

# Relationship among Family motivation, Attitude, and Well-being of Primary School Students

Tijender Kaur

Dr. Ram Kumar

Research Scholar

Research Supervisor

Malwanchal University Indore (M.P.) India

Malwanchal University Indore (M.P.) India

## Abstract

This research aims to analyze the correlation between family motivation, attitude, and well-being of primary schools students. After analyzing related literature, it is found that demographic variables like gender, grade, family structure, socioeconomic position have difference in perception of well-being. In addition, family support and love attitude has correlation with well-being as well. In order to accomplish the research purpose, this study extracted 200 Primary level School students as the research subjects to conduct the family based motivation scale, attitude scale, and well-being scale. The three scales have all been pretested, and have good reliability and validity. We analyzed the then current condition of the collected effective questionnaire data with hierarchical regression to understand the explanatory power of the four demographic variables--gender, family support motivation, love attitude--for well-being. The results show: 1. Primary level school students' family support, love attitude, and wellbeing reaches middle to high level. 2. The explanatory power of the four demographic variables-- gender, grade, family structure, and socio-economic status--is 2.40% in respect with well-being. 3. The explanatory power of love attitude for wellbeing is 4.00%, and the total explanatory is 34.70%. According to the research findings, this research suggests that 1. Parents should provide more affection support. 2. Grade-12 students should deal with pressures from the heavy schoolwork. 3. The studies in the future can further explore and analyze the factors that influence wellbeing.

## 1. Introduction

Family support motivation, love attitude, and well-being would influence the youngsters' psychology and behaviors. First, If parents make good use of family support strategy, the Children's emotional and behavioral problems can be presented (Sanders, 1999). Such claim is consistent with Jha, Stawski, and Arora (2019) viewpoint, which suggests based on the research findings that family support should be provided to improve emotions. Jha Sudhakar (2002) indicated that youngster's development of love relationship presents recreational functions, obtaining status in peer group, socialization process learning, looking-glass self-effect, spouse selection, and help marital life adaptation, and so on. However, under the influence of family structure change and open social trend, the proportion of youngsters' falling in love raises year by year, and the news of those being entangled by love is often heard. However, love behavior is affected by love attitude. Finally, well-being is mainly evaluated in accordance with individual standard and whole life satisfaction. Diener, 2009; found in his study that the indicator of well-being, the psychologically health condition gets better, the environmental adaption ability becomes better, and the problematic behaviors reduces.

According to the results of literature analysis, some factors affect well-being, for example, Derdikman- Eiron (2011), took teenagers aged 12-17 as the research subject, and their results show that boys' subjective well-being is slightly higher than the girls'. Chaudhary Sangeeta (2013) found that class-3<sup>rd</sup> and 4<sup>th</sup> primary level school students have higher well-being. Thirdly, different family structures results in difference in respect with well-being. As Wenk, Hardesty, Morgan, and Blair's (1999) showed, family structure and process is the primary center in exploring children's well-being. Consequently, family structure plays an incredibly important role. Finally, different socioeconomic positions lead to different well-being. Next, Family support motivation affects well-being. Family occupies an important position in children's physiological growth and psychological development. Although primary level school students' physical and mental development is gradually influenced by the peers, family still has certain impact. As Meadows, Brown, and Elder (2016) pointed out, positive communication among family members can reduce the children's behavior problems. Family support can help improve children's problems, buffer the pressures, and even face living challenges. If problems, pressure, and challenges can be mediated, well-being will raise on the other side. Kostecky and Lempers's (1998) study can verify this conclusion. Their study on family support and well-being of 133 Junior high school students found that, strong and positive family support would decrease youngsters' distress, make their psychology healthier, and perform more positively in daily life or in the future, so they could become happier. Kithnik (2012) took vocational high school students as the research subjects and found that their love relationship does have positive correlation with well-being.

From the above-mentioned, it is learned that there is correlation between family support, love attitude, and wellbeing. However, in Delhi, there are no studies such study has been done, Therefore it was decided that it is worthy of further exploration into primary level school students.

