



FAMILIAL SUPPORT AND SCHOLASTIC PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study aimed to determine the extent of familial support received by the junior high school students in Tanauan City and their scholastic performance, and whether these variables have significant relationship. The 150 respondents of the study were conveniently chosen for the purpose of obtaining data. The research utilized quantitative-descriptive method of research and correlational analysis to realize the objectives. Data were gathered through a self-made questionnaire, then data were statistically treated using weighted mean, composite mean and Spearman Rho. The study revealed that respondents received a high level of familial support, and have a very good scholastic performance. Furthermore, the findings suggested no significant relationship between the received familial support and students' scholastic performance.

Keywords: *scholastic performance, familial support, junior high school students*

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I. INTRODUCTION

Filipino culture and other nations with collectivist orientation place a high importance on education, academic achievement, and professionals in a variety of fields. As early as four years old, children are being sent to kindergarten, an avenue of early childhood development. Even the States across the globe formulate laws that govern educational agencies and institutions toward the accessibility, inclusivity, and quality education. As people believe that education is the only thing that cannot be taken away from oneself, they tend to invest time, money and effort to acquire learnings and obtain a degree that often serves as a key to upward mobility. However, along the road, there are inevitable challenges that students must face, to overcome, to thrive in the process of achieving their scholastic goals.

Parents, among others, play a great part in supporting children from day one to the next. From providing basic needs and security to the introduction of platforms and avenues in cultivating knowledge and skills that lead to the development of one's dignity and esteem. With this, family is regarded to have a vital role in child's education. Familial support comes in various ways. Typically, supporting children financially, emotionally and socially are among the common types.

Parents from well-off families invest more on their children's tuition fees, learning materials and extracurricular activities. Some even hire tutors for advanced learning of their kids ensuring social and academic adeptness. On the other hand, those families that are financially challenged cope by means of seeking assistance from relatives and the local government, and opted to availing of loans to support the scholastic needs of their children.

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In addition, families often encourage their children to study by emphasizing the value of education for future success, and its role in alleviating socio-economic burdens. They instill discipline, hard work and sense of responsibility to children which are good attributes when it comes to the learning process. This perceived importance paves the way for students to excel scholastically that leads to recognition and celebrations within families boosting their morale.

Moreover, support from families may also be through their presence in children's school activities and being involved in guided learning that addresses issues and concerns related to their learning experiences. More often than not, parents sacrifice their leisure and whims over their children's needs. They can set aside their personal goals to prioritize children's pressing needs for academic development.

Several studies have explored the influence of familial support – including financial, emotional, and moral aspects – on the scholastic performance of the high school students in today's generation. Emotional support from families has been recognized as a vital aspect in nurturing desirable scholastic results. Such support encourages psychological well-being and enables strong academic commitment. For instance, the study of Roksa and Kinsley (2019) found that the college students from low-income families agreed that emotional support played an important role in their academic success, stressing its probable relevance to high school students as well.

Moral support, often entangled with emotional backing, comprises parents inculcating values, ethics, and a sense of responsibility in their children. While specific studies on moral support are limited, other concepts on parental involvement including setting expectations

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and providing guidance were linked to higher academic motivation and achievement (Roy, et al. 2018). Research indicates that parental involvement and the development of social/emotional skills in students are connected to better academic outcomes.

On the other hand, parental involvement in terms of financial support is associated to students' motivation towards learning. A study exposed that a high level of parents' financial support positively influences students' motivation which leads to better scholastic performance (Bacongus et al, 2024). Yet, it can be noted that the impact of financial support may differ from one context to another. In another study, Roksa (2019) found out that financial support has no direct correlation to the academic outcomes of the students. However, it was found beneficial to 'continuing-generation' students but not for 'first-generation' students.

Furthermore, Granada and Luzano (2023) investigated on the holistic approach to family support, surrounding academic, mental, emotional, and financial aspects. Their study highlighted that family support in terms of helping with assignments, reviewing lessons, and providing necessary resources contributes significantly to learners' academic success. In addition, active and constant parental involvement, consisting of partaking in school events and programs, and maintaining reliable communication with educators, were significantly related to improved scholastic outcomes (Ma, et al. 2023). Policies encouraging such involvement, especially in schools with high percentages of low-income students, offer opportunities for parents to contribute to academic success and school improvement.

In light of the aforementioned realities, familial support holds vital significance on how students perform and engage scholastically. By developing social environment rich in

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emotional encouragement, moral guidance, and financial resources, families can meaningfully improve their children's scholastic triumphs. However, given the economic status of the Filipinos, this family dynamic can be drastically changed to balance the available resources and sustain the needs of the whole family. Thus, attempts of providing holistic familial support are directed toward financial provision and overlooking other equally important matters such as involvement and character building.

