

Family Support and Academic Performance of Learners

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Abstract

This study aimed to analyze the relationship between family support and the academic performance of learners from elementary schools in East 2 district, Gingoog City division, for the School Year 2022-2023. The one hundred thirty-seven (137) respondents in the study are parents of learners from Punong Elementary School, Anakan Central School, Bagubad Elementary School, Mimbunga Elementary School, and Mimbalong Integrated School. The study utilized a quantitative descriptive research design that employed a researcher-made 40-item questionnaire. The questionnaire underwent reliability testing using Cronbach Alpha to gather essential data. The collected data were analyzed using appropriate statistical methods such as mean, standard deviation, and Pearson r correlation. The study reveals that the overall level of family support for learners is high, with academic and school support being provided most of the time and mental, emotional, and financial support being provided all the time. Furthermore, the overall academic performance of the learners is satisfactory. Additionally, the findings suggest a significant relationship between family support and the academic performance of learners. Thus, it is important to establish and strengthen family support as a pillar for learners to achieve positive academic outcomes.

Keywords: academic performance, academic support, family support

1. Introduction

Education begins at home. Families are crucial to a young child's development (Van Niekerk & Breed, 2018). Parents are the first teachers of every learner, and other family members provide motivation, inspiration, and guidance for their success. The family also supports all their financial needs, and all homework and projects are accomplished with the help of the family, whether it is parents or older siblings. The school relies on the assistance of the parents and families in supporting their learners. As an African proverb states, "It takes a village to raise a child." Similarly, the entire family is essential for a learner to succeed in education.

The home serves as the backdrop for an individual's physical, mental, emotional, and spiritual growth. The family, especially parents, play a vital role in instilling moral values as they serve as children's primary and most significant social connections (Rahman, 2019). The home acts as the initial classroom, where children not only learn academically but are also equipped with the skills to handle life's difficulties and to collaborate with others.

According to Sudderth (2022), family involvement in learners' education has a beneficial impact on learners' achievement. It entails a two-way relationship where educators and families support one another in preparing learners for success. Family involvement increases learners' likelihood of graduating, earning better grades, improving attendance, and pursuing higher education. Participative parents have a favorable impact on their children's academic aspirations.

Several primary school students in the East 2 District of the Division of Gingoog City are lagging behind their peers due to low grades. The absence of family support for the education of their children is a crucial contributing factor to this issue. The most prevalent evidence highlighting this factor includes unfinished assignments, uncompleted projects, and a lack of follow-up from family members when learners

are given take-home reading materials.

According to Pachina (2020), the earliest teachers of a child are the parents. They are the first and greatest role models for their kids. Involved parents can have an immensely positive impact on their child's learning and overall school experience. The teachers are in control of what a child learns in school. But after that, parents' involvement becomes essential in ensuring that everything the child receives at school remains even after school hours (STEMpedia, 2018). Through this study, the researcher aims to examine the level of family support and the academic performance of elementary school learners in East II District at the Division of Gingoog City.

The study is anchored on Family Systems Theory by Kerr and Bowen as discussed by Zhao and Zhao (2022), which is a theory of human behavior that defines the family unit as a complex social system in which members interact to influence each other's behavior. It was discussed that the family is composed of several subsystems that are interconnected and mutually constrained to make the whole family function well, and the better the coordination of the family system, the better the intellectual and psychological health of the members.

Based on the theory, family has a big impact on a person's perspective and behavior. Family interactions influence perception and motivation for success. Therefore, it can be assumed that the learners' performance in school can be determined depending on the level of family support they receive. The study of Assefa and Sintayehu (2019) on familial influences and learners' academic achievement showed that there was a significant positive relationship between familial influence and students' academic achievement. It was also found that learners that perform poorly were children whose families were less encouraged and involved. It is in this context that this current study identifies areas of involvement of family which influence the performance of learners in school.

The study's schematic diagram is displayed in Figure 1. It shows how the independent and dependent variables are correlated. The independent variable is family support, which includes academic, mental, and emotional, financial, and school support, while the dependent variable is the learners' academic achievement. Academic support refers to family involvement in learning activities such as homework and projects. Mental and emotional support refers to the family's role in motivating, encouraging, and ensuring the learner's mental well-being. Financial support pertains to providing the necessary resources for the learners, including books, school uniforms, allowances, and other related expenses. School support involves the family's participation in school activities and events, such as meetings and celebrations. These variables are assessed through a questionnaire to be filled out by the respondents. The academic achievement of learners is determined through the learners' second-quarter average grades, which is obtained from their respective class advisers. The researcher assumes that there is a correlation between family support and learners' academic performance.

