

# Family support for higher secondary students in Dindigul District

Senthilkumar R\*, Meenakshi R\*\* & Sivapragasam C\*\*

## Abstract:

*Parent and family support is a crucial component of every school students. Each member of the family depend others for some purpose i.e. care, protection, love and satisfy the needs etc. Every student gain manual, financial, moral, mental supports from their family members and he achieved high. The present study area is Dindigul district in Tamilnadu, India. Pre-try out has done with random 25 students. Based on this item model, with family support inventory for the students (110) has built for further try out. Data collection was carried out by the investigator in three categories, they are parents, sibling and with relations. The collected details were analysed with t-test by using SPSS software package. The family support for higher secondary students study is found little below the average level. In other words, family support for higher secondary students is found at satisfactory level.*

## Keywords:

Family support; pre-tryout; tryout; Family support inventory; Sibling SPSS

## 1. INTRODUCTION

Parent and family support is a crucial component of every school students. Family is a basic unit of society, it has father, mother, brother, sister and relatives. Each member of the family depend others for some purpose i.e. care, protection, love and satisfy the needs etc. Particularly children more depend to the parents, brothers, sisters, relatives at a particular stage. Some of the parents and other family members interested to help their children study. The present investigator wants to study the level of support to the higher secondary students provided by their family members. The larger social service family support movement began with the general social services movement in the 1960s, with self-help and grassroots efforts advocating for the development of community-based programs and supports to strengthen family functioning (Dunst, Johanson, Trivette, & Hamby 1991; Weissbourd, 1987; Weissbourd & Kagan, 1989; Zigler & Black, 1989). This movement focused on families in particular social or economic categories; such as poverty, joblessness, poor health, or other factors (Kagan & Weissbourd, 1994). The family support movement evolved to adjust to the changing composition and needs of families. During this same time,

the parent movement in the disability field was gaining strength and momentum. Parents organized to support each other and to speak out for their sons and daughters with disabilities (Braddock, 2002). Families strongly supported the idea that their child was not broken and did not need to be removed from their home to be fixed 23 (Bazyk, 1989; Cournoyer, 1991; Dunst et al., 1988; Turnbull & Turnbull, 1990). These parent groups were the first to bring disability issues of segregation, lack of education and training, and lack of support services to legislators, educators and the public (Goode, 1999). The parents highlighted the need to create a system of support that would enable their sons and daughters to go to school and receive the services necessary to continue living as a family. This momentum created the first recognized disability family support movement. Families began identifying and campaigning for the development of programs that would support their child within community schools and the disability service system resulting in considerable progress in public policy for individuals with disabilities (Silverstein, 2000). These included the passage of Title XIX of the Social Security Act (Medicaid) which funded intermediate care facilities as opposed to funding only institutions; the ruling in the Wyatt v. Stickney case that found that individuals with disabilities had a constitutional right to treatment; passage of Section 504 of the Rehabilitation Act which protected individuals with disabilities against discrimination; and the landmark passage of the Education of All

Handicapped Children Act (now known as IDEA). Also, during this time the Developmental Disabilities Services and Facilities Construction Amendments of 1970, P.L. 517 was passed, the first congressional effort to address the needs of a group of individuals with disabilities designated as developmentally disabled. This Act would later become the Developmental Disabilities Act (DD Act). These new policies laid the foundation allowing parents to care for their child at home and in their communities. State governments establishing policies and programs to support and strengthen families of young children (Weiss, 1989) represent the next wave of the family support movement. States recognized that families needed assistance to support their child at home. In the early 1970's Pennsylvania developed one of the earliest state-funded family support initiatives for children with intellectual disabilities. Over the next two decades, all other states and the District of Columbia fielded some type of family support for children, each offering different types of services and supports intended to do whatever it takes as to assure that children could grow up with their families (Daniels, Butz, Goodman, & Kregel, 2009). The following table summarizes the third wave of disability family support. Federal legislation soon followed, representing a third wave of family support that refocused federal departments and initiatives on family-oriented and community based programs. Early intervention Special Education legislation (IDEA Part C) passed in 1986 that