As life shifts to technological age where plethora of information can be easily accessible and up for consumption and interpretation, traditional view of how society values familial support becomes in question of its significance to the children's wide array of resources and alternatives on academic performance. Specifically, in today's generation where children are now actively in pursuit of their own scholastic direction. In line with this, researchers opted to investigate whether familial support is present among students in relation to their scholastic performance.

The pursuit of this study had an end goal of determining the impact of familial support toward the scholastic performance of the junior high school students. Specifically, it described the extent of familial support received by the students as well as the students' scholastic performance. Lastly, it investigated as to whether the familial support had a significant relationship with the students' scholastic performance. The researchers assumed that the familial support has no relationship with the scholastic performance of the students.

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II. METHODS

The study employed quantitative-descriptive research design to best analyze the relationship between two variables. This design involves the collection and analysis of quantitative data to generate a statistical representation of the measured behavior (Creswell & Creswell, 2018). According to Bouchrika (2025), descriptive research attempts to build on the groundwork made by exploration, such as providing additional information, filling in gaps in knowledge, or expanding it. Unique to descriptive research is that it also aims to collect as much data and information as possible. Also, the researchers used correlational research which aimed to establish the relationship between two variables being studied.

The research made use of junior high school students of Tanauan City as the participants of the study regardless of grade level, sex and school. A total of 150 students were selected and asked to respond to the questionnaire to obtain pertinent data. Researchers utilized non-probability sampling method specifically convenient sampling. According to McCombes (2023), this type of sample is easier and cheaper to access, and individuals are selected based on non-random criteria. If the total population is hard to ascertain, convenience sampling is used so participants happened to be accessible and available during the collection of data.

The main tool used in gathering data was a short and simple self-constructed questionnaire with two parts. First part was intended to gauge the familial support of the family and the second was for assessing the scholastic performance of the students. Researchers designed the questionnaire to be short and simple so respondents' exact

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response could be elicited. Survey questionnaires were given through google forms and through paper and pen depending on the preference of the respondents. Collected data were analyzed using weighted mean, composite mean and Spearman Rho.

The following numerical values and their corresponding verbal interpretations were used to interpret the weighted mean and composite mean of the gathered data. To best describe the extent of familial support, the following was used:

Numerical Rating	Mean Ranges	Verbal Interpretation for Weighted Mean	Verbal Interpretation for Composite Mean
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	None at All

For the respondents' scholastic performance, the following mean ranges and their corresponding verbal interpretation was used.

Numerical Rating	Mean Ranges	Verbal Interpretation for Weighted Mean	Verbal Interpretation for Composite Mean
4	3.25 – 4.00	Always	Excellent
3	2.50 – 3.24	Often	Very Good
2	1.75 – 2.49	Rarely	Good
1	1.00 – 1.74	Never	Poor

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III. RESULTS AND DISCUSSION

This section exhibits the presentation, interpretation and analysis of data with the objective of determining the relationship between the familial support received by the respondents and their scholastic performance.

Table 1 shows the extent of familial support that students received. It can be gleaned that the respondents strongly agreed that their parents provide monetary support needed for their school works with a weighted mean of 3.7. Monetary support may be considered as the main provision that parents could give to their children because they are still dependent on them and most of them have no means of earning their own money.

The result was parallel to that of Moneva and Pestano (2020) found that students were more motivated to learn and perform in schools when financially supported by their parents. Similarly, research indicates that students' persistence in their studies is closely linked to the financial support they receive from their parents, with adequate support leading to greater satisfaction and determination in learning (Moneva and Jumag, 2020).

Moreover, the respondents strongly agreed that their families encouraged them to study hard yet enjoying the learning at the same time with a weighted mean of 3.2. Their parents know that they play a big part in child's willingness to learn and their overall disposition when it comes to schooling and education.

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Table 1

Assessment on the Extent of Familial Support

Indicators	Mean	Interpretation
1. My family monitors my daily school work.	2.5	Agree
2. My parents provide money for daily allowance and academic expenses.	3.7	Strongly Agree
3. My siblings help me out with my assignments/school activities.	2.0	Disagree
4. They encourage me to study hard while enjoying every step of the way.	3.2	Strongly Agree
5. Our home's atmosphere is conducive to learning.	3.1	Agree
Composite Mean	2.9	High

In addition, the respondents agreed that they have a home conducive to learning with a weighted mean of 3.1. It can be deduced that parents recognize that homey atmosphere influences the learning habits of their children which can also be reflected in the classroom setting. Learning behaviors such as competency motivation, attention, and persistence are important predictors of academic success.

It is congruent to the result of a study published in the International Journal of Educational Research which found that a supportive home learning environment positively affects children's math and reading competencies (Lehrl, Evangelou & Sammons, 2020). According to Herwegen (2024), home learning environment has a substantial impact on learning outcomes, with parental involvement contributing significantly to student success.

