SOCIAL SUPPORT AND ACADEMIC RESILIENCE OF SELECTED HIGHER EDUCATION STUDENTS OF ROXAS CITY

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ABSTRACT

This study was conducted to determine the degree of social support and the level of academic resilience of selected higher education students of Roxas City. A random sample of 313 college students were chosen as respondents of the study. The researcher utilized a descriptive-correlational research design. A stratified random sampling was used to gather the data. A validated and reliability tested researcher-made questionnaire was used to gather the needed data from randomly selected respondents. Statistical tools used to analyze an interpret data were frequency count, percentage mean, t-test, analysis of variance and Pearson r. The findings of the study revealed that the students' social support was high, based on the data gathered, it is evident that Informational support has the lowest mean among social supports, while the academic resilience was very high. On the other hand, there was a significant difference in degree of social support when grouped according to sex, type of higher education and type of student. In the level of academic resilience, there was a significant difference when grouped according to type of higher education and type of student. The findings recommend that in order to meet the particular needs of the college students, evaluation and assessment of various student profiles should be implemented before transforming to creative and productive career-related programs and counseling services to strengthen the individual needs of the college students.

Keywords: Social Support, Academic Resilience, Higher Education, Well-Being

1. Introduction

Navigating college life presents significant hurdles for young adults. These are marked by numerous challenges and setbacks from which they are determined to strive to finish or give up. Attaining a college degree is a long-term aspiration influenced by various factors, such as balancing academic requirements and confronting real-life challenges. These challenges encompass emotional growth, life decisions, and prioritization. Social support and academic resilience are two important factors in assisting students who are facing the challenge of achieving a college degree. Regardless the present apprehensions over both the social and economic worth of college, research indicates that over 90% of American parents want for their children to pursue higher education (Fingerhut, 2017). It is logical to conclude that obtaining a college degree leads to higher earnings over time, as shown by Abel's research in 2019. Furthermore, a majority of college graduates affirm that their education adequately equipped them for their chosen profession and facilitated both personal and intellectual growth (Heimlich, 2011). Based on an analysis conducted by the Lumina Foundation, obtaining a bachelor's degree leads to higher yearly income, lifetime earnings, better access to health insurance and retirement benefits, improved job stability, and overall better health (Trostel, 2015). Unfortunately, enrolled in a college program and actually finishing it are two different things. Only 60% of first-year students who started their academic

journey in 2010 had obtained a degree by 2016, in relation to the National Center for Education Statistics (2018). Also hit hard are universities, whose reputations and standings may take a hit when enrolment and percentages of graduates are low. It is critical to have a better grasp of the factors that influence student success in light of these micro- and macro-level expenses. A study showed among the college students of Indonesia in 2021 found that social support has a big contribution to academic resilience (Permatessari, 2021). In 2020, an investigation done in Malaysia determined that social resources, including parents, friends, teachers, school staffs, may enhance students' resilience. This is demonstrated by the support supplied by the educators who support their student with their educational aspects and by parents who engage in their educational needs. This resulted in the understanding that finding people's feelings of validation and value are influenced by their own accomplishments (Fang, 2020).

In the Philippines a study conducted in Metro Manila in 2022, it is presented that it is essential for universities and colleges to provide a conducive climate that promotes mental health awareness among Filipino students. The intention is to create and use customized strategies to help college students in the region address their unique requirements, with the ultimate purpose of improving their overall well-being and ability to overcome obstacles to learning (Lim, 2022). The researcher recognizes the importance of social support systems, particularly school administrators and teachers, for implementing and scaling up positive teaching in schools. Thus, the involvement of school administrators and instructors within a positive school is critical in developing a conducive school atmosphere that leads to encounters with students' mental health problems in school and addressing concerns outside of school. Based on the data and related literature that is already available, the researcher has a strong interest how social support from family and friends may affect academic recovery. This particular study aims to find out how social support might affect ways of dealing, self-efficacy, and the capacity to meet school-based academic standards. To successfully deal with all of the problems and difficulties that college students face, with the end goal of getting a degree, finding a good job, and being able to support their families in the future.

