The Impact of Familial Support on Students' Academic Achievement: School Guidance Counselors' Perspectives

أثر الدعم الأسري على التحصيل الدراسي للتلاميذ: وجهة نظر مستشاري التوجيه المدرسي

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الملخص:

تهدف الدراسة الحالية إلى معرفة اثر الدعم الأسري على التحصيل الدراسي للأبناء المتمدرسين والتعرف على طبيعة الدعم الأسري (النفسي / التربوي) ودوره في تحسين مستوى التحصيل الدراسي، أستخدم المنهج الوصفي التحليلي لوصف الظاهرة وتحليلها، وأشتمل مجتمع الدراسة على عينة من مستشاري التوجيه والإرشاد المدرسي قُدر عددهم ب100 مستشار من الذين يعملون بالمتوسط كونهم يرصدون نتائج التلاميذ ومستوى تحصيلهم وتحليل نتائجهم وكشف أسبابها، حيث تكونت العينة من 50 مستشار و50 مستشارة، أما الأدوات المستخدمة في الدراسة فهي: استمارة صممت لهذا الغرض. وقد توصلت الدراسة إلى مجموعة من النتائج أهمها: ارتفاع مستوى التحصيل الدراسي للتلاميذ يعزى لطبيعة الدعم الأسري المقدم لهم،كما يرتفع اكثر للذين لهم دعم ومساندة أسرية كبيرة .

الكلمات المفتاحية: الدعم الاسري؛ الدعم النفسي؛ التحصيل الدراسي؛ مستشاري التوجيه.

Abstract:

The current study aims to investigate the impact of familial support on the academic achievement of enrolled students and to understand the nature of familial support, both psychologically and educationally, and its role in improving academic performance. The study utilizes a descriptive-analytical approach to describe and analyze the phenomenon. The study population consists of a sample of 100 school guidance counselors working in middle schools, as they monitor students' results and academic performance analysis. The sample comprised 50 male counselors and 50 female counselors. The tools used in the study include a questionnaire designed for this purpose. The study revealed several findings, most notably that the higher level of academic achievement among students is attributed to the nature of familial support, which increases for those who receive significant familial support and assistance.

Keywords:

familial support; academic achievement; academic performance; guidance counselors

1. Introduction

The family works to provide all the material and moral needs of their children, along with the care and attention necessary for them to achieve healthy and comprehensive growth. This enables them to integrate socially and academically, achieving success and academic excellence, and attaining a good level of academic achievement. Parents, through their methods of dealing with and raising their children, should choose positive methods that are effective and have an impact on their children's psyche and academic performance. This is known as familial support.

The family is as one of the most crucial pillars of society. This is what makes it a fertile ground for exploration by many researchers and students investigating various social phenomena. This is attributable to the manifold changes and transformations that families undergo, whether structural or functional. It is also recognized as one of the foremost social institutions, influencing the level of recognition and understanding among its members, as well as their interactions. This encompasses the social growth and development, individual personality, activity organization, socio-economic, and cultural relationships, and psychological and intellectual development. Hence, there is a pressing need to study the types and patterns of interactions between families and their children, especially concerning familial support for children.

Research Questions

1- Does the level of familial psychological and educational support for middle and secondary school students affect their academic achievement?

Research Hypotheses

1. The level of familial psychological support for middle school students may be acceptable.

2. The level of familial educational support for middle school students may be acceptable.

3. The level of familial psychological support for middle school students may affect their academic achievement.

4. The level of familial educational support for middle school students may affect their academic achievement.

Research Objectives

- To ascertain the nature of the relationship between familial support and academic achievement.

- To determine the impact of familial support on students' academic achievement.

- To emphasize the positive role of familial support in alleviating negative academic pressures.

- To confirm the positive role of familial support in mitigating negative academic stressors.

- To understand the importance and nature of positive interactions between parents and their children in fostering feelings of affection, appreciation, and support, particularly in academic aspects.

Research Importance

1. To provide parents and guardians with strategies for increasing familial support.

2. To equip students with methods to enhance their academic achievement.

3. To shed light on one of the most important topics in parental consent.

4. To draw parents' attention to matters that support their children in the educational domain.

5. The study serves as a genuine motivator for parents to take a keen interest in their children's academic progress and monitor their academic achievement closely.

Literature Review

Abdeen (2010) in his study focuses on the aim of uncovering parental attitudes in social upbringing. A questionnaire was developed to assess parental attitudes, consisting of 60 items and two patterns for fathers and mothers. The study sample comprised 423 female students. The students' attitudes towards their mothers and fathers were found to be "democratic." They tend to perceive excessive protection from their mothers and neglect from their fathers. Additionally, there were statistically significant differences in students' mean responses based on the following variables: gender, with females showing a preference over males; education level, with those with higher education being preferred; and regarding the mother's education, no statistical difference was observed.

