Patron (2009) defines Research Methodology as “A highly intellectual human activity used in the investigation of nature and matter and deals specifically with the manner in which data is collected, analyzed and interpreted”. Research can be defined as the search for knowledge or as any systematic investigation to establish facts. The primary purpose for applied research is discovering, interpreting and development of methods and systems for the advancement of human knowledge on a wide variety of scientific matters of the world and the universe. Research can use the scientific method but need not do so (Trochim, 2008). A methodology can be defined as “The analysis of the principles of methods rules and postulates employed by a discipline; the systematic study of methods that are, can be or have been applied within a discipline or a particular procedure or set of procedures”. The study on “Positive Therapy for the Enhancement of Adjustment and Self-esteem and Management of Anxiety in Adolescents” involves the following steps:

- Objectives
- Hypotheses
- Research Design
- Area
- Sample
- Tools
- Procedure
- Intervention
- Reassessment
- Analysis of Data

**OBJECTIVES**
To find out the relation between Adjustment, Self-esteem and Anxiety in Adolescents

To identify the level of Adjustment in Adolescents

To identify the level of Self-esteem in Adolescents

To identify the level of Anxiety in Adolescents

To identify the efficacy of Positive Therapy in helping the Adolescents to enhance the Adjustment, Self-esteem and manage Anxiety

**HYPOTHESES**

Berg (2004) “A hypotheses is a tentative generalizations, the validity of which remains to be tested. In its most elementary stage, the hypotheses may be any human guess imaginative idea which becomes the basis for action or investigation”.

Hypothesis are supposition; a proposition or principle which is supposed to be taken for granted, in order to draw a conclusion or inference for proof of the point in question; something not proved, but assumed for the purpose of argument, to account for a fact or an occurrence; as the hypothesis that head winds detain an overdue steamer”.

The hypothesis are stated as alternate hypothesis, so that they can either be accepted or rejected based on the results.

1. There will be a relationship between Adjustment, Self-esteem, Anxiety and Academic Achievement of the Adolescents.

2. The negative emotions and negative symptoms of the adolescents will be reduced after the Positive Therapy.

3. The Adjustment level of the adolescent Boys and Girls will be enhanced after the Positive Therapy

4. There will be a significant difference between Before, After and Follow-up periods of Positive Therapy in the level of Adjustment of the adolescent Boys and Girls.
5. There will be a relationship between Home, Health, Social and Emotional Adjustments among the Adolescent Boys and Girls.

6. There will be a significant enhancement in the Home, Health, Social and Emotional Adjustment levels during Before, After and Follow-up Periods of Positive Therapy among the Adolescent Boys and Girls.

7. The Self-esteem level among the Adolescent Boys and Girls will be enhanced significantly after the Positive Therapy.

8. There will be a significant difference between Before, After and Follow-up periods of Positive Therapy in the level of Self-esteem of the Adolescent Boys and Girls.

9. The Anxiety level among the Adolescent Boys and Girls will be reduced significantly after Positive Therapy.

10. There will be a significant difference between Before, After and Follow-up periods of Positive Therapy in the level of Anxiety of the Adolescents Boys and Girls.

11. There will be a relationship between Physiological, Emotional, Cognitive and Behavioural Symptoms of Anxiety among the Adolescent Boys.

12. There will be a significant reduction in the Physiological, Emotional, Cognitive and Behavioural Symptoms of the Anxiety level during Before, After, and Follow-up of Positive Therapy among the Adolescent Boys and Girls.

13. The Academic Achievement level among the Adolescent Boys and Girls will be improved after Positive Therapy.

14. There will be a significant difference between Before, After and Follow-up periods of Positive Therapy in the level of Academic Achievement by the Adolescent Boys and Girls.
Action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional. The general goal of an action research is to create a simple, practical, repeatable process of iterative learning, evaluation, and improvement that leads to increasingly better results for schools, teachers, or programmes. Therefore, in the present action research the researcher has shown drastic improvement from Very Unsatisfactory Adjustment/ Unsatisfactory Adjustment, Very Low/ Low Self-esteem and Very High/ High Anxiety to enhanced Adjustment, Self-esteem and reduced Anxiety, by adapting the various methods of Positive Therapy.
RESEARCH DESIGN

FIGURE 1. SINGLE GROUP BEFORE, AFTER DESIGN WITH FOLLOW-UP

AREA

Five schools from Coimbatore City such as KPM Matriculation Higher Secondary School, John Bosco Matriculation Higher Secondary School, Carmel Garden Matriculation
Higher Secondary School, Nehru Vidyalaya Higher Secondary School and Avinashilingam Higher Secondary School were selected for the present study.

The reasons for selecting the area are as follows

- Accessibility for the research
- Permission and facilities provided by the authorities to carry out the action research
- The availability of required number of sample for the study
- Willingness and cooperation of the students to serve as subjects in the action research

**SAMPLE**

From various zones of Coimbatore 5 schools were selected for the study. The students from class XI were selected to serve as the sample. The sample consists of 394 adolescents comprising 200 boys and 194 girls. They were chosen through purposive sampling. “Purposive sampling starts with a purpose in mind and the sample is thus selected to include people of interest and exclude those who do not suit the purpose” (Heckatharon, 2002).

“A purposive sample is one which is selected by the researcher subjectively. The researcher attempts to obtain sample that appears to him/her to be representative of the population and will ensure that a range from one extreme to the other is included” (Ronald, 2001).

The criteria for selection of the subjects were Unsatisfactory and Very Unsatisfactory Adjustment/ Very Low and Low Self-esteem/High and Very High Anxiety.

**TOOLS**

Selection of tests and tools is very important aspect of any research, as it is the key for gaining information. The following tests and tools were used to get the needed information about the subjects.

