DISCUSSION OF RESULTS

The present research was conducted to study the effects of Personality, Parenting and School on competence motivation of rural school students coming from drug abuse afflicted families. The plan of the study was based on observation that majority of the school students who belong to families in which one or more members are drug addicts are unable to cope with school curriculum or schedules. Even their regularity to school was unsmooth. Out of this lot few have been seen to be doing well in studies at least at with others who belongs to normal families.

Academic performance of school students is a consequence of complexity of prevailing psychosocial factors around him. Only intelligence which has been acclaimed to be as best predictor of academic performance seems to be inadequate to account for large differences in academic performance of students coming from different sets of circumstances. Skill acquisition in children no doubt will depend on the level of their general intelligence but skilled performance seems to depend on some other significant factors which required in depth investigation.

Motivation to maintain persistence, aspiration setting and focused attention to the studies which Lewin, (1935) prefer to call resultant valance tend to depend multitude of factors. The construct of Achievement Motivation to account for this phenomenon appeared to be too broad to derive direct and precise inference about energization of competence relevant behaviors of school children which also involves the factor of effectance motivation. Since competence is a basic psychological need which influences affect, cognition and behavior of an individual it became all the more important to find out that the basic of competence motivation.

Since drug abuse and addiction problem in Punjab is rampant. There are reports that in rural areas of Punjab barring few there is at least one drug addiction in each family. There is a trend in rural India that whether the male
member in the family is functional or disfunctional families marry him. This episode further brings lot many problems. The family environment become sick, interpersonal relationship family and physical and psychological neglect of children cause result in many psychological problems for them. Their education affected; their maladjustment in school causing cause than lagged behind their peers.

To empirically verify this observation the data obtained relating to competence motivation of school going rural students who belonged to families where one or more members were hooked to drugs/ alcohol Gr-1 and those where no one in the family was taking drug or abusing alcohol Gr-II i.e normal families. Results of t-ratio analysis confirmed that competence motivation of students coming from normal families was much higher (t=29.95, p<.01). When group differences in need for achievement and Responsibility motivation between Gr-1 & Gr-II were analyzed it was observed that on the both the variables the differences were stark, school children coming from normal families doing far better than students coming from drug abuse afflicted families. While achievement motivation has relatively a narrowly focused construct competence motivation is more inclusive term. Mcclelland, (1987) himself argued that achievement motivated individuals are rarely concerned with efficacy. In competence motivation the issue of effectiveness in transaction with the environment is centrally concerned. Thus competence is the basic psychological need that tends to have pervasive impact on daily affect, cognition and behavior. It is in competence motivation that an individual is able to bring and keep his or her implicit and explicit motives into alignment (Rheinberg, 2002). It is also a fact that situational context/outcome to shape individuals procedural skills (Schultheiss and Rohde, 2002). As child abuse both in physical and psychological terms in drug abuse afflicted families is common and family dynamics is badly fractured due to drug related problem in family. Children's motivation level and performance especially relating to
their school related behaviors and studies bound to go down. There has been many conduct in different controls which hints at the same outcome of children’s behavior in such family environments (Mc Mohan and Luthar, 1998; Lambie and Sias, 2005; Eiden, et.al., 2006; Neepl, et.al., 2009).

These results have empirically conformed the first hypothesis i.e ‘Competence motivation of rural students belonging to drug abuse afflicted families would be low as compared to students from non drug abuse afflicted families’. How children approach achievement related tasks and acquire competence is deeply embedded in the family situation. Family situation has many aspects of which family relationships are the primary one, parent’s attitudes toward children would affect the fulfillment of their psychological needs. This would further show its reflection in children’s perception of competence, efficacy, experience of performance and sense of control. Parental acceptance and their assisting role tend to encourage children approach the problem solving situations with positive attitude and enthusiasm. Studies have shown that parental involvement tend to enhance children’s performance and their schooling (Epstein, 1983) sense of relation between parents and children foster feeling of competence in children (Grolnick & Slowiaczek, 1994). Autonomy supportive vs controlling parents allow children to explore their environment independently, hence encouraging children to generate their own strategies for facing challenging tasks. Intrinsic motivation and mastery oriented behavior of children are largely influenced by parental attitudes (D’Ailly 2003). Children perceive themselves more positively as well as more competent with attachment relationship with parents which provide children secure emotional support (Diener, Isabella & Behunin, 2007; Eccles & Midglay, 1990; Paterson, Field & Prayor, 1994; Rubin, Dwyer, Boothelaforce, Kim, Burgen & Rose Klansor, 2004). These studies have established that a secure attachment experience in early childhood was most important for child’s social and cognitive growth without such attachment children may not
build up a sense of their own competence. It implies that lack of secure attachment association thwarts the children’s ability to explore his/her environment and growth of feeling of competence. In the present study contrasting picture emerged in this context. Attitude of parental acceptance and concentration were markedly high in case of normal families while parental attitude of avoidance was too high in case of drug abuse afflicted families. This imply that parents in normal families provide all guided opportunities and freedom to explore and try situations as well as assume responsibility. Parental attitudes of concentration indicate they denote good amount of time and energy to give direction to the child. These are the attributes of family relationship in case of Gr-II. While avoidance of parents reflected in their neglect and rejection and withdrawing attitudes toward children characterize the dynamics of family relationships in drug abuse afflicted families.

