

# Family Impact on Students' Motivation in Kanyakumari District

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**Abstract**— This study tries to identify the impact of some family important variable on students' Motivation. Several studies had stressed out the significance of study students' motivation as a move toward to improve their academic performance and develop the firm image. The families and society's changing values and cultures have a great impact on the students' motivation and their academic integration and recital. The questionnaire was consisted of some items. Results showed that students tend to attribute their academic success to internal factors such as hard working while they feature their failure to external factors such as family crisis.

**Key words:** Shell and Tube Heat Exchanger (STHE), Tubular Exchanger Family, Emotional Impact, Peer Group, Family Situation Impact

## I. INTRODUCTION

Motivation is an important subject in management, organizational behavior and psychology in general. Motivation was defined by Greenberg and Baron (2003) as: "The set of processes that arouse, direct, and maintain human behavior toward attaining some goal." (P. 190). The same researchers maintained that motivation was a multifaceted subject. This implies that people may have several different motives operating at once (Greenberg & Brown, 2003).

Thus, family impact on students' motivation refers to any positive or negative impression that affects that Kanyakumari District. Families can influence the children while studying in the schools. Motivation is consisted of intrinsic and extrinsic dimensions. However, the new trend in organizational behavior is to emphasize the importance of intrinsic factors or intrinsic motivation within a cultural perspective (Lyengar & Lepper, 1999, Venkatesh, 1999).

Ryan & Deci (2003), for example, defined intrinsic motivation as "The inherent tendency to seek novelty and challenges, to extend and exercise one's capacities, to explore, and to learn" (P.51). However, as the same researchers insist, maintenance and enhancement of intrinsic motivation requires supportive conditions, as it can be fairly disrupted by various unsupportive conditions.

While intrinsic motivation implies doing an activity for its inherent satisfaction, external motivation refers to the performance of an activity in order to attain some separable outcome and compliance with an external regulation, control or any social agent influence (Ryan & Deci, 2003).

### A. Influence of Family, Teachers, and peers on student engagement

Student motivation is influenced not only by parents, but also to varying degrees by teachers and peers, according to a new study by Ming-Te Wang and Jacquelynne S. Eccles at the University of Michigan (2012). This study examined the relative influence of social support from parents, teachers, and peers on student engagement, as well as the level of student engagement at grades 7, 9, and 11. The researchers

measured four different indicators of engagement: school compliance (positive behaviors), participation in extracurricular activities, school identification (interest and enjoyment), and the subjective value of learning (intrinsic motivation). On each of these four measures, student engagement declined on average between grades 7 and 11. Girls reported higher levels of engagement on all four indicators, but also experienced declines in each area as they got older. African American students reported higher levels of school identification and value of learning than their white counterparts but lower levels of compliance with school rules and participation in extracurricular activities.

Most interesting were the effects of parents, teachers, and peers on each factor of engagement. The study found that parent social support was positively correlated with all four indicators and was a stronger predictor than peer support for three of the indicators. Teacher support played an especially important role in slowing declines in compliance, school identification, and value of learning. Social support from peers was more complicated. While students were more likely to participate in extracurricular activities, see value in learning, and identify with school when they had peer support, results for compliance were mixed and depended on the type of peer support and the values espoused by a student's chosen friend group.

### B. Statement of the Problem

This study was an attempt to find out the family impact on students' motivation in Kanayakumari District. The main Objectives were to come up with the recommendations for the improvement of family impact on students Motivation.

### C. Objectives of the study

- 1) To find out impact on students' desire to study.
- 2) To investigate the relationship between the family impact on students' desire (to Study) and some parents and students' demographic characteristics.
- 3) To find out the Factors influencing Family impact.
- 4) To understand the emotional impact on the students.

### D. Significance of the Study

The results of the study would be useful for the following reasons:-

- 1) This study provides information about the outcome of motivation and family impact, on educational accomplishment of students.
- 2) This study is very important for the parents of those students who are also associated with their children.
- 3) This research will increase the attentiveness to concentrate on student's motivation.

### E. Hypotheses

Following were the Null versus Alternative hypotheses of the study:

- 1) Ho: There is no significant factor influencing family Impact on the educational attainments of students.  
H1: There is a significant of factor influencing family Impact on the educational attainments of students.
- 2) Ho: There is no significant in family impact on the educational attainments of students.  
H1: There is significant in family impact on the educational attainments of Students.