Literature Review
Social Support
Researchers have looked into how social support can assist individuals deal with pressure and how it might help them adjust to college life (Roberts, 2023). Studies have shown that social skills are necessary to make and keep good relationships with other people and are essential for knowing how to perform rights and tasks. Social support is considered to help people since it maintains their feelings from getting excessively extreme and turning into concerning (Li, 2018). This keeps students from getting burned out and other bad things that come with having a lot of worry, which can make them do worse in school (Allan, 2021). In 2020, a study in Pakistan found that the way men and women connect with others and their ability to get social support are different (Aysarah, 2022). Support from other people is important for both men and women. Men and women, on the other hand, get different kinds and amounts of socializing and support. It is known that the way men and women are supported by their communities depends on their culture. Teenage girls expect and get more help from their families than teenage boys. But teenage girls deal with their daily problems by using emotional tactics. This helps them get more attention from different places (Amzil, 2022). According to the research, despite avoidance coping mechanisms such as smoking or drinking have been shown not to be linked to educational success, social support enabled people for confronting tensions (Blazer, 2019). Better academic success is a product of social support since it helps people get rid of things that stress these individuals out. It has also been proposed that social support doesn't work as well as was thought before. Researchers have determined that having a lot of social support is linked to feeling safer and more capable (Febiola, 2021). The university teachers are also part of social support networks. Students did better in school when they thought their teachers cared about them, tailored their lessons to their needs, and were available for advice (Belanger, 2017). A 2018 study conducted among university students in Australia demonstrates direct evidence that in order to strengthen their academic performance and emotional health, struggling students should receive more security, orientation, and advice from university staff or peers (Hammad, 2023).

Locally, one form of social support that most students emphasized was the devotion of the teachers to their wellness, according to 2018 research by Salvacion that was done in Baler, Philippines. There was an enormous amount of work for all of the kids. They were able to pull through with the help of encouraging words spoken to themselves and a large network of friends and teachers. Furthermore, in 2020, researchers at Visayas State University found that participants who had more social support reported much less emotional loneliness. Students reported significantly lower emotional loneliness when they had more social support research of Buslig (2019), who found that young people who felt they had a strong social support system were less likely to feel lonely than young people who felt they had fewer social supports. The research findings revealed that female students exhibited higher rate of social loneliness contrary to males. The higher social loneliness score seen in

female students may be attributed to their greater emphasis on engaging in social activities, preference for stronger interpersonal connections, and heightened sensitivity to the social environment (Cruz, 2019). The interaction between personal fortitude and communal assistance is reinforced by intellectual resilience. Students encountered complex challenges that demanded their ability to adapt and satisfy academic expectations while also prioritizing their personal well-being. The concept of "damayan" served as a significant means of providing psychological assistance (Salvacion, 2022).