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Similarly, with a weighted mean of 2.5, the respondents agreed that their families monitor their daily school work. Daily monitoring and identifying developmental concerns in the children's daily school work is used by parents to assess their child's scholastic performance and look into their child's improvement or responsiveness in school. Ayimbila et al (2022) highlighted that parental monitoring is associated with improved student behavior and academic outcomes, as parents reinforce desirable behaviors and address areas needing improvement. Additionally, Erdem and Kaya (2020) found that parental assistance with homework and regular communication about school activities positively influence academic achievement.

However, the respondents disagreed that their siblings assist them with their assignments or school activities with a weighted mean of 2.0. This result may be attributed to busy schedules of their siblings. Possibility that they have some duties to do which needed to be prioritized. Lugenbeel (2020) highlighted that older siblings may face challenges in assisting younger ones due to their own academic workloads and extracurricular commitments, leading to reduced availability for homework help. Additionally, differences in school schedules and workloads between college-aged and high school siblings can result in limited interaction and assistance during study times.

In general, the respondents received a high familial support as proved by the composite mean of 2.9. This finding indicates that families were able to show support to their children in terms of financial, emotional and moral in relation to their academic works.

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Martinez-Yarza (2024) found that family involvement positively influences students' social-emotional development, which in turn enhances their academic engagement and outcomes.

Table 2

Assessment on the Scholastic Performance

Indicators	Mean	Interpretation
1. I comply with course requirements.	3.5	Always
2. I participate in school and classroom activities enthusiastically.	3.3	Always
3. I am ready to for every day class's recitations and quizzes.	2.7	Often
4. I can focus my attention during discussions.	2.6	Often
5. I abide with the schools and classroom rules and regulations.	3.2	Often
Composite Mean	3.06	Very Good

The preceding table presents the respondents' assessment on their scholastic performance. It shows that the respondents always comply with the course requirements which obtained the highest weighted mean of 3.5. They were able to meet the deadline set by the teachers for their performance tasks and other school activities. In the study conducted by Northern Illinois University Center for Innovative Teaching and Learning (2020), findings highlighted that the immersion of the today's generation to technology from a young age

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made them digitally literate leading to their ability to meet academic expectation and deadlines.

Also, the respondents always participate in school and classroom activities having a weighted mean of 3.3. Participation helps students to learn from each other, increasing comprehension through cooperation. Socially speaking, it is a good idea that students understand their individual learning style that they can implement into their participation. In an article written by Ramadhanya (2024), it was underscored that Gen Z students display strong engagement in classroom activities when the pedagogical approaches employed by the educators are align with their unique learning preferences. As Gen Z learners are known by their comfort with digital advancement, educators often utilize digital tools and come up with group activities to further develop the students' involvement in classroom settings.

Moreover, with a weighted mean of 3.2, the respondents abide with the rules and regulations oftentimes. There are times that students were carefree of their actions leading to minimal violations such as tardiness, dress code and some anti-social behavior. The study of Espinosa (2020) revealed that while areas like attendance and general behavior guidelines were effectively implemented in junior high schools, other areas like uniform guidelines and the use of facilities entails the need for improvement to strengthen the student adherence.

Additionally, the respondents were often ready for every day class's recitations and quizzes with a weighted mean of 2.7. This implies that even assessments were unannounced, those did not bother the students. Furthermore, the respondents often focus their attention during discussion with a weighted mean of 2.6. Despite the available stimulations surrounding these

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students, they were still able to give their attention to the more important things. Hrynowski (2024) found that a significant percentage of Gen Z students lack engaging school experiences, with 25% to 54% reporting low engagement in various classroom activities. This lack of engagement can negatively impact their readiness and focus in class. On the contrary, when teachers make learning materials interesting and relevant, students' excitement and participation levels increase, leading to better preparation and attentiveness.

To sum it up, the respondents have a very good scholastic performance verified by the composite mean of 3.06. This outcome indicates that students have a promising performance inside the school. On the contrary, COVID-19 pandemic has had a significant impact on student learning. Reading proficiency has also seen slow recovery, indicating that many students are still grappling with learning loss incurred during the pandemic (North, 2024). This finding suggests that while some Gen Z students demonstrate strong academic performance, there are notable disparities and challenges that need to be addressed to ensure equitable educational outcomes for all.

Table 3

Correlational Analysis between Familial Support and Scholastic Performance

			Familial Support	Scholastic Performance
Spearman's rho	Familial Support	Correlation Coefficient	1.000	-.585
		Sig. (2-tailed)	.	.076
	Scholastic Performance	Correlation Coefficient	-.585	1.000
		Sig. (2-tailed)	.076	.