Hence the results of present study are in line with the findings and implications of the earlier studies. Than the second hypothesis which state that ‘Family relationship in drug abuse afflicted families would be characterized by low concentration, low acceptance and high avoidance rejection as compared to normal families’ stands confirmed.

In competence acquisition traditionally the focus of researchers remained on intelligence and ability factors (Butler, 2000). Many researchers while studying the impact of failure hinted at the self esteem as highly contingent on their academic performance (Niiya et.al.,2004). The aggrieved anxiety, depression and other such related problem linked with failure experience reported in studies of Niiya et.al., (2004) further hint at the need to look into the dynamics of competence motivation in children belonging to different set of conditions. Some researchers confirmed temperament based individual differences in reactivity and self regulation in various domains of activity (Rothbart & Bates,1998). Personality dimension of extraversion,
introversion were tied to motivation through Eysenck’s, (1976) theory of arousability. Gray’s (1981) modified model of Eysenck’s version postulated impulsivity and anxiety as the basic dimensions and fight and flight systems appear to have bearing on motivational system. Rothbart, Derryberry and Hershey, (2000) using longitudinal design studied surgency-extraversion studied the role of positive affect in approach behaviors of children. A hint of studies linked academic achievement and well being to personality (Ozer & Benty., 2006., Fairweather, 2012, Singh,2012). Personality characteristics tend to relate to different subfeatures of motivation in different way. Research have used five factor model of personality to predict intrinsic motivation in various context also (Clark & schroth, 2010).

In the present study the primary focus was on the analysis of competence motivation in students belonging to two contrasting set of conditions. Implied in this context was that these family situations and parenting would result is different kind of personality development hence children’s personality was accounted for in terms of Children’s Personality Questionnaire which yielded data on 14 personality factors. This personality profile for students in Gr-1 & Gr-II when compared revealed that there have been very marked differences in personality of children belonging to normal families and children belonging to drug abuse afflicted families. Children belonging to normal families displayed significantly higher scores on factors A, B, C, F, G, H, I, N and Q3 which signify that these children were significantly more outgoing bright, emotionally stable, enthusiastic, conscientious, venturesome, tender minded, artful and controlled personalities of children belonging to drug abuse afflicted families were characterized by the lower end of the dimension of these factors. Children in Gr-II showed high scores on factors D and Q4. In the present study it was hypothesized that these children would be low in case of factor D and high on factor Q3. Hence the third hypothesis was that ‘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' has been partially supported in terms of these results.

Regarding the contribution of personality, family relationship and school environment in the competence motivation of rural students, results of the multiple regression analysis revealed that in all the three cases when all the variables of the concerned domain viz personality, family relationship and school environment entered simultaneously did not give the idea of their significant contribution of competence motivation in both the cases that Gr-1 (DAF) & Gr-II (NDAF) situations. Whatever the percentage of variance that is 15% by personality, 3.8% by family relations and 7% by school environment in the competence motivation of children belonging to drug abuse afflicted families and 13% by personality, 3.9% by family relationship and 4.6% by school environment in normal families is concerned, it appears that these results might be caused by chance occurrences as no joint outcome of these three variables reached the acceptable level of significance. All the values of significantly level of concerned F ratios were too high to be taken as dependable for prediction purpose. In addition to this, it is important to note that when individual predictors of each domain were taken into consideration significant points emerged. For example in case of family relationships while conjoint effects were found to be non significant in case of Gr-1 i.e drug abuse afflicted families. The predictor of variable of parental avoidance explained significant amount of variance in competence motivation of children coming from these families.