mandated states develop systems that utilize individual family service plans to integrate health, education and social service systems. Part C recognizes that the family is the most important constant in a child's life and the family environment is the richest context for social, emotional, cognitive and physical development (Hooper & Umansky, 2004, p. 92). IDEA reauthorization also indicated parents were to be viewed not only as recipients of services but as the accountability mechanism to monitor professionals as they implemented IDEA requirements (Turnbull & Turnbull, 2000; Turnbull, Turnbull, & Wheat, 1982). The same year the Developmental Disabilities Act mandated its funded entities to develop a 25 meaningful role for families in the provision of services and policies. This significant mandate is the impetus to the development of the Partners in Policymaking program and is described below in greater detail. Then, the Department of Health and Human Services Division of Maternal and Child Health, soon following in 1989, adopted the philosophy that services for children with special health care needs should be family-centered, communitybased, coordinated, comprehensive, and culturally competent with passage of P.L. 101-239 Omnibus Budget Reconciliation Act. (Brewer, McPherson, Magrab, & Hutchins, 1989; Hutchins & McPherson, 1991; Shelton, Jeppson, & Johnson, 1987). These federal policies represented the transformations that were occurring across the country related to family support and to the

recognition and rights of families. Cassidy and Lynn (1991) included a specific factor of the family's socioeconomic status, crowding, as an indicator of how being disadvantaged affects educational attainment. They found that a less physically crowded environment, along with motivation and parental support, were associated with higher educational levels of children. Religiosity as an aspect of the family environment is another independent variable possibly influencing academic achievement (Bahr, Hawks, & Wang, 1993). Cassidy and Lynn (1991) explored how family environment impacts motivation and achievement. Research indicates that family involvement in schools increases student achievement (Epstein, 1995). The benefits of parent and family involvement include higher test scores and grades, better attendance, more completion of homework, more positive attitudes and behavior, higher graduation rates, and greater enrollment in higher education. A literature review of school-family partnerships indicates that benefits are apparent not only for younger children but all students through high school. Although parent involvement typically is strongest at the primary level, continued involvement through the middle grades and at the secondary school level is important in encouraging and guiding children's development and achievement. Parent involvement is linked to children's school readiness. Research shows that greater parent involvement in children's learning positively affects the child's school performance, including higher academic

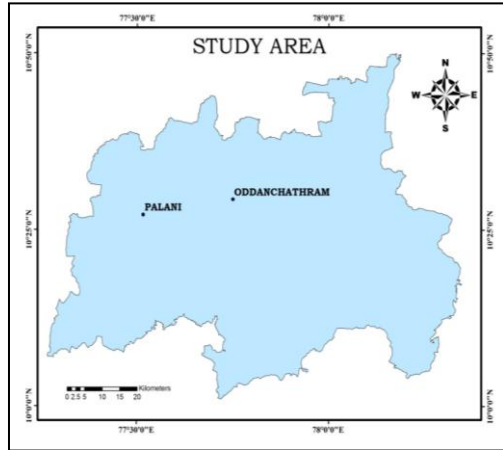
achievement (McNeal, 1999; Scribner, Young, & Pedroza, 1999; Sui-Chu & Willms, 1996; Trusty, 1998; Yan & Lin, 2002) and greater social and emotional development (Bredenkamp & Copple, 1997; Fantuzzo & McWayne, 2002). Simple interactions, such as reading to young children, may lead to greater reading knowledge and skills (Snow, Burns, & Griffin, 1998). And, children with richer home literacy environments demonstrate higher levels of reading knowledge and skills at kindergarten entry (Nord, Lennon, Liu, & Chandler, 2000). Parent involvement outside of home, such as participation in extracurricular activities (e.g., concerts, sports, scouts), relates to their reading, general knowledge, and mathematics knowledge and skills (Reaney, Denton, & West, 2002). Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, selfconfidence, and previous instructional quality have been found to also influence students' examination score (Starr 2002) either positively or negatively. The importance of family support in achieving academic success among minority populations has been the focus of various studies. One study focusing on factors affecting Black college student success found that the social environment provided by a student's parents influenced the student's view of education, and ultimately their success in college (Herndon & Hirt 2004, 491). A similar study involving Latino

college students found that familial support was important in a student's development of academic self-efficacy (Torres & Solberg 2001, 61). As is the case in these two minority cultures, the approval and support of family is often very important to Native American children when pursuing their goals, especially in the academic field. Children are now attending a college or university doesn't mean we, as parents, don't have a role to play in helping them become successful adults. On the contrary, helping them through their college years may be the most critical time to help them develop into successful independent adults. Having an involved parent can be key to a student's success in college. However, as your son or daughter becomes a college student, you can help support him or her in the form of moral support, financial advice, career planning. (2006).

## 2. AREA OF THE STUDY

Present investigator is from joint family and more attached with his family members. He gain manual, financial, moral, mental supports from his family members for his studies and he achieved high. Hence the investigator wants to study the support rendered by the family members for higher secondary students.

Dindigul is a city in the South Indian state of Tamil Nadu. It is the administrative headquarters of the Dindigul district (Fig: 1). Dindigul is located southwest of the state capital, Chennai and 100 km (62 mi) away from Tiruchirappalli.