Zerman (2005) is a field study of high-achieving students. This study was conducted in four deliberately selected schools, representing a sample of 132 families represented by high-achieving children. This means that the sample is a survey in which data was collected by 100% through interviews and questionnaires used by the researchers in their research using descriptive methods. The study ultimately concluded that there is a relationship between environments. The sense of social and economic superiority among families and children is direct, with the most influential factors being the educational level and cultural level of the parents. Survey results showed that most parents have an educational level above average.

Another important study by Iksbing, E. and Iks, E., & Zeehee, Z (2022) aims to explore the impact of teacher and parental support on the academic performance of vocational high school students and uncover the mechanism of their interaction and relationships. They adapted a Chinese version of a scale assessing vocational high school students' perceptions of teacher and parental support, based on the self-determination theory. A survey was conducted through the Chinese survey platform wjx.cn, with participants being fully informed about the research. Data were collected from 710 vocational high school students in Shanghai and analyzed using AMOS and SPSS. The validity of our hypothesis model was confirmed, with results indicating that the autonomy, emotion, and capacity support provided by parents and teachers significantly influence students' academic performance. The study's results suggest the need for improvement strategies to enhance the academic achievement of vocational high school students to meet their fundamental psychological needs and promote collaboration between family and school. Parents and teachers should also consider the impact of learning engagement and the learning process, providing guidance in developing a suitable achievement goal orientation and a positive learning concept.

2. Concepts

2.1 - Familial Support

The concept of support is considered one of the concepts that researchers have varied in defining, depending on their theoretical backgrounds. For sociologists, they view it from the perspective of the number and strength of individual relationships. They coined the term "social network" within the framework of their treatment of social relationships, which is considered the real precursor to the emergence of this term. Some refer to it as resources, which they defined in six dimensions: social provision, such as "Weiss" social integration and giving, value, attachment, and guidance (Shoaytar, 2016, p. 127).

Procedurally, familial support is a form of interaction between parents and children, manifested in providing all available forms of assistance and support to them, while expressing feelings of care, affection, compassion, warmth, and love, especially concerning the academic domain. Its aim is to accompany, protect, and engage them in their educational and school activities, monitor their discipline and academic performance, and mobilize all familial material and moral resources to stand by their side, providing them with food, clothing, upbringing, education, care, affection, security, and ample freedom to enable them to reach their fullest potential and capabilities in knowledge, thinking, and creativity.

2.2- Academic Achievement

Academic achievement refers to the accumulation of cognitive experiences and skills that a student can comprehend, retain, and recall when necessary, utilizing various factors such as understanding, attention, and distributed repetition over specific time periods. It encompasses the ability to comprehend and absorb lessons, and it is also linked to the results obtained. Additionally, some researchers further define academic achievement as the ability to understand and comprehend lessons, and they also link it to the outcomes achieved.

Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement (Ward, 1996).

Academic achievement refers to performance outcomes that indicate how far a person has progressed in specific goals of activities in instructional settings, such as school, college, and university (Suleiman, 2023).

There are two sets of definitions for academic achievement that are used when it is evaluated. The definition given by Coetzee (2011) is that achievement in the field of academics talks about the scoring of student's information in order to evaluate understanding of adjustment regarding their school task and the education system. The second set of definition is quite biased, and proposed that achievement of the student in school is dependent upon his approach towards his potentials and abilities. On the other hand, academic achievement was defined as the students' self-perception and evaluation regarding academic accomplishment. Achievement is reported in numerical form (Klobal & Musek 2001).

2.3- School and Vocational Guidance Counselor

School and Vocational Guidance Counselor according to Khadija Ben Felis, is an employee within the education sector and a member of the educational team who assists in implementing the school guidance program. They aim to observe the student's personality, identify their aspirations, define their capabilities, and highlight their inclinations. Additionally, they help the student understand themselves and their surroundings. The guidance counselor also monitors certain medical cases and refers them to specialists if necessary (Ben Felis, 2014, p. 125).

2.4- Types of Familial Support

There are various forms of familial support, each of which is pivotal in comprehending the complex dynamics of parent-child relationships and their impact on children's development (Qanawi, 1996, p. 356-359).

- **Emotional and Psychological Support:** This involves emotional and psychological sympathy and support provided by parents to their children. It includes empathy, emotional support, and sharing joys and sorrows, as well as unconditional empathy, which provides the individual with feelings of happiness, self-confidence, psychological security, and tranquility. It also includes moral support or cognitive support, which is a form of psychological support.

