**SUMMARY**

It has been observed that illicit drug abuse in rural sector of population is on rise. The dynamics of this menace is an independent area of research. Its impact on the family and children especially is very much a part of this dynamics which has not being been addressed by researchers so far. The implications of the drug abuse problem in families have been observed to be serious for children born and brought up in these families. Drug addicted people frequently become abusive and aggressive towards their family members as well as children. Role of parents and family relationships in shaping the personality of the children is well-known. Behaviors of drug abusing parents put their children at risk of abuse, emotional difficulties, neglect and peer group discriminations. The psychological functioning of such children is also adversely affected. The cumulative effect of these peculiar psychosocial conditions tend to affect the development of personality of such children which may cause significant differences in their personalities from personalities of children developed in normal family set ups.

It cannot be ruled out that performance of such children in cognitive domain will be adversely affected which further might add to the complexity of problems faced by these children. While in school their interaction with teachers, peer interaction and academic self concept will be afflicted. Role of school as an independent agency influencing the child’s life orientation also cannot disputed. It is contended that combined effect of all these factors namely, parenting, personality and school would affect the competence motivation of these children which is likely to affect their performance in all domains of their life.

The main focus of empirical investigations relating to one's performance in cognitive domain so far remain on need for achievement motivation only. It has been observed that need for achievement motivation has limited and domain specific implications. The construct of competence
motivation is selected for the cause that it is much broader in terms of scope and implications. In this study need for achievement and responsibility has been used as indicator of competence motivation.

Motivation is one of the central area of investigation in psychological research since long enquiring mind do not observe behavior but attempt to find reasons to explain it. In the explanatory schema of psychologists many constructs are simultaneously in use. Some related and some unrelated but psychological explanations elude consequences, motive, purpose and reason are three commonly used words in this regard: what motivate human behavior and what determine competence always give way to broad spectrum of answers which must account for the issue of innate, intentionality and contextual factors as well as the outcome of their multifolded interactions. Human behavior arises in response to some form of stimulation. The behaviors, however, often involve some purpose or goal. Behaviors take place as a result of the arousal of certain motives. The process of initiating action is technically called ‘motivation’. Motivation can be defined as the process of activating, maintaining and directing behavior towards a particular goal. Directing behavior towards certain goal is the essence of motivation. Motivation is not always directly observable. It is inferred and used to explain behavior.

In any achievement related and motivated behavior, competence, as quality of effectiveness sufficiency and success is the core issue. In any situation competence relevant striving appears to be inherent psychological need of human being. Aspiration to become competent to others, to feel competent, or even to keep away from feeling or appearing incompetent lead to the postulation of a theoretical construct called competence motivation.

Competence is a basic psychological need that has a pervasive impact on affect, cognition, and behavior, across age and culture. Competence is a comprehensive concept. It can refer to the skills and abilities an individual has developed, to the extent to which the individual is effective, successful in his
or her transactions with the surroundings, environment, and to how effectively an individual performs. Competence motivation involves a link with mastery. The motive, or force for accomplishment in a specific direction is to develop, to achieve, or to reveal competence. According to Harter (1978), competence motivation is a multidimensional construct which influences the domain specific mastery. Competence motivation results in effective behavior, if present in a person is likely to result in overall activity being successful. Robert White as early as 1959 proposed a new concept at that time, it was mastry/ effectance motivation. According to White, (1959) effectance is an appetitive desire supposed to be present at birth to master and explore the environment reflect in infant's natural tendency towards curiosity and exploratory play. Competence according to White is a consideration which encompasses just motivation in addition to capacity. As subjective feeling of competence is a feeling of efficacy. As they obtain representational abilities come across a collection of socialization experiences and are marked by positive and negative competence related actions, this basic form of motivation develop differentiate.

