

Research Article

A Study on Social Support to Learning and Development of Higher Secondary School Students

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Abstract

This study was made as an attempt to the social support to learning and development of higher secondary school students. Normative survey method was employed to collect the data through questionnaire by adopting simple random sampling technique. The questionnaire was constructed and validated by the researcher under the guidance of research supervisor. The sample size of this investigation comprises 96 higher secondary school students. Among them, 55 were Boys and 41 were Girl's students studying in various higher secondary schools from Chennai district of Tamil Nadu. The objective of the present study is to find out the Social support to learning and development of higher secondary school students with respect to Gender and Type of family and Parental monthly income. Mean, S.D and t-value and F- value were the statistical techniques employed. The major findings showed that there is significant difference in the social support of higher secondary school students to learning and Development based on gender and Parental monthly income and there is significant difference in the social support of higher secondary school students to learning and Development based on Type of family.

Keywords: Social support, higher secondary school students, Teachers, Parents and Friends

Introduction

The learning and development of higher secondary students involve consideration of physical, emotional, mental, and social aspects. Their attitudes, habits, and competencies are developed from childhood to adolescence and through their lifetime. The student learning and development are thought to hold the key too many future results. The early experiences of

students establish the groundwork for their outcomes throughout their lifetime. Children's fast rate of brain development and growth rate five make this a critical potential and susceptibility period. When the students experience neglect and abusive family, their well-being suffers. It is increasingly clear that the relationships, experiences, and environments a student is exposed to are crucial to their long-term learning and development.

Social Support

Social ties and social support are generally recognized as essential factors for psychological health and wellbeing. Several types of social support represent various aspects of the construct. These include the size and scope of a person's virtual community and the frequency at which they communicate with others. It is believed that belief in social experiences has aided in fulfilling emotional or instrumental needs, including motivation to adopt healthy and reduce risky behaviors; feelings of being understood; assessment of potentially stressful events as less threatening; enhanced sense of control or mastery; increased self-esteem; use of active coping strategies; and the impact of social influence and social comparison.

Need for the Study

Social support may take various forms. It might take the form of just spending quality time around each other, or it can take the shape of aid that is only incidentally linked to the situation at hand. It provides help to someone in managing stressful events or challenges related to their learning and development. Besides, early learner progression has regularly been demonstrated to significantly influence a youngster's long-term outcomes and improving career plans, educational achievement, and even life quality.

Students who do not have enough support from family members often create school problems such as bullying other students and poor well-being or health development. Thus, this study would determine if social support can influence higher secondary students in learning and development. The researcher has not come across a study similar to the presently undertaken by the researcher at this target locality. There were numerous studies on student learning and development but not to targeted locality. Given, the situations mentioned earlier, this research targeted in exploring students' social support of higher secondary school students to learning and development, which could be alarming in the present society. It is in this

context, that the researcher had conducted the study to evaluate the social support acquired by the higher secondary students.

Statement of the Problem

The statement of the problem is entitled as “*A Study on Social Support to learning and development of Higher Secondary School Students*”.

Objectives of the Study

1. To find out the social support to learning and development of higher secondary school students with respect to Gender.
2. To find out the social support to learning and development of higher secondary school students with respect to their Type of Family.
3. To find out the social support to learning and development of higher secondary school students with respect to their Parental monthly income.

Hypothesis of the Study

1. There is no significant difference in the social support to learning and development of higher secondary school students with respect to Gender.
2. There is no significant difference in the social support to learning and development of higher secondary school students with respect to Type of Family.
3. There is no significant difference in the social support to learning and development of higher secondary school students with respect to Parental monthly income.

Methodology

The investigator selected Normative Survey method for carrying out the present study.

Sample and Technique

Simple random sampling technique was adopted. Sample for this study consists of 96 higher secondary school students, among them 55 were boys and 41 were girl's students studying in various higher secondary schools from Chennai district of Tamil Nadu.

Research Tool

The investigator developed a five-point scale tool of 51 statements related to the social support of higher secondary school students. It includes various components such as Teachers,

Parents and Friends related to learning and Development. Reliability of the tool is found to be 0.913 and the validity of the tool was found to be 0.995.

Statistical Techniques Used

Mean, S.D and t- value and F- value were employed to calculate the significant difference of social support of higher secondary school students to learning and Development in terms of variables like gender, type of family and parental monthly income.