- **Material Educational Support:** This entails providing direct and indirect material assistance and ensuring the essential needs for life such as food, drink, and clothing. It also involves providing necessary educational resources like books and school supplies.

- **Support and Motivation:** This refers to parents' inclination to assist, encourage, and sometimes push their children forward. It is considered one of the best methods of social upbringing, where parents attempt to avoid negative parenting methods and adopt positive ones while teaching their children social and cultural content. Parents intentionally encourage their children to adopt socially acceptable behavior and abandon socially unacceptable behavior, reinforcing their natural behavior and urging them to continue it rather than ignoring them or resorting to extreme punishment. They participate in guiding and educating parents gently about societal norms so that their children can master the culture of society and be able to perform their roles in society positively.

2.5- The Importance of Familial Support

Familial support plays a key role in shaping individuals' lives, offering a multitude of benefits that foster personal development and resilience (Murad Salah & Suleiman, 2002, p. 205).

- It contributes to increasing an individual's ability to resist and overcome various problems and frustrations in an optimal manner.

- It enhances the individual's ability to bear responsibility and highlights leadership qualities.

- It facilitates personal growth and social harmony.

- It protects and enhances self-esteem and resilience against psychological shocks.

- It reduces the risk of psychological trauma and alleviates symptoms of anxiety and depression.

- It increases the individual's sense of satisfaction, psychological security, self-understanding, and achievement of psychological harmony.

2.6- Positive and Negative Effects of Familial Support

Familial support can have both positive and negative effects on individuals, depending on its nature and manifestation within the family dynamic (Khaled et al, 2020, p. 64).

- Familial support based on care, love, and attention may increase feelings of security, attachment, loyalty, and emotional happiness as positive effects, but it may also lead to feelings of suffocation, control, and dependency as negative effects.

- Familial support characterized by active listening, self-disclosure, fun, and integration in social activities may lead to feelings of worth, self-confidence, positive self-esteem, decreased anxiety, and empathy as positive effects. However, it may also lead to feelings of inferiority, confusion, decreased self-esteem, control, and overconfidence as negative effects.

- Familial support that involves verbal information about coping with stressors, avoiding harshness and threats, and providing financial aid and advice may lead to physical and emotional well-being and alleviate feelings of inadequacy if coping models are high. Yet, it may also lead to acquiescence, irritation, and dependency as negative effects.

3. Role Of Parents in Academic Achievement

Families play an effective and important role in enhancing and improving their children's academic performance through continuous support, whether psychological or educational. This is achieved by providing all necessary requirements and needs for better schooling. Additionally, parents contribute to enhancing their children's learning abilities, including language acquisition, by encouraging them to acquire various reading materials and making them readily available at all times, fostering independent reading habits.

Some parents also prioritize limiting television viewing, electronic gaming, and various social media platforms to increase opportunities and time for reading, reviewing, and memorizing. The atmosphere created by the family significantly influences academic performance and educational attainment for their children. Students who receive support, care, companionship, and monitoring achieve higher academic levels and results compared to their peers at the same level who may have family problems or deficiencies in family support.

Showing love, care, and interest in children contributes to achieving excellent results. Through perseverance, extra effort, and facing various challenges and problems that hinder them from achieving good academic results, they have a significant impact on their academic achievement levels (Suleiman, 2023).

4. The Importance of Cooperation Between Family and School

Developing and building bridges of mutual cooperation, based on mutual trust, communication, understanding, and positive interaction between the educational institution and the family, has several goals, including (Suleiman, 2023):

- Integration between the school and the home, working to establish a unified educational policy to deal with students, ensuring there is no conflict or contradiction between what parents do and what the school does.

- Enhancing performance levels and improving the learning process outcomes.

- Exchanging opinions and advice on some educational matters that reflect on the student's academic achievement.

- Increasing parents' educational awareness.

- Protecting students from deviating through communication.

5. The Consequences of Educational Neglect for Children

Family neglect of children has severe consequences, especially in the educational field, which can be identified in parents' failure to monitor their children's education, including:

- Wasting educational opportunities for their children and not enrolling them in school.

- Truancy, which poses risks to the children, and parents make no effort to stop it.

- Failure to enroll children in school at the appropriate age.

- Weak academic performance and educational outcomes for children.

- Inability to reach higher levels of education for the child in school, including not attending meetings.

- Failure to inquire about their child's education.