Competence is a construct optimally appropriate to serve up the theoretical central part in achievement motivation literature. Competence can be seen as an essential psychological need which has a persistent impact on every day affect, cognition and behavior, across age and culture. By itself, competence would appear to characterize not only an ideal cornerstone on which to rest the achievement motivation literature but also an opening building block for any speculation of personality, growth and well being. Achievement motivation is a subjective and inner psychological drive, allowing people to pursue work that they recognize to be important and prompting them to attain their goals. In the meantime, achievement motivation is also a state of mind to struggle and compare with others. Achievement motivation is a force to shine in learning tasks combined with the ability to experience attempted in success (Eggen, Manchak, 1994).
It seems that competence motivation and achievement motivation play an important role in individual's life. Deci, (1971) proposed that giving people unanticipated positive feedback on a task enhance person's intrinsic motivation to accomplish it, meaning that this was for the reason that the positive feedback was satisfying person's need for competence. Indeed, providing positive feedback on an assignment served only to enhance people's intrinsic motivation and declined extrinsic motivation for the task. Vallerand and Reid, (1984) established negative feedback has the opposed consequence decreasing intrinsic motivation by taking away from individual the need for competence. Marsh and colleagues have established the causal relationship among a sense of competence and achievement outcomes (Marsh & Craven, 2006). Perceived competence in school work is known as a good forecaster of academic performance and it is frequently originate to be even stronger than students’ actual capacity in the specific task (Pajares & Schunk, 2002). Therefore investigators have given emphasis to the improvement of students’ sense of competence as a very important goal in many academic settings (Craven, Marsh, & Burnett, 2003; Marsh & Craven, 2006). It has also been verified that a high self-perception of competence encourage goals, expectancies, coping systems and behaviors that make possible productive achievement and work experiences in the long-term (Sommer & Baumeister, 2002).

Personality refers to consistent ways in which an individual reacts to his environment (Sheth et.al., 1999). It is shaped by social environment or external influences and hereditary/ biological make up of the person. Individual dissimilarities in personality traits and self efficacy beliefs have unique or distinctive role in conscientiousness and openness and student performance, presentation and achievement. Bramlett & Rowell, (2000) studied the relationships between temperament, social skills, school competence and reading and math achievement in first grade children. Teacher ratings of perseverance and approach– removal and parent ratings of action on the Temprament Assesment Battery (Martin, Drew, Gaddies & Moseley, 1988) were used to calculate academic competence. Teachers
moreover completed the Social Skills Rating System (Gresham & Elliot, 1990) as a measure of children’s social skills or abilities in school. The children’s temperament, mainly their perseverance, predicted academic competence, and teacher ratings of behavior were superior predictors of classroom behavior and academic grade than parent ratings.

Positive self-efficacy beliefs improve individual’s accomplishment mastery experience and well-being in innumerable ways. They influence the choices or selections that individuals make and the routes of action they follow (Bandura, 1997). People choose tasks and actions in which they feel competent and keep away from those tasks in which they do not. Unless persons believe that their activities will have the desired consequences, they have little incentive to engage in those activities.

Paris and Ayres, (1994) highlight the significance of self regulation for making choices or selecting objective or goal. Children can select appropriate goals for example working in the direction of mastery and task completion depending on circumstances. Self regulated children be acquainted with how to plan, try to find help and evaluate performance, improve and correct own work. They are motivated choosing task with preferences, challenge and control (Stipek, 1993). Student at elementary school level can be illustrated as self regulated to the amount that they are metacognitively, motivationally and behaviorally energetic or active participant in their own learning process (Zimerman, 1989).

Parent who are actively engaged in their children’s schooling and provide a inspiring learning environment at home can facilitate their children develop feelings of competence, control, inquisitiveness, and positive feelings regarding academics. The positive effects of parent’s involvement in children’s achievement appear to be due, in part, to children’s feeling of competence. Several studies have linked parent’s involvement to enhanced perceptions of competence and control among children. Involved parents are more likely
than uninvolved counterparts to have elementary school children who perceive themselves as competent in school (Grolnick & Ryan, 1989).

Parental autonomy support and control are also important to children’s perceptions of competence. A number of studies employing diverse methods shows a positive association between parents’ autonomy support and children’s perceptions of academic competence during the elementary school years (Grolnick & Ryan, 1989; Grolnick, Ryan & Deci, 1991). Student motivation is influenced not only by parents, but also to varying degrees by teachers and peers. A study found that perceived support from parents and teachers was a significant barrier against the general declines in school engagement during secondary school years. The results suggested that most teenagers continue to be influenced considerably by their parents and teachers when it comes to school engagement even though they may be influenced into misconduct outside the classroom by their peers. Parents who evidenced high levels of school contact had children who established greater social competency in comparison of children of parents with lower levels of school contact. School atmosphere do seem to modify such that, evaluated with grown-up children, younger children normally have less information about the significance and nature of competence and capacity across different activity and framework, are less familiar with evaluative standard and have fewer cause to obtain strategies for assessing their competence. Parents requires competence in different areas and react to children’s mastery attempts with various types of feedback (Kelley, Brownell & Campbell, 2000); children are also frequently very open regarding their younger siblings’ competence or lack thereof. Additionally, many of the ordinary activities of early childhood, at school and at home, from inserting shapes into cracks to puzzles and coloring, do offer apparent and actual performance standards. Children also frequently engage in such activities together with others. In this case, if they are less incomplete to their own perception than early analyses assumed, it is unlikely that they fail to concentrate to differences between their personal and other’s performance.
In sum the present study focus on competence motivation of children coming from drug afflicted families. This construct has been chosen for the reason that need for achievement though widely used but relatively a construct with narrow range and specific implications in comparison to competence motivation. Hence need for achievement, self efficacy and self regulation have been used as pointers of competence motivation. Role of parents and family relationships in shaping the personality of the children’s well-known. Role of school as an independent agency influencing child’s life orientation also cannot be disputed. So far the focus of most of empirical research in the area of need for achievement, parenting and school has remained on their independent influence in various contexts. How all these independently as well as conjointly are likely to influence the competence motivation of these children is the issue to be investigated in the present study.