## 2. Research Design

The research adopted questionnaire investigation, in analyzing the relationship among family support motivation, love attitude, and well-being of primary level school students. In this section, we mainly allocated the research subjects, tested the research tools, and processed and analyzed data what follows:

## (I). Research Subject

**Table 1.** Demographic Data Distribution of the Formal Samples

Demographic variables	Group	Number of people	Percentage(%)
Gender	1. Boys	348	50.50
	2. Girls	338	49.50
Grade	1. Grade 1	237	34.80
	2. Grade 2	224	32.50
	3. Grade 3	225	32.70
Family Structure	1. Parents family	535	78.00
	2. Non-parents family	151	22.00
Socio-economic status	1. Middle-to-high socio-economic status	165	25.40
	2. Middle socio-economic status	232	33.70
	3. Middle-to-low socio-economic status	279	40.90
Total Sample Number		680	

The formal samples in this research come from students of 3rd to 5<sup>th</sup> class from East Delhi District, schools as the research population.

## (II). Research Tools

The following tools was developed and used by the investigator with the help of guide or experts-

- i. Socio-economic status scale
- ii. Achievement motivation Inventory by Prayag Mehta
- iii. Self-made interview schedule for teachers and parents.

### Reliability and validity of test

Pilot study was carried out in order to find out the reliability of the tool. A test is reliable to the extent that it measures whatever it measures consistently. Reliable tests are characterized by stability & trustworthiness that is, that yield comparable scores upon repeated administration.

For the purpose of the present study, Split Half Method was adopted. Using SPSS software available at Tata Institute of Social Sciences, Deonar and the reliability was calculated and found significant. Therefore the Socio-Economic status scale used in the present study is highly reliable.

## FINDINGS

The major findings of the study are following-

- ❖ The school performance is intimately related to the family conditions & social background.
- ❖ Occupation which brings parents more into social contact has close relationship with the school performance of their children.
- ❖ The academic performance of the students is greatly affected by the education of the parents. The higher the education of the parents, better the perfection of the students in the school.
- ❖ There is a positive correlation between parents' education & their aspiration for their children. The more the parents are educated the higher they have the aspiration for their children.
- ❖ The academic performance again depends upon the parents' aspiration to a greater extent. The higher the aspiration of the parents, the better the academic performance on the part of the students.
- ❖ The school academic performance of the students depends upon the parents' view for the goal of education.
- ❖ Parental care enhances the academic achievement of the students. Those students who are guided & encouraged by their parents in their school work show better academic performance in the school.
- ❖ It was also found in his study that the number of siblings might affect student's academic performance in school.
- ❖ The academic performance of students is always dependent upon the facilities which they get in their home.
- ❖ Students low in achievement motivation, lack confidence & competitive spirit. They tend to develop inferiority feeling with high anxiety and do not take risk of further failure.
- ❖ The boys and girls with comparative high motivation have better study habits that the pupils who have lower family background motivation, aspiration, interest and achievement motivation interact significantly.
- ❖ Family background motivation plays an important role in teaching learning process. The students coming from higher socio-economic structure of society have higher achievement motivation.

## DISCUSSION AND SUGGESTIONS

- Highly educated mothers generally allow their children to express their views freely, children are given freedom to express new ideas and experiment. Thus the present study is unique in providing this implication to the society.
- Keeping the results in mind several recommendations can be offered to parents to create conducive home environment so that it would help in their wards achievement. They also need to give their children not only emotional support but also educational guidance and encouragement. In schools regular parent teachers meetings may be organized while reporting the performance of students to ensure parents involvement in children's schooling.
- Primary level school students are differ in their socio- economic backgrounds. Armed with this knowledge, the schools may plan different programs to suit the requirements of different learners.
- The school administrators should also inculcate effective study habits among the students.
- The school should provide the students with necessary infrastructural facilities so that a positive and favorable academic performance is created.
- Students should be provided with a conducive environment for learning which would foster positive attitude towards education and help them in developing proper study habits. This would go a long way in improving the school performance of the primary level school students.
- Providing proper teaching aids and solving the problems of the students would improve their school performance.

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