6. Guidance Counselors' Role in Monitoring Student

The purpose of student monitoring is to interpret, evaluate, and analyze students' results in order to diagnose strengths and weaknesses and study the cognitive development of the student, along with the factors influencing it, to improve the educational level. The results of the monitoring process carried out by the counselor benefit parents, teachers, school administration, and the educational directorate (Ministerial Decision 827/1991 pp. 3-4):

- For the student, it highlights strengths and weaknesses and the factors influencing them through assessing academic performance.

- For the teacher, it provides more accurate information about individual students and their specific difficulties in learning. It also assists in self-assessment regarding teaching methods, goals, programs, and resources.

- For parents, this monitoring helps them to be informed about their children's academic performance and the results they achieve.

- The central administration must also be acquainted with the individual and collective levels of its students to predict success rates in official exams.

- As for the educational directorate, the results of the monitoring contribute to taking necessary precautions to define the school map and preparing the provincial assessment of results for comparison with other educational institutions.

7. The Relationship Between Family Environment and Academic Achievement

The family environment, encompassing parents, siblings, relatives, neighbors, and friends who interact with students in their early educational stages, significantly influences students' attitudes, desires, and interactions with others. Additionally, the impact of religious habits, social bonds, and customs is evident in a child's life, either assisting or deteriorating their educational and academic status.

The family environment holds great importance in shaping a learner's personality, as it is the primary institution in which they are nurtured, establishing their fundamental characteristics during developmental stages. The learner is susceptible to direct and continuous influence from all family members, shaping their predispositions and inclinations. Moreover, the learner is influenced by their immediate surroundings, which significantly impact their development. Therefore, it is essential to guide their preparedness and inclinations correctly, as these factors greatly contribute to the formation of their personality, capabilities, and ability to interact with their surroundings. This guidance is especially crucial in navigating the realms of education, learning, and academic achievement, aiming to reach a positive outcome that paves the way for a suitable social standing (Shmishem, 2021, p. 43).

8. Patterns Of Familial Support for Children

Family support manifests in various patterns, each playing a crucial role in nurturing children's emotional, cognitive, and social well-being (Khaled et al, 2020, p. 5).

- Emotional Support: Involves care, trust, acceptance, and empathy.

- Instrumental Support: Involves assistance with tasks and financial aid.

- Informational Support: Involves giving advice, information, or teaching skills to solve a problem or handle a stressful situation.

Other patterns of family support include:

- Esteem Support: This type of support takes the form of informing individuals that they are valued and accepted. Self-esteem improves when we convey to people that they are valued for their self-worth and experiences, and that they are accepted despite any personal difficulties or mistakes. This type of support is referred to by various terms such as psychological support, expressive support, self-esteem support, venting support, and intimate support.

- Informational Support: This type of support assists in identifying, understanding, and dealing with stressful events. It is sometimes referred to as esteem and cognitive guidance.

- Social Companionship Support: Involves spending time with others in leisure and recreational activities, relieving pressure by satisfying the need for belonging and connecting with others. This type of support is sometimes referred to as dispersal and belonging support.

- Procedural Support: Involves providing financial aid and material resources and services necessary. Procedural support may help alleviate pressure by directly solving procedural problems. Procedural support is also referred to as assistance support.

9. Study Field

The study field refers to the period during which the researcher conducted the study, starting from data collection, analysis, and study. We distributed questionnaires to 100 male and female counselors in October and November 2023, which included a set of items to be answered to ensure the validity and reliability of the study hypotheses.

Research Methodology

The methodology refers to the procedures taken as well as the rules followed to reach the desired truth or to organize a series of ideas to uncover the unknown truth and prove it (AlEissaawi and Mubarak, 1992).

The descriptive methodology is commonly used in most social studies due to its scientific importance in the biological analysis of reality or social phenomena. It does not start from scratch but rather relies on data resulting from accurate description expressed qualitatively or quantitatively, using various tools such as observation, interview, and questionnaire, which provide the researcher with a solid foundation for building objective scientific analysis (Al-Eissaawi and Mubarak, 1992).

Based on the aforementioned definition, it is evident that the descriptive methodology relies on describing a phenomenon in order to reach the real causes and factors behind it, extract and determine the results, all of which are done according to an organized plan of data collection, organization, and analysis.

	Male	Female
Guidance counselors in middle **education**	50	50

10. Results

Question (1): Is there a relationship between family support and academic achievement?

The **relationship between family support and academic achievement**	Number	Percentage
Yes	86	86 %
No	14	14 %

The table presents data on the relationship between family support and academic achievement, indicating that 86 out of 100 guidance counselors perceive a positive relationship between the two factors, constituting 86% of the sample. On the other hand, 14 counselors, representing 14% of the sample, do not see a correlation between family support and academic achievement. This suggests a strong consensus among the majority of guidance counselors regarding the significance of family support in influencing academic success.