### 3. METHODOLOGY

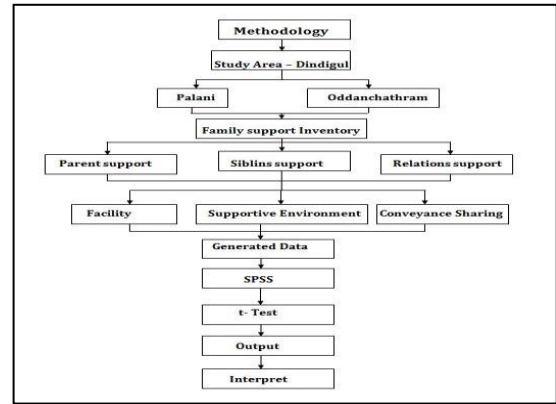


FIGURE 1: STUDY AREA



Figure 2: METHODOLOGY

Family support as major hypothesis, the study has been conducted in the study area as prime. Limitations of the study have been designed in taluks of Palani and Oddanchatram which belongs to the study area. Especially, with the eleventh standard students of state board from the two taluks, the study has been constructed as following plan. Pre-try out has done with random 25 students. Based on this item model, with family support inventory for the students (110) has built for further try out. Offering facilities, providing the supportive needs to create the study environment and sharing proper conveyance to the students as basic

items the inventory was formed. Whereas, supporters are framed in three categories, they are parents, sibling and with relations. The collected details are compiled and constructed as prime data for the further analysis by using SPSS software package. And the outputs are generated such as t-Test tables (Fig: 2).

### 4. RESULTS AND DISCUSSION

The empirical average scores of family support for higher secondary students is found to be 37.56, while the theoretical average is 38. This shows that the family support for higher secondary

students study is found little below the average level. In other words, family

support for higher secondary students is found at satisfactory level.

#### 4.1. Family Support and Sex

**Table 1: THE STATISTICAL MEASURES AND RESULT OF TEST OF SIGNIFICANCE OF DIFEERENCE BETWEEN THE MEAN SCORES OF FAMILY SUPPORT FOR HIGHER SECONDARY STUDENTS: SEX – WISE**

VARIABLE	SUB-VARIABLES	N	MEAN	S.D.	't'-VALUE	SIGNIFICANCE AT 0.05 LEVEL
SEX	MALE	193	36.18	11.72	-2.32	SIGNIFICANT
	FEMALE	207	38.84	11.04		

This shows that there is a significant difference in the support rendered by the family members between male and female

students. It is further noted that female students get high level of family support for their studies than the male students.

#### 4.2. Family Support and Nativity

**Table 2: THE STATISTICAL MEASURES AND RESULT OF TEST OF SIGNIFICANCE OF DIFEERENCE BETWEEN THE MEAN SCORES OF FAMILY SUPPORT FOR HIGHER SECONDARY STUDENTS: NATIVITY – WISE**

VARIABLE	SUB-VARIABLES	N	MEAN	S.D.	't'-VALUE	SIGNIFICANCE AT 0.05 LEVEL
NATIVITY	RURAL	319	37.20	11.57	-1.29	NOT SIGNIFICANT
	URBAN	81	38.98	10.89		

This shows that there is no significant difference in the support rendered by the family members between rural and urban students. To put it in a different way,

family support for higher secondary students is found independent of their nativity.

#### FAMILY SUPPORT AND SCHOOL LOCALITY

**Table 3: THE STATISTICAL MEASURES AND RESULT OF TEST OF SIGNIFICANCE OF DIFEERENCE BETWEEN THE MEAN SCORES OF FAMILY SUPPORT FOR HIGHER SECONDARY STUDENTS: SCHOOL LOCALITY – WISE**



VARIABLE	SUB-VARIABLES	N	MEAN	S.D.	't'-VALUE	SIGNIFICANCE AT 0.05 LEVEL
SCHOOL LOCALITY	RURAL	337	36.88	10.92	-2.43	SIGNIFICANT
	URBAN	63	41.22	13.41		

This shows that there is a significant difference in the support rendered by the family members between the students who are studying in rural schools and those who are studying in urban schools. It is

#### **FAMILY SUPPORT AND FATHER'S EDUCATION**

also evident from the above finding that the students who are studying in urban schools gets higher level of family support as compared to their counterparts.

