

Family Support and Academic Achievement among Higher Secondary Students

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Abstract

Home is the first foundation of a child that has significant relationships with students' on the whole life. Current study has investigated the relationship of home environment with higher secondary school students' achievement. This study reveals that the higher secondary students those who belong to other religion, who have up to 4 family members who have non vegetarian food habit, and who live in own house have poor family support than their counterparts. Teachers, educationists and leaders should try to create awareness in parents on the importance of the home environment on academic achievement motivation which can improve the children's performance.

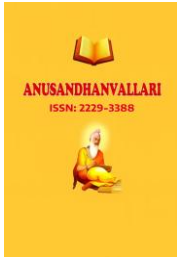
Keywords: Home environment, Academic achievement, Family support

Introduction

Academic achievement is the performance of students in the field of education. Learning is the interaction between a learner and the environment if environment is favorable, the learner feels easy to learn and gets fully concentrate on their studies. Learning starts from home when child's born. Child learns a lot from the family in every way. Home environment has great impact on Learning. The home environment plays a major role to determining the child's personality and also in their achievement. The home has an important influence on the child's academic achievement. What the child learns at home and how his family motivates him towards education contributes to the students success in school.

Need For The Study

Home environment or family support refers to all the objects, forces and conditions in the home which influence the child physically, intellectually, academically, and emotionally. Different home environments vary in many aspects such as the parents' education, economic status, occupational status, religious background, attitudes, values, interests, parents' expectation for their children, and family size Intelligence is not the only determinant of academic achievement of a pupil. Academic achievement of a pupil is always associated with the many components of learning environment. Learning and teaching environment ought to implement six functions: inform, communicate, collaborate, produce, scaffold, and manage. They added that conceptually speaking, the learning environment refers to the whole range of components and activities within which learning happens.



Examinations have always been used as the main basis for judging a pupil's ability and also as a means of selection for educational advancement and employment. Hence the researcher wants to know the relationship between the family support and academic achievement among higher secondary students.

Variables Of The Study

The variables involved in this study are as follows:

Dependent Variables

1. Family Support
2. Academic Achievement

Independent Variables:

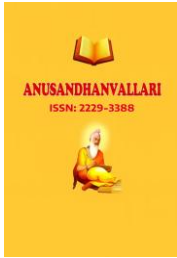
1. Gender : Male / Female
2. Religion : Hindu / Others
3. Community : SC & ST / Others
4. No. of family members : Upto 4 / 5 and above
5. Food habit : Vegetarian / Non-vegetarian
6. Locality of home : Rural / Urban
7. Nature of House : Own house / Rented house

Objectives OF THE STUDY

1. To measure the level of family support of the higher secondary students.
2. To find out, whether there is a significant difference among higher secondary students in terms of select independent variables in their Family support.
3. To measure the level of academic achievement of the higher secondary students.
4. To find out, whether there is a significant difference among higher secondary students in terms of select independent variables in their academic achievement.
5. To find out the relationship between family support and academic achievement among the higher secondary students.

HYPOTHESES OF THE STUDY

- Higher secondary students feel better family support.
- The population (Independent) variables exert significant influence on family support among higher secondary students.
- Higher secondary students have above the average academic achievement.
- The population variables exert significant influence on academic achievement among higher secondary students.



➤ There is a significant positive relationship between home environment and academic achievement among the higher secondary students.

Methodology –In Brief

Design : Descriptive

Method : Normative

Technique : Survey

Sample

A sample of 400 XI students in Madurai District served as the subjects of the study.

Tool used

Family support Scale constructed and standardized by **Michael Leo, M. (2009)**.

Statistical treatments

1. “t” test between the large independent samples.
2. Pearson’s Product Moment Correlation

Delimitations And Scope Of The Study

There may be more number of variables influencing the family support and academic achievement of the pupils, but seven variables are taken for this study.

Though there are different kinds (ICSE and CBSE) of school system at high school stage, this study involved Equality education system only. Hence the finding of the present study need not necessarily be applicable to the ICSE and CBSE schools pupils. These are the delimitations of the present study.

The main focus of this study is a family support and academic achievement among the higher secondary students. Nowadays academic achievement and family support is an important variable in all walks of pupils’ life. This study reveals that the family support plays a vital role in academic achievement. It will be highly useful for the planners, implementers and consumer in the parlance of education.

1. **Gender** : Male /Female
2. **Religion** : Hindu /Others
3. **Community** : SC/ST / Others
4. **No. of family members** : Upto 4 / 5 and above
5. **Food habit** : Vegetarian / Non-vegetarian
6. **Location of home** : Rural / Urban
7. **Nature of house** : Own house / Rented house

ANALYSIS

Table 1: Statistical Measures And Results Of Test Of Significance For Difference Between The Means Of Family Support: Independent Variables – Wise