In case of normal families also this variable of parental avoidance is explaining significant amount of variance in competence motivation of their children at .05 level of significance.
Regarding the role of school environment in competence motivation of children belonging to drug abuse afflicted families and normal families, in both the case result of standard multiple regression i.e when all the variables entered significantly revealed no significant contribution of overall school environment in competence motivation. However when looked at the individual contribution of each predictor variable of school environment, it was found that in case of Gr-1 (DAF), variable of Peer Interaction (PI) appeared as significant and positive predictor competence motivation of children. It is important to mention that less the value of PI the better the perception regarding the concerned variable which implies that any increment in one unit of peer interaction would cause stimulation increase in competence motivation the degree of 81.5. In case of students coming from normal families the independent predictor variable of Teacher Interaction (TI) reveled significant contribution to the variance of competence motivation. The implication of negative sign of beta value has implies the reverse of it because the lower the score on this scale the better the perception regarding that variable. This implies that one unit increase the score of Teacher Interaction variable would result in simultaneous increase of 78.7 in the competence motivation score of the students.

Review of past literature suggested that almost all the studies conducted in this context of achievement related behaviors, contextual as well as person centre factors tend to play significant role and result in specific outcomes. In the present investigation a more inclusive and broader construct that is competence motivation has been used to account for the basis of striving and effectance related behaviors. As far as the group differences based on drug abuse and normal context of family situation for the competence motivation of children belonging to these setups is concerned
very marked and significant differences were observed in personality profiles, perception of parental attitudes and competence motivation itself. Results of regression analysis did not yielded results as were expected based on conjectures derived from missing links in the available empirical literature on achievement motivation related behaviors. One reason of this can be serious problem involved in extracting relevant responses from students whose background in such that they never tried to think pointly about the test items, secondly their difficulty in understanding the essence of enquiry and thirdly the uncertainty in their attitude about all the issue which were focus of enquiry. It is also important to mention here in the present day rural environment, the family environment and school system are so very non stimulating to provide any opportunity to explore the environment and think independently. That is why that dispute very marked differences in all respects in children belonging to two different sets of family conditions no significant level of contribution of any of the factors namely personality, family and school has emerged in competence motivation of rural students. This fact implies that before any conclusive inference regarding these is drawn more in depth probing is need to done taken into consideration.

Limitations of the study:-

- One of the major limitations of study was the context itself. That is in rural set of Punjab the overall position of children’s psychological development and interacting level in the families whether the family is normal or drug abuse afflicted is far more below the so called normal level.
- Despite best effort at establishing a rapport with the children and motivating them to remain involved the tasks given, they were finding it too difficult to comprehend than respond approximately to the query.
• Even in case of strong construction in response to TAT cards majority students were unable to keep distinction in three peak requirements in the story.

• During data collection it was observed as if despite giving responses with full involvement and intention they were not very differentiating and certain about many things.

• The totally dysfunction state of affairs in school system in villages of Punjab is another serious flaw which added uncertainty to whatever results come.

• The family setups which were taken as normal were also not that very normal that is every family in villages is facing crisis on one account or the other, be it agrarian debt related or deteriorating income level and increasing rural demands of family.

Despite the aforementioned limitations, the present research has following implications:

**Implications of the study:-**

This investigation into a very significant social problem faced by present day Punjab has bring to the fore not just the problems of prevalence of addiction but the serious implication of this for the next generation coming from these family systems.

Secondly the data taken from the students who belong to even those families which are not the victims of drug abuse suggest that though in terms of personality these children show better personality profile but when it comes to the significant contribution being made by their family set ups and school environment in their competence motivation they have not been found to be on different plane than the students who belonged to drug abused afflicted families.
This implies that in rural Punjab the extent and degree of crisis on all fronts is alarming and in need of immediate remedial measures which can be planned and executed at administrative and policy level only. However results of this study imply that more broad based investigation is needed. Culture specific tasks to lap the inherent strengths of the students born and brought up in these conditions also need to devised and used with these children belongs to rural areas.