

A STUDY ON SOCIAL SUPPORT AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

This study examines the relationship between Social support and Academic achievement among higher secondary school students. Social support, encompassing emotional, informational, and instrumental assistance from family, peers, and teachers, plays a pivotal role in adolescents' academic and personal development. Using a quantitative research design, the study involved a sample of higher secondary school students, collecting data through standardized scales for social support and analyzing their academic records for achievement. The findings reveal a significant positive correlation between Social Support and academic performance, highlighting the critical role of supportive relationships in fostering educational success.

Keywords:

Social Support, Academic Achievement, Academic Performance

Introduction

Adolescence is a critical developmental stage marked by significant physical, emotional, and Social changes. Academic Achievement, often viewed as a key indicator of students' potential and future success, is influenced by various factors, including cognitive abilities, motivation, and social support. Social support refers to the emotional, informational, and practical assistance received from individuals or groups such as family, friends, teachers, and the community. This study aims to bridge this gap by investigating the different sources of social support influence the Academic Achievement of students.

Need for the Study

Adolescence is a pivotal phase marked by academic and social challenges, particularly for higher secondary students, who face immense pressure to excel academically as their performance shapes future opportunities. Simultaneously, they cope with emotional, psychological, and social struggles that can affect their well-being and academic success. Social support from family, peers, and teachers acts as a crucial buffer, reducing stress, fostering belonging, and enhancing motivation. However, many educational systems prioritize academics over socio-emotional needs. This study emphasizes the importance of social support in promoting holistic development, offering insights to educators, parents for nurturing environments that enhance student success.

OBJECTIVES OF THE STUDY

- To find out the level of Social Support and Academic Achievement among Higher Secondary School Students.
- To find out the significant difference in the Social Support and Academic Achievement mean scores of Higher Secondary School Students based on Gender, Medium of Instruction and Locality.
- To find out the relationship between Social Support and Academic Achievement among Higher Secondary School Students.

HYPOTHESES

- The level of Social Support among Higher Secondary School students is moderate.
- The level of Academic Achievement among Higher Secondary School students is Average.

- There is no significant difference in the Social Support and Academic Achievement mean scores of Higher Secondary School Students based on Gender, Medium of Instruction and Locality.
- There is no significance relationship between Social Support and Academic Achievement among Higher Secondary School Students.

METHOD ADOPTED IN THE PRESENT STUDY

The investigator has selected survey method for this study entitled “A Study on Social Support and Academic Achievement among Higher Secondary School Students”.

TOOLS USED

The following tools are used to collect data relevant to the

1. **Social Support** questionnaire prepared by investigator.
2. **Academic Achievement**- First term marks taken from school

SAMPLE

Random sampling Technique has been adopted to choose the sample. Random sample of 300 Students from XI standard were selected from different Higher Secondary schools of Tiruvallur District.

STATISTICAL TECHNIQUES USED

Suitable statistical techniques were used to interpret the data to draw out more meaningful results in the present study. The following statistical measures were used.

- A. Descriptive analysis (Mean Percentage, mean & S.D)
- B. Differential analysis (t -test)
- C. Correlation analysis

DESCRIPTIVE ANALYSIS

HYPOTHESIS 1

Social Support among Higher Secondary School Students is Moderate.

Using quartiles, frequency and percentage of students in each category is given in Table 1

Table 1

Frequency and Percentage of students in each category of Social Support

Variable	Range	Category	N	Percentage
Social Support	110-149	Low	78	9.3%
	150-177	Moderate	146	73.7 %
	178-199	High	76	25.3 %

INFERENCE

From the table 1, it is observed that more number of students lie in the moderate category showing that the Social Support of the higher Secondary school students is moderate as hypothesized.

HYPOTHESIS 2

Academic Resilience among Higher Secondary School Students is Average.

Using quartiles, frequency and percentage of students in each category is given in Table 2

Table 2

Frequency and Percentage of Students in each category of Academic Achievement

Variable	Range	Category	N	Percentage
Academic Achievement	35-57	Low	85	28.4 %
	58-66	Average	140	46.6 %
	66-100	High	75	25 %

INFERENCE

From the table 2, it is observed that Academic Achievement of Higher Secondary School Students is average as hypothesized. Since, maximum number of students lie in this category.

DIFFERENTIAL ANALYSIS

HYPOTHESIS 3

There is no significant difference in the Social Support mean scores of Higher Secondary School Students based on Gender, Medium of Instruction and Locality.