VARIABLE	SUB-VARIABLES	N	MEAN	SD	't' - VALUE	SIGNIFICANCE AT 0.05 LEVEL
GENDER	MALE	335	36.40	7.135	3.498	Significant
	FEMALE	65	33.28	6.467		
Religion	Hindu	357	35.96	7.152	0.590	Not Significant
	Others	43	35.30	6.878		
Community	SC/ST	185	36.75	7.443	2.240	Significant
	OTHERS	215	35.15	6.754		
No. of Family Members	Upto 4	209	36.18	6.942	0.856	Not Significant
	5 and Above	191	35.57	7.309		
Food Habit	Veg	57	36.02	7.650	0.137	Not Significant
	Non-Veg	343	35.87	7.036		
Location of home	Rural	296	34.41	6.759	-7.659	Significant
	urban	104	40.10	6.421		
Nature of House	Own House	360	35.77	7.116	-1.039	Not Significant
	Rented House	40	37.00	7.125		

Table 2: Statistical Measures And Results Of Test Of Significance For Difference Between The Means Of Academic Achievement: Independent Variables – Wise

VARIABLE	SUB-VARIABLES	N	MEAN	SD	't' - VALUE	SIGNIFICANCE AT 0.05 LEVEL
GENDER	MALE	335	371.87	47.382	1.050	Not Significant
	FEMALE	65	364.52	52.401		

Religion	Hindu	357	372.03	48.169	1.629	Not Significant
	Others	43	359.42	47.914		
Community	SC/ST	185	369.98	49.316	-0.266	Not Significant
	OTHERS	215	371.27	47.403		
No. of Family Members	Upto 4	209	374.66	45.65	1.724	Not Significant
	5 and Above	191	366.31	51.256		
Food Habit	Veg	57	366.68	41.943	-0.755	Not Significant
	Non-Veg	343	371.34	49.233		
Location of home	Rural	296	367.81	50.615	-2.248	Significant
	urban	104	378.81	39.840		
Nature of House	Own House	360	370.15	48.108	-0.632	Not Significant
	Rented House	40	375.38	49.787		

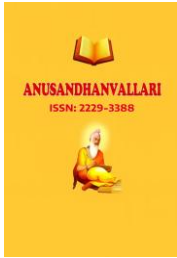
Correlation Between Family Support And Academic Achievement

The details of the results of correlation between the mean scores of Family support and academic achievement is given below.

The obtained 'r' value is 0.160, while the critical value is 0.098. Hence there is significant positive relationship between Family support and academic achievement among the higher secondary students.

Hypotheses Verification

- ❖ Higher secondary students feel better family support hypothesis I is **Accepted**.
- ❖ The population (Independent) variable exerts significant influence on family support among higher secondary students.
 - *Three population variables Viz., Gender, Community and Locality of home is found influencing the family support, out of the seven population variables involved in this study.*
 - *Hence the Hypothesis II is partially accepted*
- ❖ The population variable exerts significant influence on academic achievement among higher secondary students.
 - *Only Locality of home is found influencing the academic achievement, out of the seven population variables involved in this study.*
 - *Hence the Hypothesis III is minimally accepted.*



❖ There is a significant positive relationship between home environment and academic achievement among the higher secondary students - **hypothesis IV is Accepted**

Parental involvement provides an important opportunity for schools to enrich current school programmes by bringing parents into the educational process. Increased parental involvement has been shown to result in increased student success, enhanced parent and teacher satisfaction, and improved school climate. The results of this study showed that students' academic achievement is highly correlated with the performance of their families. Therefore, to improve students' educational status in cultural and educational programs, which are specified for them, family function centered plans should be at the heart of attention.

Educational Implications

Many parents may not be aware of the influence of various home environmental factors on the academic achievement of their children. It is recommended that, teachers, educationists and leaders should try to create awareness in parents on the importance of the home environment on academic achievement motivation which can improve the children's performance.

1. Parents need to be informed that they can contribute to the education of their children through encouragement, provision of learning facilities, and active assistance among other strategies.
2. Parents need to know their role in the education of their children so that they do not put the blame entirely on teachers when their children do not perform well in school.
3. Precaution should be taken when it comes to parental encouragement since unreasonably high demand and too much pressure for good performance made by some parents on their children may cause anxiety and fear of failure which may affect the child's academic performance negatively.
4. For the various family variables to have a significant effect on children's academic achievement motivation, parents should set achievable targets within their means.

This study reveals that the higher secondary students those who belong to other religion, who have up to 4 family members who have non vegetarian food habit, and who live in own house have poor family support than their counterparts. Also reveals that higher secondary students those who are male who belong to Hindu religion who belong to other community, who have non vegetarian food habit and who are live in rented house have low level achievement than their counterparts. Hence they should be facilitated through proper training for developing the family support and academic achievement.

Conclusion

Children who receive support from their parents develop an appropriate mindset, motivation, and self-discipline at school. Disengaged parents who are not interested in the academic life of their kids often promote school failures. Create of a generation of students not interested in studying or in gaining information. The benefits accrued by students who enjoy such parental involvement in their schooling include improved learner attitudes towards schooling; developing positive behavior; improved school attendance; decreased school dropouts; and improved academic performance. Research has proven over and over again that positive parental involvement increases student achievement, reduces bad behavior, improves attendance, and increases student satisfaction at school. Self-esteem, self-discipline, ambition and emotional development are stunted without parental guidance and involvement, affecting an individual's decision-making capabilities and self-identity far beyond childhood. The researchers found a lack of parental support during childhood is associated with increased levels of depressive



symptoms and chronic health conditions in adulthood, and this association persists with increasing age throughout adulthood into early old age

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