Analysis of the data

Table - 1

Mean, S.D and t-value for social support to learning and development of higher secondary school students with respect to gender.

Variable	Gender	N	Mean	SD	t - value	L.S
Social Support	Boys	55	89.82	5.742	1.993	0.05
	Girls	41	90.27	5.268		

From the above table, it is observed that the obtained t– value (1.993) is higher than the table value (1.96) and it is significant at 0.05 levels. Hence, there is a significant difference in social support of higher secondary school students to learning and Development based on gender and the Null Hypothesis is rejected.

Table - 2

Mean, S.D and t-value for social support to learning and development of higher secondary school respect to domicile.

Variable	Type of Family	N	Mean	SD	t - value	L.S
Social Support	Nuclear	68	89.99	5.352	0.069	NS
	Joint	28	90.07	6.012		

From the above table, it is observed that the obtained t– value (0.069) is lesser than the table value (1.96) and it is not significant even at 0.05 levels. Hence, there is no significant difference in social support to learning and development of higher secondary school students based on type of family and the Null Hypothesis is accepted.

Table – 3

ANOVA for significance among social support to learning and development of higher secondary school students with respect to parental monthly income.

Sources of Variation (Social Support)	Sum of Squares	df	Mean Square	F Value	L.S
Between group	470.112	2	235.056	9.015	0.000**
Within group	2424.878	93	26.074		
Total	2894.990	95			

From the above table, it is observed that the obtained F– value (9.015) is higher than the table value (4.61) and it is significant at 0.01 level of social support of higher secondary school students with respect to parental monthly income.

Further, analysis of the difference between the variable of social support of higher secondary school students' parental monthly income were tested through Duncan Multiple Range Test (DMRT). It can be observed that there is a significant difference between different level of parental monthly income of higher secondary school students with respect to social support at 0.01 level. Comparing the mean scores of Rs 25,000 and above (M=91.04) parental monthly income of higher secondary students more favorable social support than below 20,000 and in-between 20,000 to 25,000 income (M=90.98 & M=85.06).

Since there is a significant difference between different level of parental monthly income of higher secondary school students with respect to social support at 0.01 level. Hence, the above null hypothesis is rejected.

Major Findings of the Study

- ❖ It was found that there is a significant difference in Social support to learning and development of higher secondary school students based on gender. Comparing the mean score, girl students have more social support compared to boy students.
- ❖ It was found that there is no significant difference in social support to learning and development of higher secondary school students based on type of family.

- ❖ It was found that there is a significant difference in Social support to learning and development of higher secondary school students based on parental monthly income. Comparing the mean scores of Rs 25,000 and above (M=91.04) parental monthly income of higher secondary students more favorable social support than below 20,000 and in-between 20,000 to 25,000 income (M=90.98 & M=85.06).

Educational Implications

Considering the social support of higher secondary students learning and development for gender, girl students have more favorable social support than the boy students. Favorable social support towards students learning and development can be increased among the boy students by proper guidance, motivation and cooperation from parents, teachers and friends.

For the teachers, the results will help them in improving their skills in delivering their subject matter to the students. It will also serve as an awakening call for them to note of the students' social support.

Since the research results show that social support has a significant with student learning and development, it is therefore recommended that parents, teachers, friends and families continue to support each other in creating formative experiences for children that will develop their competence, confidence, and positive views of themselves.

Therefore, it is recommended by students and family members to seek resources for non-parenting adults that can offer the forms of social support that will be the most beneficial and could very highly contribute to their learning and development.

Suggestions for this Study

This study can be conducted to the Arts and Science College students also. The same study can be conducted to the diploma in teacher education trainees also all over Tamil Nadu.

Conclusion

The present study helps to know the social support of higher secondary school students to learning and Development. The results of this study will furnish information about the social support on students learning and development. The result will serve as a challenge to the school

heads to initiate school-based training to reinforce the student's social support. For the teachers, the results will help in improving their skills in delivering their subject matter to the students and improve their teaching ability. It will also serve as an awakening call for them to note of the students' social support. Further, the importance of their social support towards students learning and development, which may lead them to continuously develop their competence and improve their learning abilities to become more motivated in their studies.

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