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A non-parametric test was used because the normality could not be satisfied. Based on the Spearman rho test of correlation, since the p-value of $.076 > .05$ level of significance, researchers failed to reject the null hypothesis. This result indicates that there was no significant relationship between the two tested variables.

It can be inferred that scholastic performance does not depend on the familial support received by the students. Though familial support plays an important role in the performance of the students, the statistical analysis of data showed otherwise because there could be other factors that may also influence the scholastic performance of the students like the school environment, the faculty and peers, and the various available resources.

According to a comprehensive review by Wang and Chen (2024), academic outcomes are significantly impacted by individual variables, including age, gender, motivation, self-efficacy, and test anxiety. Students' scholastic performance is also greatly influenced by school-related elements, such as peer relationships, teacher efficacy, and the standard of the learning environment. These results imply that while family support is crucial, adolescents' academic success is also greatly influenced by other factors such as the school setting, teachers, peers, and resources.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, it was concluded that students received high familial support. Their assessment also shows that they have a very good scholastic

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performance. However, there was no significant relationship found between the respondents' received familial support and scholastic performance.

Having known that there was no direct relationship between familial support and student's scholastic performance, schools are encouraged to provide academic support programs like mentoring, peer-to-peer tutoring, and study groups. Through these activities, students will be able to maintain or further improve their academic achievements. In addition, academe and households should focus on establishing effective study habits among students, guiding in developing time management, and instilling self-discipline to help them in maximizing their academic potentials.

While respondents receive high familial support, parents and guardians should be more engaged in discussing learning matters and addressing issues before it escalates due to lack of communication. Moreover, future research related to this endeavor should investigate on the other factors like teaching strategies and student's motivation, and may consider the profile of the students to make more concrete inferences.

Familial support is undeniably of great value to the holistic development of the children. However, it may not always directly influence the children's scholastic performance. Parents should consider focusing more on developing their child's critical thinking, self-motivation and resilience instead of merely relying on the provision of external and material support.

On the other hand, schools should recognize that support from families is just one of the factors that can affect the students' scholastic performance. Having high familial support does not guarantee academic success but it is a combination of the schools' efforts to provide

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learning experiences that will contribute to the personal growth of the students. Also, the academic institutions can form collaborations with the community by providing workshops that will guide parents and guardians on how to efficiently support their children beyond financial and moral encouragement.



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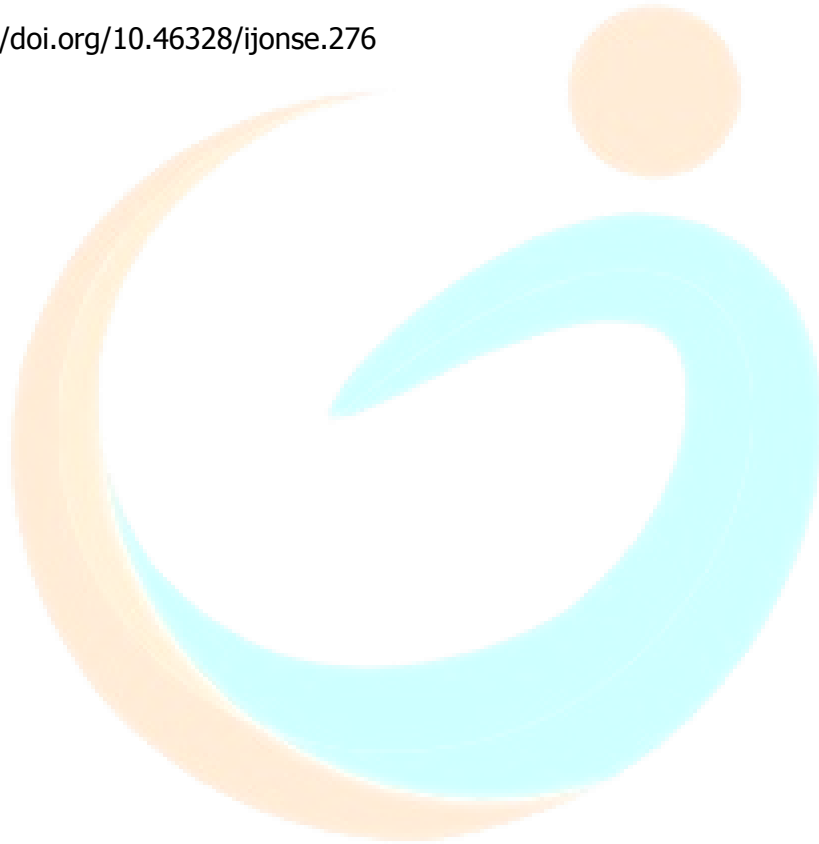
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