Academic Resilience

Academic resilience is a crucial aspect for college students, in particular adolescents who struggle with the transition to an unfamiliar method of learning in the present educational landscape. Peers have an essential function in fostering academic resilience, as they contribute to individual interactions and the building of relationships with other students. These factors, such as spending quality time together and providing positive support, have the potential to have a beneficial impact on behavior and serve as mutual role models. According to Rustham (2021), these factors have the potential to influence student engagement, academic performance, and personal development within the academic domain. Furrer (2014) found that in the field of academic research, social connection significantly helps with both feeling like you belong and being able to bounce back from academic stress. Resilient college students did better adjust to university life, according to more recent research by Rahat and Ilhan (2016). Consequently, the ability to effectively adjust to academic stress is correlated with a student's resilience levels. A concept emerging from positive psychology, resilience hinders students from resorted to inefficient coping strategies, thus acting as a safeguard against the detrimental consequences of academic pressure. Academic resilience, described by Gray (2015), relates to the capacity to keep up a high level of motivation and perform admirably despite difficulty. Lower retention and graduation rates are two manifestations of resilience. Negative feelings about one's academic abilities and school spirit, as well as anxiety, depression, and stress, may emerge from a lack of academic resilience. Skills growth and improvement are greatly aided by resilience, and good academic performance is facilitated in large part by self-efficacy and social relationships (Zhang, 2019). As a result, these factors will crucially affect how well you adjust to college life and how smoothly you move into it. A child's social connections, cognitive and self-regulation abilities, positive self-image, and parental skill and quality all play a role (Pant, 2023). There is a lack of research on resilience among undergraduate college students, specifically on its potential effects on academic perseverance and accomplishment. To further understand the relevance of the correlation between resilience and academic persistence for certain undergraduates facing the emotional and social obstacles of college life, more research is necessary (Allan, 2021). The objective is that by understanding that age and resilience predict academic success, we can better design programs to help students become more resilient (Lebarron, 2019). As they transition from youth to maturity, young people find themselves in a transitional period. The academic performance of adolescents is greatly affected by the many distractions that they encounter throughout this time (Rufino, 2022). Academic shortcomings may also be a consequence. The capacity to bounce back from setbacks encountered when pursuing formal education is known as academic resilience. A person's level of resilience is influenced by the amount of support and encouragement they get while they are going through a tough period (Anagha, 2020).

In Philippine related studies, As stated by the World Bank (2022), the Philippines is recognized as one of the nation's facing significant challenges and enduring pronounced negative impacts, especially when it comes to terms of educational outcomes. This is shown by a higher prevalence of "learning poverty" among Filipino students compared to their counterparts in other countries. In the year 2021, research was done in Kalinga, Philippines, with the primary objective of investigating the academic resilience of the participants. However, while examining various perspectives, it can be inferred that some Filipino college students shows a high degree of resilience in the face of impoverished circumstances, seeing such situations as a source of inspiration and a means to overcome challenges (Santos, 2019). The most important thing is to figure out the psychological factors that make people more resilient, since resilience is usually thought of as the ability to deal with stress and hardship well (Mercado, 2023). Furthermore, the presence of optimism may enhance an individual's resilience. Thus, when there is a challenges and obstacles, the person with a positive believe in life are more likely to maintain a positive attitude and recover from adversity, perhaps returning to their previous level of strength (Gaytos, 2020). In addition, it has been shown by Molinero (2018) that undergraduate students who possess an optimistic outlook are more likely to adapt well to the supplementary stresses they face during this period of transition, including financial burdens and academic demands.
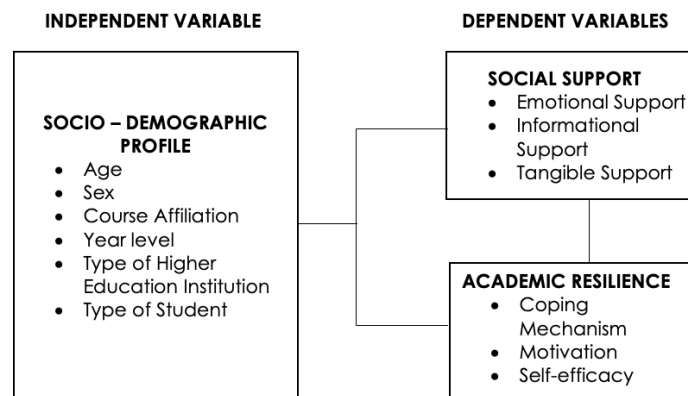
Figure

INDEPENDENT VARIABLE **DEPENDENT VARIABLES**

SOCIO – DEMOGRAPHIC PROFILE
- Age
- Sex
- Course Affiliation
- Year level
- Type of Higher Education Institution
- Type of Student

SOCIAL SUPPORT
- Emotional Support
- Informational Support
- Tangible Support

ACADEMIC RESILIENCE
- Coping Mechanism
- Motivation
- Self-efficacy

Figure 1. Schematic Diagram

2. Method

Research Design
The research design incorporates the use of quantitative data in conjunction with a descriptive-correlational research methodology. Descriptive quantitative research techniques employ numbers and quantifiable measures to systematically investigate events and their interactions. This methodology is utilized to comprehend, predict, and regulate phenomena by providing answers to inquiries about connections within quantifiable variables (Leedy, 1993).