2. Methodology

A quantitative-descriptive research design was employed for this study. This design involves the collection and analysis of quantitative data to generate a statistical representation of a sample's behavior. According to Mbuva (2023), this approach utilizes numerical measurements to assess variables, and it is commonly referred to as descriptive research. The term "quantitative" is used to highlight the emphasis on quantitative measurement of variables. The researcher used both descriptive and inferential statistical techniques to describe the variables of the study. For addressing problems 1 and 2, frequency, mean, and standard deviation were used. Problem 3 was tackled using Pearson correlation.

3. Results and Discussion

Problem 1. What is the level of family support in terms of

- 1.1 Academic Support;
- 1.2 Mental and Emotional Support;
- 1.3 Financial Support; and
- 1.4 School Support?

Table 1

Family Support in terms of Academic

Indicators	Mean	SD	Description	Interpretation
1. I help my child with school assignments and projects.	4.26	0.90	All the time	Very High
2. I review my child's lessons at home.	3.93	1.00	Most of the time	High
3. I help my child review for examinations.	3.85	1.17	Most of the time	High
4. I help my child plan for their schoolwork.	4.01	1.08	Most of the time	High
5. I provide support in developing their skills.	4.21	1.07	All the time	Very High
6. I provide my children with reading materials at home.	3.96	0.96	Most of the time	High
7. I read for my children.	3.90	1.09	Most of the time	High
8. I explain hard concepts to my children.	4.10	1.03	Most of the time	High
9. I update my child's progress in school.	4.11	0.99	Most of the time	High
10. I talk to my child's teacher regarding my child's academic related concerns.	3.65	1.08	Most of the time	High
Overall	4.00	0.68	Most of the time	High

Note: 4.21 - 5.00 Very High; 3.41–4.20 High; 2.61 - 3.40 Moderate; 1.81-2.60 Low; 1.00 – 1.80 Very Low

Table 1 illustrates the level of family support in terms of academics. It shows an overall mean score of 4.00 with a standard deviation of 0.68, which indicates that the support is categorized as 'Most of the time' and interpreted as 'High.' It reveals that families provide a high amount of support to learners in terms of their academic needs. Whenever children encounter difficulties with their schoolwork, they usually communicate these challenges to their parents. It is crucial for parents and other family members to foster a learning environment within their homes. Therefore, parents should offer support to their children by providing solutions to their problems (Kapur, 2018). When parents actively participate, it helps alleviate the stress and anxiety their children experience when struggling with lessons and activities. Their involvement in their children's education is linked to improved grades, enhanced social abilities, and increased self-esteem (Kiser, 2020).

Furthermore, Table 1 illustrates that among all indicators, the statement '*I help my child with school assignments and projects*' has the highest Mean of 4.26 with SD=0.90, indicating that it is categorized as 'All the time' and interpreted as 'Very High.' This suggests that parents consistently provide assistance to their children with their homework. According to Murundu (2020), parental supervision over children's homework significantly impacts curriculum implementation and academic achievement. By helping with assignments, parents serve as positive role models, encouraging children to develop effective study habits, fostering a positive attitude toward learning, and reinforcing lessons learned during the school day. Offering consistent support with homework not only provides children facing difficulties in school but also reassures them of the loving support system they have at home (Li & Hamlin, 2018).

Meanwhile, the indicator '*I talk to my child's teacher regarding my child's academic-related concerns*' has the Lowest Mean of 3.65 with SD=1.08, classified as 'most of the time' and interpreted as

‘high.’ This suggests that families frequently engage in communication with their children’s teachers, providing substantial support for their academic concerns.