**CASE STUDY SCHEDULE**

Case Study Schedule was used to get the needed information about the Adolescent Students. Data was collected regarding the age, income, area (rural or urban) and number of children. It also assesses the negative emotions and negative symptoms of the adolescent students. A copy of the Case Study Schedule (Hemalatha, 2008) is given in Annexure I.
**BELL’S ADJUSTMENT INVENTORY (Bell, 1934)**

Bell’s Adjustment Inventory is a self-report to the individual’s life and adjustment which he/she has experienced. It tries to obtain more realistic information from the individual concerning what one thinks and feels about one’s family relationships; one’s body functioning; one’s friends and acquaintances outside the home; how aggressive or retiring one is; how much trust one can have in people around and how well one has come to play the roles that the society expects. It also seeks to obtain information about how well the individual understands and has learned to live with his feeling and emotions (Max, 2007).

It is a test of personality that assesses the individual’s adjustment in a variety of situations such as Home, Health, Social, Emotional and Overall dimensions. Number of items in Home, Health, Social and Emotional dimensions of Adjustment consists of 35, 31, 34 and 35 respectively. The possible range of scores for Home, Health, Social and Emotional Adjustment is 0 to 35, 0 to 31, 0 to 34 and 0 to 35 respectively. High scores on the inventory signify poor adjustment and low scores denotes better adjustment in different specific areas and also in respect of adjustment taken as a whole. Test-retest reliability of different adjustment dimension as reported in the manual range from 0.70 to 0.93 and internal consistency (odd-even) range from 0.74 to 0.93 (Kim, 2008). A copy of the Bell’s Adjustment Inventory (Bell, 1934) is given in Annexure II.

**ROSENBERG SELF-ESTEEM SCALE (Rosenberg, 1965)**

The Rosenberg Self-esteem scale is an attempt to achieve a dimensional measure of global self-esteem. It was designed to be a Guttman Scale, which means that the Rosenberg Self-esteem scale items were to represent a continuum of self-worth statements ranging from statements that are endorsed even by individuals with low self-esteem. Rosenberg (1965) scored his 10 question scale that was presented with four response choices, ranging from strongly agree to strongly disagree, as size-item Guttman Scale. The first item included questions 1 through 3 and received a positive score if two or three of its questions were answered positively. Questions 4 and 5 and questions 9 and 10 were aggregated into two other items that were scored positively, if both questions in the item had positive answers. Question 6 through 8 counted individually formed the final three items. For the negatively worded Rosenberg Self-esteem questions, responses that expressed disagreement and hence, were consistent with high Self-esteem were
considered positive or endorsed. Rosenberg (1965) demonstrated that his scale was a Guttman Scale by obtaining high enough reproducibility and scalability coefficients.

Therefore the scale is renowned for its reliability and validity as the original sample for which the scale was developed consisted of 5,024 High school juniors and seniors from 10 randomly selected schools in New York State. The scale ranges form 0-30 score between 15 and 25 are within normal range; scores below 15 suggest low Self-esteem. A copy of the Rosenberg Self-esteem Scale (Rosenberg, 1965) is given in the Annexure III.

MANIFEST ANXIETY INVENTORY

Manifest Anxiety Inventory consists of 40 items under four parts namely Physiological, Emotional, Cognitive and Behavioural. There are 2 possible responses to each item namely, ‘Yes’ or ‘No’. The respondents are asked to tick (✔) any one of the 2 alternatives, which applied to them most. There was no time limit. But the subjects were asked to respond as quickly as possible. Scoring Key and Norms were provided by the authors. The validity of M.A.I. is 0.89 and the reliability by test-retest method is 0.93. A copy of the Manifest Anxiety Inventory (Hemalatha and Nandini Revised, 2005) is given in the Annexure IV.

POSITIVE THERAPY HAND BOOK – for Healthy, Happy and Successful Living combines the Eastern Techniques of Yoga and the Western Techniques of Cognitive Behaviour Therapy has four strategies namely, Relaxation Therapy, Counselling, Exercises and Behavioural Assignments. In this action research, all the techniques were used.

PROCEDURE

Six hundred students studying in XI standard were screened using the Case Study Schedule (Hemalatha, 2008), Bell’s Adjustment Inventory, Rosenberg Self-esteem Scale and Manifest Anxiety Inventory. Out of them 394 students with Very Unsatisfactory Adjustment/ Unsatisfactory Adjustment, Very Low/ Low Self-esteem and Very High/ High Anxiety were selected for the study.

The quarterly examination marks and the half yearly examination marks were used to assess their academic achievement and is represented as mean score, by calculating their marks with the total score of 1200.
The Case Study Schedule was used to obtain information from the subjects individually. The information gathered includes the demographic details, symptoms and negative emotions. Bells Adjustment Inventory, Rosenberg Self-esteem Scale and Manifest Anxiety Inventory. The subjects were provided Positive Therapy for 30 sessions; each session lasted for about one hour, over a period of 6 weeks. The subjects were given counselling to change their recurring negative thoughts and their life style positively, educate them in coping skills and to face the problems boldly and successfully without any negative thoughts. The subjects were assessed with the same tools after Positive Therapy and follow-up was done after four months.

**INTERVENTION**

Positive Therapy is a psychological intervention evolved by Hemalatha (2004), which combines the Eastern Techniques of Yoga and Western Techniques of Cognitive Behaviour Therapy. Positive Therapy aims at modifying negative thoughts, beliefs, emotions and behaviour by using a number of techniques. It is assumed that when negative thoughts are replaced with positive thoughts, the individual becomes more realistic and reasonable in his/her perception.

**ANALYSIS OF DATA**

The data was analyzed statistically by using SPSS Package 16, the Mean Standard Deviation, Kolmogrov-Smirnov Z Test, Correlation and Analyses of Variance were computed.