Research Participants and Sampling Procedure
The research participants in this study were selected higher education students of Roxas City. They were selected using the stratified random sampling and categorized according to their courses. This sampling technique is advantageous for sample selection since it ensures randomization and provides each individual with a proportionate chance (Iliyasu, 2021). A total population of the selected higher education students was 313. From the computed sample, the total population of selected higher education college students was 1,425. Out of these, 653 were from Capiz State University, Main Campus, with 540 students enrolled in the Bachelor of Science in Business Administration and 113 students in the Bachelor of Science in Accountancy. In another sample, Colegio de la Purisima Concepcion had a total population of 419, with 111 students in the Bachelor of Science in Business Administration and 308 students in the Bachelor of Accountancy. On the other hand, another population sample, Filamer Christian University had a total population of 353, with 273 students in the Bachelor of Science in Business Administration and 80 students in the Bachelor of Accountancy. To ensure proper distribution and proportional allocation, and to obtain sufficient and accurate data for the survey, a margin of error of 5 percent (5%) was set. The required sample size was determined using Robert Slovin's (1960).

Research Instrument Used
The instrument that was used in this study was a researcher-made questionnaire to gather the needed data. The researcher-made questionnaire was a developed questionnaire containing standard measurement of the socio-demographic variable and the multi-item measures of social support received and the academic resilience of the college students. A letter explaining its purpose and assuring the respondents of their protected identity and responses was included. The questionnaire was validated by the panel of experts and was reliability tested among 30 respondents using Cronbach Alpha of the Statistical Package for Social Sciences (SPSS). After establishing the reliability test through pilot-testing the result was 0.889 and was said to be reliable. According to Calmorin (2007), a questionnaire is considered reliable if the computed reliability coefficient is equal to or greater than 0.80 but not more than 1.0.

Data Gathering Procedure
The researcher sent a letter of permission and a sample of questionnaire to the school heads and presidents of the selected higher education institutions. Upon securing the necessary permissions, the researcher provided printed copies of the questionnaires and personally facilitated their distribution to the target respondents in each higher education institution. The researcher subsequently collected the completed questionnaires, which were then stored in a secure location. The researcher carefully reviewed and screened the responses, and the collected data

were encoded and stored using both online and offline platforms, such as desktop/disk drive. The data were sent to a statistician for computation using the Special Packages of Social Science (SPSS) process. The data gathering procedure spanned from November 10, 2023, to November 24, 2023.

Data Analysis and Interpretation Procedure
To analyze the socio-demographic profile in terms of sex, age, course affiliation, year level, type of higher education institution, and type of student, frequency, percentage, and weighted mean were used. To answer the questions related to the degree of social support in obtaining a college degree and the level of academic resilience in the question 1 and 2 weighted mean and grand mean were utilized. To determine significant differences in the degree of social support and academic resilience for question 3 and 4. t-Test, f-Test, and Scheffe' were applied. To determine the significant relationship between the social support and academic resilience Pearson r was used to measure the significant relationship between these variables. The level of significance was set at 0.05.

Results and Discussion
Degree of Social support as a Whole
In general, the respondents have a high degree of social support with a grand mean of 3.91.
The degree of the social support of the selected higher education students in Roxas City as a whole is shown in Table 1.