Mean, standard deviation and t-test have been calculated and presented in Table 3

Table 3

Mean, standard deviation and t- value for Social Support – Gender, Medium and Locality Wise

Social Support		N	Mean	S.D	t-value	L.S
Gender	Male	150	162.26	18.40	0.46	NS
	Female	150	161.34	15.74		
Medium	Tamil	150	160.82	15.43	0.98	NS
	English	150	162.78	18.51		
Locality	Rural	138	160.78	16.64	0.92	NS
	Urban	162	162.62	17.79		

INFERENCE

From the above table it is observed that the Social Support score of Male Higher Secondary school students is 162.26 and Female Higher Secondary school students is 161.34. The t-value (0.46) is less than the table value 1.96 at 0.05 level showing no significant difference between the two means. Hence the null hypothesis is accepted.

It is observed that the Social Support score of Tamil Medium Higher Secondary school students is 160.82 and score of English medium Higher Secondary school students is 162.78. The t-value 0.98 is less than table value 1.96 at 0.05 level showing no significant difference between Tamil Medium and English Medium Higher Secondary School Students. Hence the null hypothesis is accepted.

It is observed that the Social Support score of Rural among Higher Secondary school students is 160.78 and Urban of Higher Secondary school students is 162.62. The t-value 0.92 is less than table value 1.96 at 0.05 level showing no significant difference between Rural and Urban Students. Hence the null hypothesis is accepted.

HYPOTHESIS 4

There is no significant difference in Academic Achievement mean scores of Higher Secondary school Students based on Gender, Gender, Medium of Instruction and Locality.

Table 4

Mean, Standard Deviation and t-value for Academic Achievement – Gender, Medium and Locality wise

Academic Achievement		N	Mean	S.D	t-value	L.S
Gender	Male	150	72.32	18.40	1.85	NS
	Female	150	68.65	15.74		
Medium	Tamil	150	67.99	15.43	2.54	S at 0.05
	English	150	72.99	18.51		
Locality	Rural	138	60.39	13.89	2.71	S at 0.01
	Urban	162	79.89	17.50		

INFERENCE

From the above table it is observed that the mean Academic Resilience score of Male Higher Secondary school students is 72.32 greater than the mean score of Female 68.65 Higher Secondary school students. The t-value 1.85 is less than the table value 1.98 at 0.05 level showing no significant difference between Male and Female Students. Hence the null hypothesis is accepted.

From the above table it is observed that the mean Academic Resilience score of English Medium Higher Secondary School Students is 72.99 greater than the mean score of Tamil Medium

67.99 Higher Secondary school students. The t-value 2.54 is greater than the table value 1.98 at 0.05 level showing significant difference between Tamil and English Medium Students. Hence the null hypothesis is rejected.

From the above table it is observed that the mean Academic Resilience score of Urban Higher Secondary School Students is 79.89 greater than the mean score of Rural Higher Secondary School Students. The t-value 2.71 is greater than the table value 2.58 at 0.01 level showing significant difference between the two means. Hence the null hypothesis is rejected.

CORRELATION ANALYSIS

HYPOTHESIS 5

There is no significant relationship between Social Support and Academic Achievement among Higher Secondary School Students.

Correlation is calculated and presented in Table 5

Table 5

Correlation between Social Support and Academic Achievement

VARIABLE	N	r value	L.S
Social Support	300	0.084	S
Academic Achievement			

INFERENCE

From the above table, it is observed that there is a significant positive relationship between Social Support and Academic Achievement at 0.01 level. Therefore, the null hypothesis is rejected.

FINDINGS

- ❖ The level of Social Support of Higher Secondary School Students is moderate.
- ❖ The level of Academic Achievement of Higher Secondary School Students is average.
- ❖ There is no significant difference in the Social Support among Higher Secondary School Students based on Gender, Medium of Instruction and Locality.
- ❖ There is no significant difference in the Academic Achievement among Higher Secondary School Students based on Gender
- ❖ There is significant difference in the Academic Achievement among Higher Secondary School Students based on Medium of Instruction. English Medium (72.99) students have high mean score than Tamil Medium students (67.99).
- ❖ There is significant difference in the Academic Achievement among Higher Secondary School Students based on Locality. Urban (79.89) students have high mean score than Rural Students (60.39).
- ❖ There is positive relationship between Social Support and Academic Achievement among Higher Secondary School Students.

IMPLICATIONS OF THE STUDY

The study on Social Support and Academic Achievement emphasizes the importance of fostering supportive environments to enhance students' academic success and overall well-being. Educators can play a pivotal role by creating nurturing classroom and building strong teacher-student relationships can further motivate students and improve academic engagement. Parents also have a crucial role in providing emotional, informational, and instrumental support, which can help students manage stress and perform better academically. Awareness programs and workshops can equip parents with strategies to effectively support their children during critical academic years. Initiatives like mentorship programs, peer support groups, and counseling services can build a robust support system for students. For researchers, this study highlights the need for further exploration of the relationship between social support and factors such as resilience and mental health across diverse contexts. Students can benefit from recognizing the value of social support and building strong networks among peers, teachers, and family. Overall, the study underscores the need for a collaborative effort to create an educational system that prioritizes both academic excellence and holistic development.

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