## II. LITERATURE REVIEW

Ryan & Deci (2000 in Porter, Bigley & Steers, 2003) stressed that "Despite the fact that humans are liberally endowed with intrinsic motivational tendencies, the evidence was now clear that the maintenance and enhancement of this inherent propensity requires supportive conditions, as it can be fairly disrupted by various unsupportive conditions"

Ryan and Deci (2000) maintained that research had revealed that external negative impacts such as threats, deadlines, directives, pressured evaluations, and imposed goals diminish intrinsic motivation. Consequently, the same researchers have for example, reported that studies showed that autonomy-supportive parents, relative to controlling parents, have children who are more intrinsically motivated.

However, Kim (2002) had emphasized that to study parents' involvement in education is to identify one aspect of the process by which family background makes a difference in a child's academic success. Kim had quoted Coleman (1988), who suggested that family background might be analytically separated into at least three distinct components: financial (physical) capital (family income or wealth), human capital (parent education), and social capital (relationship among actors). With respect to children's educational achievement, Kim (2002) maintained that, there is a direct relationship between parental financial and human capital and the successful learning experience of their children. However, he stressed that while both of these factors are important determinants of children educational success, there remains a substantial proportion of variation in educational success, which was unaccounted for by these variables alone.

## III. RESEARCH METHODOLOGY TYPES OF RESEARCH

This is a descriptive study that aims to explain the phenomenon that is taking place. The research involved in collecting data to find answers to the problems of study and to achieve the objectives of the study. Therefore, descriptive data was collected through the questionnaires by the respondents themselves.

### A. Sample size

The population consists of students of Kanyakumari District. A Simple Random sampling technique was used to collect the data in order to get 200 data.

## B. Result and Discussion

Year	Frequency	Percentage
Primary school	6	6
High school	54	54
Higher	110	110
Under graduate	20	20
Master	6	6
PhD	4	4
Total	200	200

Table 1: Student's Profile

From the above table 1 show that majority of the respondents are the higher secondary students (110%) and the 54% of the respondents are high school.

Gender	Frequency	Percentage
Male	74	74
Female	126	126
Total	200	200

Table 2: Gender Profile

From the above table 2 show that 74% of the respondents were male and 126% of the respondents were female.

S. No	Family impact	Frequency	Percentage
1	Family financial status	68	68
2	Family expectations impact	34	34
3	Family situation impact	40	40
4	Emotional solidity impact	28	28
5	Teaching methods impact	30	30
	<b>Total</b>	<b>200</b>	<b>200</b>

Table 3: Factors influencing Family impact

From the above Table 3 shows 68% of the respondents are family financial status, 40% of the respondents family conditions impact 28% emotional stability impact, 30% teaching methods impact .

### C. Findings

The results of this study showed that several factors have a strong positive impact .These factors are listed and discussed below:

#### 1) The family financial status impact:

When the students' family financial condition was high, the students do not experience any pressure to help their families monetarily. Therefore, they dedicate more time for studying. It is meaningful to note that the father was in the family usually the variety victor. Therefore, father can be consider as the financial provider.

#### 2) The family expectations impact:

The family high expectations exercise a attractive level of stress, which pressures (motivates) students to study and to pay more notice to their education and future. This result was supported by other empirical studies, which have found, as indicated in the review of literature, positive linear

relationships between expectancy and subsequent academic achievement

3) *The family situation impact:*

This item was a very general concept, which might include any negative aspect or any family related crisis regardless of its nature. The family situation and impact are in the very important for the students' desire to study and succeed. If the family context is not favorable, the student is usually troubled. This is a unhelpful factor, which may lead to the students' failure in their study as noticed in several cases.

4) *The emotional solidity impact:*

The students' emotional stability was a very important factor, which motivates them to study. The common observed emotional disturbances among the students, which related to depression because of love failure, lost of a parent, a relative, a friend and failure to meet parents' high expectations.

5) *The teaching methods impact:*

This was another factor, which was unrelated to family but it influences students' motivation. Teaching methods influence students' concentration, knowledge and accomplishment. Therefore, it had a strong impact on students' desire to study.

#### IV. RECOMMENDATIONS

- 1) This study may specify that family can play an important role in strengthening their children education.
- 2) If proper supervision and motivation may provide to the children then their educational attainments can be improved.
- 3) Family and teachers may be requested to motivate the students in a right way.

#### V. CONCLUSION

From the childhood the child is influenced by his or her family background. Students from well to do families are able to achieve greater heights since they don't have any financial commitment from future. The beloved once influencing teaching can also promote a student to achieve higher goals. Uneducated family members and traditional values denote make any impact on a student desire to study. Proper guidelines and favorable conditions such as hope to an excellent placement at good organizations can influence a student desire to study to reach at higher levels.

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