Question (2): Does familial psychological support for students have a relationship with their academic achievement ?

The relationship between familial psychological support and academic achievement	Number	Percentage
Yes	91	91%
No	9	9%

The table illustrates the perception of guidance counselors regarding the relationship between familial psychological support and academic achievement. A vast majority, 91 out of 100 guidance counselors believe that there is indeed a correlation between familial psychological support and academic achievement. Conversely, 9 guidance counselors, constituting 9% of the sample, do not perceive such a relationship. This overwhelmingly positive response suggests a widely held belief in the importance of familial psychological support in contributing to students' academic success.

Question (3): Does familial success have an impact on academic achievement?

The impact of familial success on academic achievement	Number	Percentage
Yes	63	63 %
No	37	37 %

The provided table indicates the perspectives of guidance counselors on whether familial success influences academic achievement. Out of the total sample of 100 guidance counselors, 63 individuals perceive that familial success indeed has an impact on academic achievement. On the other hand, 37 guidance counselors, representing 37% of the sample, do not believe in such a relationship. This suggests a somewhat divided viewpoint among guidance counselors regarding the influence of familial success on academic performance, with a notable proportion acknowledging its significance while others remain unconvinced.

Question (4): Does familial financial and educational support have a relationship with academic achievement?

The relationship between familial financial and educational support and academic achievement	Number	Percentage
Yes	71	71 %
No	29	29 %

This table reflects guidance counselors' perceptions regarding the connection between familial financial and educational support and academic achievement. Among the 100 respondents surveyed, 71 individuals believe that there is indeed a relationship between familial financial and educational support and academic achievement. Conversely, 29 guidance counselors, constituting 29% of the sample, do not perceive such a connection. This suggests a prevailing belief among a majority of guidance counselors in the importance of familial financial and educational support in influencing academic success.

11. Results Discussion

Discussion of the First Hypothesis: (There exists a correlational relationship between familial psychological support and academic achievement)

There is a correlational relationship between familial psychological support and academic achievement among students. It has been evident through the study that there are several other contributing factors to this relationship. One of the most significant factors, as indicated in the theoretical aspect, is psychological support to achieve psychological comfort and a sense of psychological security. This includes aspects of emotional stability, self-discipline, and academic compatibility.

Additionally, familial issues and psychological maltreatment can lead to maladaptation, such as anxiety, depression, and social dissonance, which affect the students' academic relationships, leading to tension and a decrease in academic achievement.

Success and high academic achievement are indicators of familial happiness, harmony, care, and high-level familial support. This is achieved through satisfying cognitive and emotional needs, as well as motivations for success, which increase the students' academic performance.

A happy student, in harmony with their family and surroundings within the school environment, including peers, teachers, and school management, is characterized by competitiveness, encouragement, and collaboration.

Familial support and leniency enhance self-confidence among these students, boosting their morale and nurturing their self-esteem. This implies an ability to adapt and harmonize between them and the school environment to achieve their goals, needs, and motivations, namely, success in their studies.

Discussion of the Second Hypothesis: (There is a correlational relationship between familial educational support and academic achievement, as confirmed by the validity of this hypothesis)

Our study results affirm the existence of a correlational relationship between familial educational support and academic achievement. The parents' attention to their children, especially those in school, motivates them to provide suitable financial and educational support to facilitate their schooling under optimal conditions. This includes assisting them in completing their school assignments at home, providing books and references, and creating a suitable environment for studying that includes proper lighting, quietness, and good ventilation.

Providing necessary educational resources such as tools, textbooks, an organized and equipped desk, and a computer can contribute to academic review and completion of school assignments. Additionally, providing balanced and nutritious meals can enhance academic performance. Therefore, the hypothesis has been validated and deemed accurate.

12. Conclusion

Based on our analysis of the results obtained, which showed a relationship between familial support and academic achievement, and considering the responses of guidance counselors in the sample, we observed that good academic performance is a clear criterion to assess the level of familial support for children, especially those in school. Additionally, the quality of positive parental treatment helps children adapt, align, and harmonize.

- Parents are advised to intensify their efforts to create suitable academic conditions for their children to excel in their studies.

- Parents should pay attention to and monitor their children's school activities and assignments.

- Providing assistance and helping children overcome any difficulties they face in their studies.

- Parents should praise the school and academic success and its positive effects on individuals and society.

- Continuous communication with teachers to facilitate support, accompaniment, and monitoring.

- Assisting their children in choosing healthy habits that aid them in achieving success and excellence.

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