Table 2
Family Support in terms of Mental and Emotional

Indicators	Mean	SD	Description	Interpretation
1. I motivate my child.	4.54	0.82	All the time	Very High
2. I give compliments to my child.	4.53	0.83	All the time	Very High
3. I listen to my child’s stories.	4.42	0.83	All the time	Very High
4. I give my child comfort during sadness.	4.46	0.83	All the time	Very High
5. I ask my child about their feelings.	4.43	0.84	All the time	Very High
6. I monitor my child’s mental health.	4.45	0.86	All the time	Very High
7. I provide playtime for my child.	4.12	1.07	Most of the time	High
8. I tell my children that failure is part of growth.	3.98	1.16	Most of the time	High
9. I tell my children that I am proud of them.	4.22	1.01	All the time	Very High
10. I comfort my child whenever they experience anything undesirable.	4.33	0.93	All the time	Very High
Overall	4.35	0.61	All the time	Very High

Note: 4.21 – 5.00 Very High; 3.41–4.20 High; 2.61 – 3.40 Moderate; 1.81–2.60 Low; 1.00 – 1.80 Very Low

Li et al. (2021) highlighted that parents and family members, serving as primary caregivers, often encounter obstacles when engaging in conversations with teachers, especially within low-income and ethnic minority households. Parents from low-income households may find it difficult to follow up on their children’s academic progress as they are busy working to provide for their families. They could also feel less confident talking to teachers due to a fear of being judged and misunderstood, particularly if they come from different economic and cultural backgrounds. Improved communication between parents and instructors will increase learners’ productivity. Few barriers are reported when parents and family members have better communication skills. A gap between teachers and families can hinder family-school collaboration and learners’ success (Walker & Legg, 2018).

Table 2 shows family support in terms of mental and emotional support. It has an overall mean score of 4.35 with SD=0.61, which is described as “all the time” and interpreted as “Very High.” This indicates that family members support their children’s mental and emotional needs at all times. The emotional support of the family is crucial for encouraging successful academic outcomes. It is advantageous for academic performance as it enhances psychological wellbeing and increases student engagement (Roksa & Kinsley, 2019). As Gueldner et al. (2020) expressed, for students to perform well academically, they must feel secure and be in a receptive state of mind. Situations that are extremely negative might affect a person’s physical and mental health.

Furthermore, Table 2 displays that the indicator ‘*I motivate my child*’ has the highest Mean of 4.54 with SD=0.82, indicating it is consistently done ‘All the time’ and interpreted as ‘Very High’ level of motivation. This demonstrates that the amount of motivation that parents provide for their children is extremely high. Motivating students helps them achieve their educational goals. Learners’ motivation to learn is particularly crucial, as merely being present in class is, of course, no guarantee that students desire to study (Filgona et al., 2020). Parents have an active influence on learners’ academic motivation, as self-determination theory believes that fulfilling learners’ psychological needs depends on (a) how parents organize the environment, (b) how they support their children’s autonomy and perspective, and (c) how much

they engage in building positive and caring relationship with their children (Zaccoletti et al., 2020).

Another statement, '*I give compliments to my child,*' received a mean score close to the highest one. It obtained a mean of 4.53 with SD=0.83, described as 'Most of the time' and interpreted as 'High' level of complimenting. Bacon (2020) observed that compliments enhance children's self-worth and pride. Learners who feel good about themselves typically do better in school, don't give up easily, and live more fruitful lives in general. Li (2023) believes that praising a child for a good grade may encourage a child to continue demonstrating their intellectual abilities through academic excellence. Learners tend to do well in school when they are complimented on their academic performance, as they think that by doing so, they are achieving positive outcomes.

On the other hand, the indicator '*I tell my children that failure is part of growth*' obtained the Lowest Mean score of 3.98 with SD=1.16, described as 'Most of the time' and interpreted as a 'High' level of occurrence. This indicates that parent-child conversations about failure are usually present but may not happen as frequently. Louick (2022) emphasizes that failure is an essential component of success. When failure occurs, the brain has the opportunity to grow and develop. Children can achieve greater things when they grasp the lessons failure teaches. Parents may find it difficult to instill this lesson in their children, as they naturally want the best for them and have a strong desire to see them excel in life. However, Butler (2022) expressed that allowing children to experience failure helps them develop into well-adjusted adults. Hence, it is helpful to inspire children to learn from failure and not fear it, allowing it to serve as motivation in life.

