METHOD

Sample

Sample for the present investigation was comprised of 270 students (7th to 10th classes) from Govt. High schools of rural areas (Mandoli, Harpalpur and Ajrawar) of Patiala district. Sampling was incidental as only those children were taken who were available and who were willing to participate in the study. This was done in order to have more or less homogeneous sample with regard to parameters chosen for the study. Sample covered children who are from drug afflicted families (N=135) as Gr-1 and children from non drug abuse afflicted families or normal families (N=135) as Gr-II.

All the subjects were given Family History Questionnaire, Children Personality Questionnaire (CPQ), Family Relationship Inventory, School Situation Survey, Thematic Apperception Test (TAT). A brief description of these tests is as follows:-

DESCRIPTION OF TESTS

Keeping in view of the objective of the present study following Questionnaires were administered.

1. Family History Questionnaire:

   Firstly, Family History questionnaire was administered to know the family history of children whether they belong to drug addicted family or not. It consists of 26 items which are related to the family history of the children.


   This questionnaire consists of 140 items which measure 14 basic personality traits useful in predicting school achievement, delinquency, leadership and potential emotional problems. This questionnaire comprises four forms. For the present study only two forms were used that are A1 & A2 each part is consisting of 70 items 5 items per factor. A description of 14 factors is as follows:
1) **Factor A:** This factor is theoretically a measure of warmth. Children high on this factor are warmhearted, outgoing, easygoing and participating and children low on this factor are reserved, detached, critical and cool.

2) **Factor B:** This factor measures intelligence. Children who score high on factor B are bright and highly intelligent and children who score low on this factor are dull and have less intelligence.

3) **Factor C:** It measures ego strength of the children. Children score high on factor C show emotional maturity and have ability to face reality. Children who score low on this factor tend to be easily upset, emotionally less stable and they have tendency to show excessive worry over trivial things.

4) **Factor D:** It measures the extent to which children are phlegmatic or excitable. High scorers are impatient, demanding, overactive and unrestrained whereas low scorers are undemonstrative, deliberate, inactive and stodgy.

5) **Factor E:** This factor measures the children’s submissiveness and dominance. Children who score high on this factor are assertive, competitive and aggressive, hostile and stubborn. Children who score low on this factor are obedient, mild and accommodating.

6) **Factor F:** Children high on this factor can be characterized as enthusiastic, happy-go-lucky, talkative and expressive. Children who score low on this factor can be characterized as sober, silent, prudent and serious.

7) **Factor G:** Children having high score on this factor are described as being conscientious, persistent, rule-bound and responsible. On the other hand children having low scores are characterized by being expedient, self-indulgent and indolent.

8) **Factor H:** It measures boldness of the children. Children high on this factor are socially bold and uninhibited whereas children who are low on this factor are reserved, detached, critical and timid.

9) **Factor I:** Children with high score on this factor are described as tender-minded & sensitive and overprotected and with low score are described as tough-minded, self-reliant, realistic and no-nonsense.
10) **Factor J**: Children who are high on this scale are reflective and internally restrained. Low scorers are characterized by zestful, vigorous and also like group actions.

11) **Factor N**: Children having High scores on this factor are characterized by calculating mind, ambitious and artful. On other the hand children having low scores on this factor are characterized by sentimental, natural and artless.

12) **Factor O**: High O scorers are apprehensive, insecure, and troubled who are more likely to be anxious and depressed. Low O scorers are self assured, placid, secure, complacent and serene.

13) **Factor Q3**: Children who score high on this factor are characterized by controlled, exacting will power, socially precise and following self image whereas children who score low on this factor are characterized by careless of social rules uncontrolled and sloppy.

14) **Factor Q4**: High scorers on Q4 tend to exhibit characteristics like tension, frustration, overwrought and fretful. Low scorers, on the other hand tend to exhibit low tension, relaxed, unfrustrated and torpid.

CPQ is a theoretically based structure of personality. The reliability of the test for all of the scale varies between the .42 to .80. The validity coefficient of personality factors range between .55 to .95. The test has been found to cross culturally valid. It has been extensively used in India also.