**OBJECTIVES OF THE STUDY**

1. To study the competence motivation of rural school children from drug abuse afflicted families.
2. To study the nature of family relationships in drug abuse afflicted families.
3. To study the role of personality in competence motivation of rural students from drug abuse afflicted families.
4. To study the effect of family relationships on competence motivation of rural students belonging to drug abuse afflicted families.
5. To study the effect of school environment on competence motivation of rural students belonging to drug afflicted families.

**HYPOTHESES**

1. Competence motivation of rural students belonging to drug abuse afflicted families would be low as compared to students from non drug abuse afflicted families.
2. Family relationship in drug abuse afflicted families would be characterized by low concentration, low acceptance and high avoidance rejection as compared to normal families.
3. Personality profile of rural students from drug afflicted families would be characterized by low A, C, D, G, H and high O, Q3 and Q4 factors as compared to their counterparts from non drug afflicted families.

4. Contribution of personality in competence motivation of rural students from drug abuse afflicted families would be low as compared to students from non drug abuse affiliated families.

5. Family relations in drug abuse afflicted families would negatively influence the competence motivation of rural students from drug abuse afflicted families.

6. School environment would have relatively low contribution in competence motivation of rural students from drug abuse afflicted families as compared to students from non drug abuse afflicted families.

**METHODODOLOGY**

**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-I and children from non drug abuse afflicted families or normal families (N=135) as Gr-II.

**TOOL USED**

1. Family History Questionnaire
5. Thematic Apperception Test (TAT) by Uma Chowdhury, 1984.
ADMINISTRATION OF THE TESTS 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 particular 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 predictor’s variable to Competence Motivation.
3. Correlation among all the variables was computed using Pearson product moment correlation method.
Significant points which emerged from this study are as follows:-

1. Competence Motivation of rural students belonging to drug abuse afflicted families (Gr-1 - DAF) was too significantly low than of those belonging to non drug abuse afflicted families (Gr-II - NDAF).

2. Differences in Gr-1- DAF Achievement Motivation as well as Responsibility also marked and highly significant, subjects in Gr-II obtaining much higher score than their counterparts.

3. Personality profile of rural students from drug abuse afflicted families was characterized by the low end of the dimension on factors A,C,G,H,Q3 and upper end in terms of factors D,O and Q4 while in case of students in Gr-II the portion was with regard to these factors was diametrically opposite.

4. Family relationships in Gr-1 i.e students belonging to drug abuse afflicted families were characterized by significant higher attitude of avoidance that is abuse and rejection of children. Family relationships in Gr-II (normal families) were characterized by significant higher acceptance and concentration and very low on avoidance attitude toward children.

5. Perception of school environment in terms of all the seven variable of school environment i.e Peer Interaction, Teacher Interaction, Behavioral, Emotional, Academic and Physiological Stress and Academic Self Concept has been significantly different, unfavorable in case of Gr-1 (DAF) and favorable in case of Gr-II (NDAF).

6. Regarding contribution of Personality in competence motivation of rural students, in case of both the groups (Gr-1 & Gr-II) no contribution of significant level emerged.

7. In case of family relationship the variable of parental avoidance explained significant amount of variance (p<.05) in competence motivation of children in Gr-1 as well as in Gr-II.

8. School environment related variable of Peer Interaction made significant contribution (p<.05) to the competence motivation in case of Gr-1 (DAF). Variable of Teacher Interaction made significant contribution (p<.05) in competence motivation in Gr-II (NDAF).