Table 3
Family Support in terms of Financial

Indicators	Mean	SD	Description	Interpretation
1. I provide my child with physical needs.	4.28	0.94	All the time	Very High
2. I provide my child with their needs for school.	4.57	0.75	All the time	Very High
3. I pay for my child's school and other fees.	4.42	0.90	All the time	Very High
4. I make sure my child looks presentable in school.	4.36	0.88	All the time	Very High
5. I buy materials for school requirements.	4.23	0.95	All the time	Very High
6. I provide my child with bags, shoes, and school uniforms.	4.41	0.91	All the time	Very High
7. I provide complete notebooks and books for my child.	4.46	0.83	All the time	Very High
8. I give enough allowance to my child.	4.47	0.78	All the time	Very High
9. I volunteer to share financial assistance to school or classroom projects.	3.31	1.15	Sometimes	Moderate
10. I ask my child of his/her needs and buy them.	4.13	1.02	Most of the time	High
Overall	4.26	0.58	All the time	Very High

Note: 4.21 - 5.00 Very High; 3.41–4.20 High; 2.61 - 3.40 Moderate; 1.81-2.60 Low; 1.00 – 1.80 Very Low

Table 3 illustrates the degree of financial support from the family. It has an overall mean of 4.26 with SD=0.58, indicating a high level of support described as 'All the time' and interpreted as 'Very High.' This suggests that families consistently provide financial support, including fees and allowances, to meet their children's needs. It is the family's responsibility to ensure that children have their school needs fulfilled. Research by Moneva et al. (2020) emphasizes that when parents provide financial support for their children's educational goals, students are more motivated to succeed. Wagner (2019) highlights that family financial struggles can take precedence over the school lives of their children. When parents stress about sustaining the primary needs of the family, they may become inattentive to how their kids are doing in school.

Furthermore, Table 3 highlights that the indicator '*I provide my child with their needs for school*' has

the highest Mean of 4.57 with $SD=0.75$, indicating that it is done 'All the time' and interpreted as 'Very High.' This suggests that families consistently meet the school needs of their children at a very high level. Sabri et al. (2020) supports this, stating that students who receive more financial involvement from parents and encounter less economic pressure achieve higher grades. Learners tend to persist and complete their schoolwork and assignments more effectively.

However, it is surprising that the statement on providing school needs received a higher mean score than the statement '*I provide my child with physical needs,*' which only received a mean score of 4.28 with $SD=0.94$. It is still done 'All the time' and is also considered a Very High level of support, but it is still relatively lower than the other statement. This difference in scores might be greatly influenced by how parents perceive the provision of physical needs as part of their primary responsibility to their children. It has become a customary and default task, with parents considering the provision of school needs as more of a necessity to fulfill than physical needs. Furthermore, it is important to note that numerous learners are in the care of other relatives as guardians. The actual parents may feel that they contribute less to the basic needs of their children, who spend most of their time with guardians rather than with the parents themselves.

On the other hand, the indicator '*I volunteer to share financial assistance to school or classroom projects*' has the lowest Mean of 3.31 with $SD=1.15$, indicating that it is done 'Sometimes' and interpreted as 'Moderate.' This suggests that the voluntary financial contributions made by parents and other family members to educational programs are on a moderate scale. Goldschneider (2018) stressed the significance of parents assisting their children in completing projects in an effective manner by serving as a resource for them. It is important for children to become independent while having parents available as a resource and guide when necessary.

But it might be difficult for parents to offer financial assistance to schools, particularly if they are not financially well off. Their income may only be sufficient to cover a certain amount of their needs, making it implausible for them to share assistance with schools. In the Philippines, approximately 19.99 million people are considered to be poor. The percentage of families whose income is insufficient to cover even food was 3.9%, or 1.04 million impoverished families (Alip, 2022). The ability to contribute financially to school is not possible if even their most basic needs are hard to sustain.

Table 4 provides further details on the level of family support for the school. It has an overall mean of 3.48 with $SD=0.85$ which is described as 'Most of the time' and interpreted as 'High.' This implies that families usually give support to schools. It is the family's responsibility to provide children with their school needs. Coleman (2018) emphasizes that schools also need the sustenance and support of families to help them provide education to their children. Parents' partnerships with schools have several advantages, not just for the schools but for the children too. Children need to view school as a place where their hard work succeeds. This will increase when they are aware that their parents and school are working together for a purpose related to them. Effective parent involvement in children's schools has a positive influence on their academic performance, home and school behavior, and social abilities (Achwal, 2020).