**Table 4: THE STATISTICAL MEASURES AND RESULT OF TEST OF SIGNIFICANCE OF DIFEERENCE BETWEEN THE MEAN SCORES OF FAMILY SUPPORT FOR HIGHER SECONDARY STUDENTS: FATHER'S EDUCATION - WISE**

VARIABLE	SUB-VARIABLES	N	MEAN	S.D.	't'-VALUE	SIGNIFICANCE AT 0.05 LEVEL
FATHER'S EDUCATION	EDUCATED	306	38.63	10.96	3.22	SIGNIFICANT
	UNEDUCATED	94	34.06	12.31		

This shows that there is a significant difference in the support rendered by the family members between the students whose father's are educated and those

#### **FAMILY SUPPORT AND MOTHER'S EDUCATION**

whose father's are uneducated. It is further noted that the students whose father's are educated support highly for their wards studies than their counterparts.

**Table 5: THE STATISTICAL MEASURES AND RESULT OF TEST OF SIGNIFICANCE OF DIFEERENCE BETWEEN THE MEAN SCORES OF FAMILY SUPPORT FOR HIGHER SECONDARY STUDENTS: MOTHER'S EDUCATION - WISE**

VARIABLE	SUB-VARIABLES	N	MEAN	S.D.	't'-VALUE	SIGNIFICANCE AT 0.05 LEVEL
MOTHER'S EDUCATION	EDUCATED	260	39.36	10.98	4.32	SIGNIFICANT
	UNEDUCATED	140	34.21	11.57		

This shows that there is a significant difference in the support rendered by the family members between the students whose mother's are educated and those whose mother's are uneducated. It is

#### **FAMILY SUPPORT AND FATHER'S OCCUPATION**

further noted that the students whose mother's are educated support highly for their wards studies than those whose mother's are uneducated.

**Table 6: THE STATISTICAL MEASURES AND RESULT OF TEST OF SIGNIFICANCE OF DIFEEERENCE BETWEEN THE MEAN SCORES OF FAMILY SUPPORT FOR HIGHER SECONDARY STUDENTS: FATHER’S OCCUPATION – WISE**

VARIABLE	SUB-VARIABLES	N	MEAN	S.D.	‘t’-VALUE	SIGNIFICANCE AT 0.05 LEVEL
FATHER’S OCCUPATION	GOVT. EMPLOYEE	48	41.85	11.68	2.72	SIGNIFICANT
	OTHERS	352	36.97	11.30		

This shows that there is a significant difference in the support rendered by the family members between the students whose father’s are government employee and those whose father’s are other than government employee. It is further noted

that the students whose father’s are working in government sector provides high level of support for their wards studies than those whose father’s are working in Private concern, Management, Self-employed, Agriculture etc.

**FAMILY SUPPORT AND MOTHER’S OCCUPATION**

**Table 7: THE STATISTICAL MEASURES AND RESULT OF TEST OF SIGNIFICANCE OF DIFEEERENCE BETWEEN THE MEAN SCORES OF FAMILY SUPPORT FOR HIGHER SECONDARY STUDENTS: MOTHER’S OCCUPATION – WISE**

VARIABLE	SUB-VARIABLES	N	MEAN	S.D.	‘t’-VALUE	SIGNIFICANCE AT 0.05 LEVEL
MOTHER’S OCCUPATION	HOUSEWIFE	225	38.65	10.80	2.15	SIGNIFICANT
	OTHERS	175	36.15	12.11		

This shows that there is a significant difference in the support rendered by the family members between the students whose mother’s are housewife and others. It is further noted that the students whose

mother’s are housewife supports highly to their wards studies than those who are employed, self-employed, business women etc.

**FAMILY SUPPORT AND FAMILY TYPE**

**Table 8: THE STATISTICAL MEASURES AND RESULT OF TEST OF SIGNIFICANCE OF DIFEEERENCE BETWEEN THE MEAN SCORES OF FAMILY SUPPORT FOR HIGHER SECONDARY STUDENTS: FAMILY TYPE – WISE**



VARIABLE	SUB-VARIABLES	N	MEAN	S.D.	't'-VALUE	SIGNIFICANCE AT 0.05 LEVEL
FAMILY TYPE	JOINT	66	36.48	11.68	-0.82	NOT SIGNIFICANT
	NUCLEAR	334	37.77	11.40		

This shows that there is no significant difference in the support rendered by the family members between the students who belongs to joint and nuclear family. In other

words, family support for the higher secondary students is found independent of their family type.