School Situation Survey was used to measure school related stress. This scale comprises seven scales specifically four scales assesses school related sources of stress and three scales assess manifestations of stress in the school environment. The School Situation Survey consists of 34 items which are rated on 5 point likert scale, ranging from 1 to 5 where 1= Never, 2= Rarely, 3= Sometimes, 4= Often and 5= Always. Scoring of the items is reverse (i.e 1=5, 2=4,3=3,4=2 and 5=1). High degree of stress is reflected by high scores on the scales. The brief description of these 7 scales are given
follows (1) **Teacher interactions** assesses student’s perceptions of their teacher’s attitudes toward them. (2) **Academic stress** assesses situation that relate to academic performance or achievement. (3) **Peer Interaction** assesses student’s social interactions or their perceptions of their classmate feelings toward them (4) **Academic Self –Concept** assesses student’s feeling of self-worth, self – esteem or self-concept relevant to received academic ability. (5) **Emotional** assesses feelings such as fear shyness & loneliness. (6) **Behavioral** assess actions reactions or behavior toward others such as striking out or being hurtful or disrespectful. (7) **Physiological** assesses physical reactions or functions such as nausea, tremors or rapid heartbeat. Examples of some items are “I feel that some of my teachers don’t really care about what I think or how I feel; “I am afraid of getting poor grades”; “Other students make fun of me”; “I do good work in school”; “I feel upset”; “I talk back to my teachers” and “I feel sick to my stomach”. Test-retest reliability for the Teacher interactions scale, Academic stress scale, Peer Interactions scale, Academic Self Concept scale, Emotional scale, Behavioral scale, Physiological scale is .71, .67, .69, .62, .65, .67, .61 respectively.

4. **Family Relationship Inventory by G. P. Sherry & J. C. Sinha, 1987.**

Family relationship inventory was used to measure three types of perceived parental attitudes, namely acceptance, concentration and avoidance. The inventory contains 150 items classified into three patterns of attitudes of mothers and fathers separately. This inventory discriminates the individuals who feel emotionally accepted, over protected or rejected by their parents. The explanation of three types of perceived parental attitudes is given below:-

1. **Acceptance** - Acceptance means that the child is consider as a fully fledged member of the family who needs a certain degree of independents and who has the capacity to assume responsibility. Parents who have
acceptance attitude towards their children neither concentrate their attention nor overlook their children. These parents encourage their children to fulfill their potentialities as best as they can.

2. **Concentration** - It refers to attitudes of parents who devote a disproportionate amount of their time and energy to the direction and control of their children. These parents overprotect their children by restrictions upon their efforts to explore the environment. They place heavy demands upon their children to perform beyond their capacities and to achieve ambitious goals.

3. **Avoidance** - Avoidance is characterized as the disposition of parents who either neglect or reject the child. They fail to satisfy the child's physical needs or they openly abuse the child. They withdraw when the child approaches affections & love. They manifest no positive interest in child or his activities.

5. **Thematic Apperception Test (TAT) by Uma Chowdhury, 1984.**

   Thematic Apperception Test (TAT) is a projective test, commonly used in clinical and non-clinical settings. The purpose of TAT is to reveal dominant drives, emotions, sentiments, complexes and conflicts of personality. The test contains 10 cards, the objective of TAT is to make the subject project through the medium of cards of TAT his underlying needs and fantasies. The Indian adaptation of Thematic Apperception Test (TAT) can be used with a wide range of subjects in age viz. 12 to 45 years. The average time limit for each card is 5-10 minutes. The subjects are supposed to create stories on in quest of each image with a beginning, middle and end. The scoring is based on a content analysis of the written stories (Atkinson, 1958).

   From the TAT stories Responsibility was also scored. Five categories of responsibility were scored by using the scoring system which was first used by D.G. Winter & Barenbaum (1985b). These five categories which correspond to responsibility are Moral legal Standard of conduct, Internal Obligation, Concerns of others, Concern about Negative consequences and Self Judgment.
ADMINISTRATION OF THE TEST USED IN THE STUDY

First of all the researcher visited various schools of rural areas of district Patiala and convinced the school authorities regarding the relevance of the study. Prior consent was taken from the principles of concerned schools. Before giving them any test, rapport was established to ensure the involvement of the subjects in the task. In order to win their confidence they assured that the information was being collected purely for research purposes and would be kept confidential. Subjects were asked to go through instructions before they start filling the questionnaires. Instructions were given verbally also to ensure that they understand these clearly before filling questionnaire.

The tests were administered in three sessions on three different days. In the first session, firstly Family History Questionnaire, children Personality Questionnaire were given to subjects. In the second session School Situation Survey and then after a gap of 15 minutes Family relationship Inventory was administered. In the third session Thematic Apperception Test (TAT) was administered.

After collection of data, the answer sheets for all Questionnaires were scored according to the guidelines provided in the respective manuals. The raw scores of each subject for every questionnaire were used for final analysis.

STATISTICAL ANALYSIS

Raw data was processed to obtain the following information regarding variables chosen for the present investigation:

1. Mean scores, Standard deviation was computed for all the variables used in study.
2. Multiple Regressions was used to assess the contribution of predictors variable to Competence Motivation.
3. Correlation among all the variables was computed using Pearson product moment correlation method.