Further, Table 4 reveals that the indicator '*I attend meetings with parents in school*' has the highest Mean of 4.25 with $SD=0.94$, indicating that attending school and classroom meetings done 'All the time' and interpreted as 'Very High.' This suggests that attending school and classroom meetings are the activity that parents frequently engage in. Gavin (2022) highlights that attending teacher-parent conferences is a great opportunity to discuss about the child's development, address their strengths and needs, and collaborate with teachers to support their school performance. Nucum (2018) also emphasizes how Parent-Teacher Association (PTA) meetings help build close ties between parents, teachers, and the entire school community. Islam (2019) conducted an intervention involving regular parent-teacher meetings, which resulted in improved academic performance among students. The meetings encouraged parents to be more involved in their kids' education and to keep track of their development. Promoting PTA meetings is a low-cost, easy to execute, and scalable approach.

Table 4
Family Support in terms of School

Indicators	Mean	SD	Description	Interpretation
1. I attend meetings with parents in school.	4.25	0.94	All the time	Very High
2. I join in school activities where parents are needed.	4.07	1.12	Most of the time	High
3. I actively support school programs and activities.	3.77	1.11	Most of the time	High
4. I volunteer for the school when my service is needed.	3.54	1.24	Most of the time	High
5. I let the school know I support them.	3.49	1.26	Most of the time	High
6. I consistently visit the school.	3.35	1.19	Sometimes	Moderate
7. I talk to the teachers and administrators regarding the development of the school.	2.96	1.25	Sometimes	Moderate
8. I give recommendations regarding the development of the school.	2.77	1.28	Sometimes	Moderate
9. I am part of the school's consultative body for planning and development.	3.00	1.39	Sometimes	Moderate
10. I actively participate in the development of the school's development plan.	3.57	1.30	Most of the time	High
Overall	3.48	0.85	Most of the time	High

Note: 4.21 - 5.00 Very High; 3.41–4.20 High; 2.61 - 3.40 Moderate; 1.81-2.60 Low; 1.00 – 1.80 Very Low

On the other hand, the statement '*I give recommendations regarding the development of the school*' received the lowest Mean of 2.77 with SD=1.28, indicating that it is done 'Sometimes' and interpreted as 'Moderate.' The level of support that the families give to school development is moderate. Parents may be less involved in school development as school administration is not their primary role in their children's education. Amudha (2022) argues that by providing suggestions and opinions, they can aid schools in performing better. Feedback from parents helps schools in becoming more competent as they gain additional perspectives to school management and administration.

Parents can already make enough development recommendations to the school just by giving teachers feedback. By giving them constructive feedback, it suggests the teachers have more room to grow as educators and become a better asset to the school. Drew (2023) expressed how giving teachers feedback can guarantee that they do their best work for the learners.

Table 5
Family Support of Learners

Indicators	Mean	SD	Description	Interpretation
1. Academic Support	4.00	0.68	Most of the time	High
2. Mental and Emotional Support	4.35	0.61	All the time	Very High
3. Financial Support	4.26	0.58	All the time	Very High
4. School Support	3.48	0.85	Most of the time	High
Overall	4.02	0.68	Most of the time	High

Note: 4.21 - 5.00 Very High; 3.41–4.20 High; 2.61 - 3.40 Moderate; 1.81-2.60 Low; 1.00 – 1.80 Very Low

Table 5 presents the overall family support received by the learners in general. It has an overall mean of 4.02 with SD=0.68, which is described as 'Most of the time' and interpreted as 'High'. This shows that

parents and other family members usually give their learners with regular support. They provide academic and school support most of the time while providing mental, emotional, and financial support all the time. Meleen (2021) emphasized that family support is significant to people for a variety of reasons, most of which are relevant to a person's well-being. Family is important to people because it provides benefits to people that can't be found elsewhere. Miller (2019) agrees that when family members are encouraging, loving, and supportive of one another, children are better equipped to develop strong connections as they grow into adulthood.