Table 1: Degree of social support as a whole

Components	Mean	Verbal Interpretation
Emotional Support	3.99	High
Tangible Support	3.91	High
Informational Support	3.82	High
Grand Mean	**3.91**	**High**

The results reveal a high overall degree of social support among the respondents, with a grand mean of 3.91. Specifically, they rated a high degree in emotional support (Mean: 3.99), tangible support (Mean: 3.91), and informational support (Mean: 3.82). The findings indicate that social support is consistently experienced or even more than usual. Higher education students believe that social support significantly influences their academic goals, enhancing their chances of succeeding in pursuing a college degree. As these college grow maturely, results showed that they were able to track their needs to boost their support. In different cultural diversity and family set-up, social support has also a dynamic influence especially for those different student set-ups. With this, social support is one of the fuels to achieve future goals.

According to Roberts (2015), social support may help alleviate stress, and this research looked at how it relates to adjusting well to college life. In addition, students who are having difficulty in their studies should have access to additional social support, such as encouragement, direction, and advice, from their classmates and faculty, according to 2018 research on Australian university students. Their mental health and academic performance will be enhanced by this method (Li, 2018). Students benefit from this kind of assistance because it lessens the likelihood that they will experience burnout and other stress-related problems, which may lead to worse academic performance.

Level of Academic Resilience as a Whole
In general, academic resilience demonstrated a very high level with a grand mean of 4.21. Specifically, motivation received the highest verbal interpretation with a mean score of 4.30. On the other hand, self-efficacy and coping with school demands attained a high level of verbal interpretation, scoring 4.19 and 4.13, respectively.

Table 2. Level of Academic Resilience

Components	Weighted Mean	Verbal Interpretation
Motivation	4.30	Very High
Self-Efficacy	4.19	High
Coping to school Demands	4.13	High
Grand Mean	**4.21**	**Very High**

With a grand mean score of 4.21, it suggests that the overall level of academic resilience among the respondents is very high, indicating an outstanding outcome. This underscores that motivation has the highest level, affirming college students' perseverance and determination to complete their college degree. Motivation can be derived from various reinforcements, serving as a driving force to strive and work hard, which is evident as the highest component in academic resilience. These results emphasize the critical role of academic resilience for college students, particularly adolescents navigating the challenges of transitioning to a new learning environment in the current educational landscape. A study conducted in Kalinga, Philippines, in 2021 revealed that some Filipino college students exhibit a high degree of resilience, facing impoverished circumstances as a source of inspiration and a means to overcome challenges (Santos, 2019).

Difference in The Degree of Social Support When Respondents are Grouped According to Selected Socio-Demographic Profiles

Table 3. Difference in the degree of social support

Compared Variables	Computed Value	Significant Value	Probability
Sex	2.362	0.019	s
Age	1.911	0.057	ns
Course Affiliation	0.956	0.340	ns
Year Level	2.333	0.074	ns
Types of Higher Education Institution	3.401	0.001	s
Type of Student	3.349	0.036	s

Results show that there were no significant differences in the scores determining the degree of social support of the respondents when grouped according to age, course affiliation, and grade level. Moreover, the results imply that the degree of social support for college students remains the same regardless of age, course affiliation, and year level. However, classifying the respondents into groups by sex, type of higher education institution, and type of student revealed significant differences in scores. Therefore, this rejects the null hypothesis that there is a significant difference in the degree of social support among the selected higher education students of Roxas City when grouped by sex, type of higher education, and type of student, except forage, course affiliation, and year level. These findings indicate that both social support within the household and social support inside the school environment have a significant impact in shaping individuals' decisions about their major and profession, as well as their level of satisfaction and commitment (Phelps, 2020). The well-being, scholastic performance, and accomplishments of students are fundamental goals of a thriving educational system, since they play a crucial role in society. Consequently, students must possess the necessary skills and resources to effectively overcome academic obstacles and problems. Both social support and self-esteem significantly impact education and contribute to students' academic success, irrespective of their chosen field of study (Saeed, 2023).

