealistic optimism was assessed by using an 8-item self-designed scale. Each statement (i.e., “I am always optimistic about my future that’s why I am not doing much effort to achieve things.”) was evaluated on a 5-point Likert scaling “Strongly Disagree”, “Disagree”, “Neutral”, “Agree” and “Strongly Agree”. A composite score was calculated with the high score indicating the unrealistically optimistic about their future.

Note: A common response format (Likert 5-point scale) and common instruction was used for above 1-5 no scales.

VII. Time Perspective (Future Orientation): - To measure the future orientation of the respondents, ‘lines and circles test’ by Cottle (Cottle, T.J., 1967 and Cottle, T.J. & Pleck, J.H., 1969) was used.

a) Lines Test: - In the current study, a 10 Centimeter horizontal line on A-4 size paper was presented to our respondents. Following instruction was printed on the top of the paper.

   **Instruction:** - “Think of the line below as being timely. Now put a mark through the line showing your birth and label it “B”. Then put another mark through the line showing your death and label it “D”. Then put two more marks through the line showing the boundaries of the present. That is, put one mark where the past ends and the present begins, and another mark where the present ends and future begins.”

b) Circle Test: - Subjects were presented A-4 Size papers by following instructions printed on top of the paper.

   **Instruction:** - “Think of the past, present and future as being in the shape of circles. Now arrange these circles in any way you want best to show how you feel about the relationship of the past, present and future. You may use different size circles. When you have finished, labeled each circle to show which one is the past, which one is the present and which one is the future.”

   **Scoring:** Only future orientation scores are measured and converted into the percentage (%) for interpretation.
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All the tools used in the study were in bilingual (Hindi and English) format, psychological preparedness scale, mobility, lability, self-efficacy, unrealistic optimism scale already has both versions. Resilience scale for adults has an only English version, so scale items were translated into Hindi and reviewed by five experts.

Performance Measures:

Group-I: Marks in JEE-2014 Exam or All India ranks in AIPMT-2014.

Group-II: Percentage of marks in Board exam 12th (CBSE-2014) and Percentage of marks in PG 2nd Semester university examination.

Group-III: A single item performance appraisal question (after 6 months of job joining) on 10-point Likert scale was asked by text messaging “As a teacher, whether you have been able to fulfill your expectation related to this job.” 1-less fulfill 5-Average fulfill, 10-Most fulfill.

Figure 3.1 Flow chart of study

Procedure: To enroll the participants for the study, they were contacted at their general life situations. For the first group school authority was contacted and purpose of the research was explained to them. After due consent of the principal of the school, students of 12th class were given a presentation about the research in a classroom setting. They were informed about
their rights to participate in the study. Once they give the consent they were included in the study. A total no of 203 students were either preparing for the competitive examination or very soon going to appear in the board examination. All students have given their written consent to participate in the study. Those who were appearing for competitive examination were considered for enrollment in group-I which is a life event situation. All students enrolled in group-II was preparing for the board examination which is an episodic life situation. Then to enroll more participants in group-II, college students from the university those undergoing the preparation for semester exam were also enrolled after taking the written consent. Finally, for the group-III participants were contacted at a life stage situation in which they have been selected for a government job school teaching and receiving the appointment letters for their joining.

Testing Level
Group-I & II participants were administered all the prescribed measures of the study in a group setting. The confidentiality of their responses was ensured, they were also told about the results of the assessment on an individual basis at the feedback level of the study. In group-III participants were given sets of questionnaires with response sheets in duly stamped and addressed envelope to respond in 2 weeks and with the instructions to post the envelop to the any post offices. After 2 weeks those who were not submitted or posted their responses were contacted telephonically as while giving the envelopes their contact no were also obtained.

Feedback level
For the assessment of the outcome of their respective competitive examination, board/semester examination and after joining of their jobs, participants from Group-I was assessed for the outcome from their marks in the respective examination via telephonic method. In group-II their outcome were assessed according to their marks in board/semester exams from the result list from the respective school and college. In group-III those who responded, were contacted again about the joining. Their performance appraisal on 1 to 10 Likert’s scales was obtained.

Final data were compiled and inserted into the Predictive Analysis Software (PASW) 18 version for Windows Inc., Chicago, Illinois, USA for statistical analysis. Results and discussion are presented in the Chapter-IV & V.

**Statistical analyses:** - The obtained data of 263 subjects were entered in computer software MS excel. Personal information like: age, sex, education, birth order, family type, profession,
area, marital status was denoted through numbers. All 263 respondents’ personal information and item wise response were entered into the Excel data sheet. Scoring was done with the help of manual or instructions given by the authors of the respective test by using Excel formula bar. Descriptive statistics, t-test, factor analysis and Discriminant Function Analysis (DFA) by using the Predictive Analysis Software (PASW) 18 version were undertaken. 

**Ethical Consideration:** This study was conducted with the prior approval of the Post Graduate Board of Studies (PGBOS) and Academic Council of Maharshi Dayanand University, Rohtak. The researchers have maintained necessary ethical standards while conducting the present research. No harm was given to the participants and written and informed consent was obtained. They were all informed about their participation, which was voluntary and they can refuse to participate at any time during the investigation. Instructions and results were explained in their vernacular language and they were assured that refusal of participation will not cause any discrimination. They were not given any incentives. Their scores and performances on all measures were shared individually with clearing doubts, if any.