Moreover, Table 5 displays that among all the indicators, mental and emotional support has the highest Mean of 4.35 with $SD=0.61$, described as 'All the time' and interpreted as 'Very High.' This indicates that learners receive strong support from their families regarding their mental and emotional needs. Providing this kind of support is relatively easy and quick to offer, as children often face daily struggles with their mental and emotional well-being. It is the parents' responsibility to be aware of what your child needs and to meet those needs (Barrington, 2022). Simply by being there for your child and becoming present as their mental and emotional support is enough to fulfill their needs in this aspect. Motivating the children by giving them compliments, praise and advice do not require rigorous efforts. Parents supporting the child's mental health enables them to build the resilience they need to face challenges as they mature (Gordon, 2023). Likewise, Langham (2023) suggests that parents help their children in healthy ways to handle their emotions by modeling effective coping mechanisms at home.

Additionally, Financial Support, with a mean of 4.26 and $SD=0.58$, is also described as 'All the time' and interpreted as 'Very High.' This indicates that, following mental and emotional support, financial support also receives a very high level of interpretation. Providing financial support to sustain the basic needs of learners is mandatory for parents, as they are primary providers for their families. Curley (2023) suggests that parents are concerned about the financial security of their children, along with their mental health and other aspects. Learners are motivated when parents provide for their financial needs in school. It is in line with the study of Moneva et al. (2020), which reveals that learners are more driven to succeed when their parents provide financial support for their educational goals.

Meanwhile, School Support received the lowest Mean of 3.48 with $SD=0.85$ and was described as 'Most of the time' and interpreted as 'High.' While the level of support is still high, it is not as high as the other indicators. Parents may feel hesitant to provide feedback and recommendations to the school, as they might perceive it as overly intrusive. However, such involvement is valuable for the development of the institution. Li (2022) emphasized that family and school partnership matters as they result in increased academic achievement for children. Elementary school learners with involved parents are more likely to attend class consistently, have more social skills, and behave well in class. When children see their parents having a positive relationship with the school, they tend to emulate it and show favorable attitude towards their education.

Notably, Academic support also received similar results to School support. With a mean of 4.00 and $SD=0.68$, it is also described as 'Most of the time' and interpreted as 'High.' Lampkin (2020) expressed that many parents consciously choose not to get involved for a variety of reasons, which include childcare, time constraints, work schedule conflicts, and cultural disparities. While these conditions limit parental engagement, it is essential for learners to understand that their caregivers are concerned about their education. Even so, parents should spend time talking to learners about their studies to let them know that their education is important. Hoffses (2018) noted that learners who perceive that their parents are interested in their academic endeavors are more inclined to take school seriously.

Problem 2. What are the learners' academic performance in the 2nd Grading Period?**Table 6***Academic Performance of Learners*

Academic Performance in the 2 nd Grading Period	Mean	SD	Description
Grades	84.44	4.66	Satisfactory

Note: Below 75=Did not meet expectations; 75-79=Fairly Satisfactory.

80-84=Satisfactory; 85-89=Very Satisfactory; 90-100=Outstanding

Table 6 shows the academic performance of learners in the 2nd Grading Period of SY 2022-2023. The overall Mean of the learners' grades is 84.44, with SD=4.66. It indicates that the learners' overall performance is satisfactory, suggesting that their academic efforts are sufficient for them to pass. Family support plays a significant role in achieving this result, although various factors may contribute to their performance. According to Briones et al. (2021), learners' academic results can be influenced by numerous factors. In addition to family factors, common ones include a lack of information resources, learners' characteristics, and motivation.

Additionally, Ranjgar et al. (2021) discovered that apart from family, personal, and schooling factors, other elements have significantly played major roles in the academic accomplishment of learners. While Li & Li (2018) argued that many underlying factors affecting learners' academic performance are related to family, such as parenting behavior, the family's socioeconomic status, and parental educational support. It is often observed that parents who prioritize high-quality education tend to guide their children towards academic success.

Notably, from the interpretations, it is reasonably inferred that learners who have a satisfactory school performance are correlated with high levels of family support. This implies that a strong level of family support and learners' satisfactory academic performance are positively correlated, and that academic success is influenced by the level of support learners receive from their families.