Difference in The Level of Academic Resilience When Respondents are Grouped According to Selected Socio-Demographic Profiles

Table 4. Difference in the level of academic resilience

Compared Variables	Computed Value	Significant Value	Probability
Sex	0.524	0.600	ns
Age	1.224	0.222	ns
Course Affiliation	0.685	0.494	ns
Year Level	1.682	0.171	ns
Types of Higher Education Institution	3.795	0.000	s
Type of Student	3.191	0.042	s

Results show that there is no significant difference in the scores in determining the level of academic resilience of the respondents when they are grouped according to sex, age, course affiliation, and year level. Moreover, it can be implied that regardless of sex, age, course affiliation and year level, the level of academic resilience for college students are the same. However, when the respondents were classified when group in to type of higher education institution and type of student a significant differences variation in scores were found. Therefore, the null hypothesis which states that there is a significant difference in the level of academic resilience of the selected higher education students of Roxas City when grouped according to type of higher education and type of student is rejected except for the sex, age, course affiliation and year level.

The results of this study confirm a 2013 report published by the American Psychological Association, which asserts that college students use positive thinking and self-encouragement as strategies to manage academic stress across different groups. In addition, Yazon (2017) study, effective problem-solving entails directing one's attention on the issue at hand and resolving it autonomously while maintaining composure or requesting assistance. Certain students may thrive academically with the aid of elements such as stress management skills.

Relationship between Social Support and Academic Resilience

Table 5. Relationship between Social Support and Academic Resilience

Variables	df	Pearson Correlation	Sig - 2 (tailed value)	Probability
Degree of Social Support				
	313	0.635	0.000	s
Level of Academic Resilience				

The analysis of the relationship between these two variables, as reflected in Table 13, shows a significant relationship between the degree of social support and academic resilience because the Pearson r value of 0.635 has a significant value of 0.000, which is lower than the 0.05 alpha. The computed value rejects the null hypothesis that states there is no significant relationship between the degree of social support and academic resilience of the selected higher education students of Roxas City.

Saefudin's 2021 research validates this study's conclusions that high academic resilience boosts students' learning outcomes and health. Highly resilient adolescents have strong motivation to excel academically, especially in the face of challenging circumstances. On top of that, social support affects how resilient students are in school. A student's ability to keep going in school is also affected by other types of social support, such as help from parents, teachers, coworkers, and close friends. As a result, strong help from these four social support groups is needed for good academic resilience (Kern, 2020).

3. Conclusion and Implications

The results have shown that, the degree of social support to selected higher education students of Roxas City was high in results. On the other variable, the level of academic resilience to selected higher education students of Roxas City was very high. Statistically it found out that, there was a significant difference in the degree of social support of the selected higher education students of Roxas City only when grouped according to sex, type of higher education and type of student. To support, there was also a significant difference in the level of academic resilience of the selected higher education students of Roxas City only when grouped according to the type of higher education and type of student. Lastly, there is a significant relationship between the degree of social support and the level of academic resilience in the selected higher education students of Roxas City.

Recommendations:
Based on the findings and conclusions of the study, the following recommendations are proposed. It is highly recommended to the guidance associates/counselors to evaluate their students' individual needs. Since the results shows that social support and academic resilience are mutually related thus also suggests to create engaging activities and track individual status and strengthen peer support groups, family support groups and teacher/faculty support groups in mitigating sudden concerns especially the mental health related challenges. This could be a way or a preventing tool to lessen the mental health problems to the college students. it suggests to screen out or assess the current status of those working student and may offer a tracking plan of keeping their well-being healthy. It is recommended to school student body and with the help of Guidance department to strengthen peer support programs for working students' group. For school administrators, they may re-visit or re-assess the programs of the school personnel that are assigned for student support or student services. For school guidance-related staff, scholarship coordinators and guidance counselors' must collaborate to strengthen focus groups and connections to scholarship opportunitiesFor further study, it is recommended for the school counselors to identify the specific needs of each higher education institutions. Student needs inventory forms, medium of expression and openness to seek help. These forms may revise every year or as possible to the purpose of the effectivity of the proposed programs based on the generation and current social concerns to innovate creative ways to make students be more open to their concerns.

Acknowledgment

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