**FAMILY SUPPORT AND FAMILY INCOME**

**Table 9: THE STATISTICAL MEASURES AND RESULT OF TEST OF SIGNIFICANCE OF DIFEERENCE BETWEEN THE MEAN SCORES OF FAMILY SUPPORT FOR HIGHER SECONDARY STUDENTS: FAMILY INCOME - WISE**

VARIABLE	SUB-VARIABLES	N	MEAN	S.D.	't'-VALUE	SIGNIFICANCE AT 0.05 LEVEL
FAMILY INCOME	ADEQUATE	290	37.90	11.06	0.90	NOT SIGNIFICANT
	INADEQUATE	110	36.68	12.40		

This shows that there is no significant difference in the support rendered by the family members between the students whose family income is found adequate and inadequate. The above finding indicates that the family support for the higher secondary students is found independent of their family income.

Higher secondary students' family support is found satisfactory. The support rendered by the family members for higher secondary students study is found independent of their nativity, family type, family income. The support rendered by the family members for higher secondary students study is found higher among the students those who are female than male, those who are studying in urban schools than rural schools, whose father's are educated than uneducated, whose mother's are educated than uneducated, whose father's are government employee than others, whose mother's are housewives than others. The finding of the present study reveals that there is little below average level of family support for higher secondary students. This study also reveals that students who are male, from studying in rural schools, whose father and

**5. RECOMMENDATION**

The present study has enormous scope for the followings, Family Support for High School Students, B.Ed. Students, and College Students in Other Districts is strongly recommended. The replica of the present study can be a model for the further studies using other variables.

**6. FINDINGS AND CONCLUSIONS**

mother are uneducated; whose father's are not a government employee, whose mother's are working render low level of support to their wards studies. Family support plays an essential role in the enhancements of student's studies and achievement. It acts as vitamin and motivation for their higher studies. Because of the lack of mental, moral, physical and financial support makes the students to commit suicide which we noted in our dailies. So, not only the family members, relatives but also the neighbours, friend's physical, moral and mental support will enrich the students for their better achievement. The frequent encouragement, caring, motivation, guidance from the family members facilitate a lot for the students studying at various levels.

## 7. REFERENCES

1. Bahr, S., Hawks, R., Wang, G. (1993). "Family and Religious Influences on Adolescent Substance Abuse": *Youth and Society*, 24, 443-465.
2. Bredekamp, S., Copple, C. (1997). "Developmentally Appropriate Practice in Early Childhood Programs": Washington, DC: National Association for the Education of Young Children.
3. Cassidy, T., Lynn, R. (1991). "Achievement Motivation, Educational Attainment, Cycles of Disadvantage and Social Competence: Some Longitudinal Data": *British Journal of Educational Psychology*, 61, 1-12.
4. Epstein, J.L. (1995). "School/Family/Community Partnerships: Caring for the Children we Share": *Phi Delta Kappan*, 76 (9), p. 701.
5. Fantuzzo, J., & McWayne, C. (2002). "The Relationship between Peer-Play Interactions in the Family Context and Dimensions Of School Readiness for Low-Income Preschool Children": *Journal of Educational Psychology*, 94(1), 79-87.
6. Herdon, Michael K., and Joan B. Hirt. (2004). "Black Students and their families: What leads to Success in College": *Journal of Black Studies* 34:489-513. Accessed November 8, 2010.
7. McNeal, R. B., Jr. (1999). "Parental involvement as Social Capital: Differential Effectiveness on Science Achievement, Truancy, And Dropping Out": *Social forces*, 78(1), 117-144.
8. Nord, C. W., Lennon, J., Liu, B., Chandler, K. (2000). "Home literacy activities and signs Of Children's emerging literacy": Washington DC: National Center for Education Statistics.
9. Reaney, L. M., Denton, K. L., West, J. (2002). "Enriching environments: The relationship of Home Educational activities, extracurricular Activities and Community Resources To Kindergartners' Cognitive Performance": Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.
10. Scribner, J. D., Young, M. D., Pedroza, A. (1999). "Building collaborative relationships with Parents". New York: Teachers College Press. pp. 36-60.
11. Snow, K., Burns, M. S., Griffin, P. (Eds.). (1998). "Preventing reading difficulties in Young Children":

- Washington, DC: National Academy Press.
12. Sui-Chu, E. H., Willms, J. D. (1996). "Effects of Parent involvement on Eighth-Grade Achievement": *Sociology of Education*, 69(2), 126–141.
  13. Torres, Jose B., Scott Solberg (2001). "Role of Self-efficacy, Stress, Social Integration, and Family Support In Latino College Student Persistence and Health": *Journal of Vocational Behavior* 59(1): 53-63. Accessed April 4, 2011.
  14. Trusty, J. (1999). "Family influences on Educational expectations of Late adolescents": *The Journal of Educational Research*, 91(5), 260–270.
  15. Yan, W., Lin, Q. (2002). "Parent involvement and Children's Achievement: Race and Income differences": Paper presented at the annual conference of American Educational Research Association, New Orleans, LA.