Problem 3. Is there a relationship between the level of family support and the academic performance of learners?**Table 7***Test of Relationship Between Family Support and Academic Performance of Learners*

Family Support	Academic Performance		
	Pearson r	p value	Decision on Ho
Academic	.694**	.000	Reject
Mental and Emotional	.622**	.000	Reject
Financial	.623**	.000	Reject
School	.632**	.000	Reject
Overall	.801**	.000	Reject

Note: *significant at 0.05 level, **significant at 0.01 level

Table 7 presents the results of the relationship test between family support and the academic performance of learners. The data reveals that academic support, mental/emotional support, financial support, and school support have correlation coefficients (r values) of .694, .622, .623, and .632, respectively. The Pearson correlation coefficient between overall support and academic performance was $r = .801$, with $p < .001$, indicating a strong positive correlation between overall support and academic performance. The higher

the significance of the correlation, the more positively it affects academic performance. With the p-value of 0.00 for all types of support, it suggests that the relationship between overall support and academic performance is statistically significant.

As a result, the null hypothesis, stating that there is no significant relationship between family support and the academic performance of learners, is rejected.

However, it is worth noting that based on the results, academic support had the strongest positive connection ($r=.694$) with learners' performance among the four types of family support. This suggests a high correlation between academic success of learners and the family's academic support. Academic support encompasses activities such as assisting with homework, providing educational resources like textbooks or materials, and fostering motivation and encouragement academic success. Furthermore, families play a significant role in motivating and encouraging their children's academic pursuits. This involvement includes setting high expectations for academic performance, recognizing and rewarding good grades and accomplishments, and providing emotional support during times of stress or difficulty. A study conducted by the American Psychological Association found that parental involvement and support can have a positive impact on student motivation and achievement (APA, 2019).

The findings support the notion that the overall support received by a child is positively associated with their academic performance. The significant correlation observed between these variables implies that providing children with academic, mental, emotional, financial, and school support can yield positive effects on their academic outcomes. Family serves as the primary source of support for learners, with children heavily relying on their parents and family members during challenges and difficulties encountered at a young age. The higher the level of family support they receive, the more pronounced the positive impact on their academic performance.

These results have significant implications for parents, educators, and policymakers who are interested in promoting academic success among children. By providing statistical data on the significance and impact of family support on the academic performance of learners, it will pave the way for further studies and development of programs aimed at promoting good academic outcomes.

On the same line, Juguilon (2023) studied the effect of learners' family support systems on their academic performance and suggested that students who had strong family support outperformed those who had less support. It is advised that parents encourage their children's early childhood education at home, along with their involvement in school.

Lastre Meza et al. (2018) found a statistically significant link between family support and academic performance, demonstrating that learners perform better in school when their parents are attentive to their education. Family support is very vital to academic success, and family involvement is crucial when a learner is in school. It enables learners to dedicate the majority of their time to academic and extracurricular activities that benefit their school success (DeFauw et al., 2018). Learners can focus on their studies when they have the backing of family support that fulfills their academic, mental, emotional, financial, and school needs. Academic success is attainable when every aspect of one's life is in order.

4. Conclusions and Recommendations

In the light of the above-cited findings, the following conclusions are drawn from the study:

1. The study concludes that the level of family support in terms of academic, mental, emotional, financial, and school, received by the elementary grade learners of the East 2 district of the Gingoog City Division, is high. This support enables them to thrive in their educational pursuits.

2. The learners' academic performance for the 2nd grading period of SY 2022 - 2023 reveals satisfactory results. Family support is identified as one of the numerous elements influencing their academic progress.

3. The findings reveal a significant relationship between family support in terms of academic, mental, emotional, financial and school factors, and the academic performance of learners.

Based on the above findings and conclusions, the following recommendations are presented:

1. Parents and other family members should be provided with special lectures and programs to help them understand the importance and effects of family support on the academic performance of their children. Schools, being the closest agent to families, can facilitate these activities and strengthen the value for family support and involvement in their academics. The community and local government can provide support to implement these programs.

2. The academic performance of learners is highly influenced by the support of their families. Parents must recognize the significance to their role in their children's education and be supportive of their needs. There should be an increased awareness among family members about each other's' emotional state and well-being. Family counseling should be promoted to foster healthy and effective family relationships.

3. The parent-school partnership should be strengthened. Schools should actively encourage parents to become more involved in school activities. Parent-Teacher Associations (PTAs) should establish a strong and productive relationship, allowing for more frequent discussions about projects and programs that enhance the academic performance of their children.

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