

Perceived Social Support Of Students In Different Living Arrangement Vis-À-Vis Their Academic Performance

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DOI: 10.29322/IJSRP.14.01.2024.p14524
<https://dx.doi.org/10.29322/IJSRP.14.01.2024.p14524>

Paper Received Date: 23rd December 2023

Paper Acceptance Date: 19th January 2024

Paper Publication Date: 26th January 2024

Abstract: This research delves into the perceived social support experienced by Bachelor of Elementary Education students at Caraga State University, examining its connection with academic performance across various living arrangements. The study focuses on profiling the students, assessing the perceived social support within diverse living setups, and evaluating their academic achievements. Employing a quantitative research design, the study utilizes various statistical analyses, including frequency counts, percentages, weighted mean, independent samples test, one-way analysis of variance (ANOVA), and Pearson Product-Moment Correlation. The findings indicate that students generally perceive a moderately extensive level of social support from family, friends, and significant others. Family and friends actively engage in supporting the students, fostering an environment where they feel comfortable and accepted. Despite variations in perceived social support based on living arrangements and academic performance, there is consistency across genders and academic years. Notably, a substantial number of students maintain a fair Great Point Average (GPA). Surprisingly, the research reveals no significant correlation between the extent of perceived social support and academic performance, challenging the assumption that social support directly influences scholastic achievements. In conclusion, while students report receiving adequate social support from family, friends, and significant others, this support does not necessarily translate into enhanced academic performance. The study sheds light on the intricate relationship between social support and academic outcomes, emphasizing the need for further exploration of underlying factors influencing student success in higher education.

Index Terms: academic performance, living arrangement, living with parents, perceived social support, staying in boarding houses.

I. INTRODUCTION

The concept of perceived social support encapsulates individuals' beliefs regarding the availability of assistance from friends, family members, and others, offering material, psychological, and overall support during times of need. This perception consistently demonstrates a profound correlation with well-being, as elevated levels of perceived support, love, and care contribute to positive experiences (Siedlecki et al., 2014; Ioannou et al., 2019).

In the realm of psychological understanding, the significance of perceived social support was underscored by The Psychology of Perceived Social Support in 2019, emphasizing its immense value to individuals. Those with robust perceptions of social support find solace even in solitude, drawing strength from their faith in the support network surrounding them. Particularly for adolescents, social support plays a pivotal role in various developmental processes, aiding in effective coping with stress and adversity (Finkenauer et al., 2019).

Beyond adolescence, research consistently underscores the crucial link between perceived social support and mental as well as physical health. Studies reveal that individuals across the lifespan, including children and adults, who perceive themselves as cared for and valued within their social environments and who cultivate more supportive relationships tend to exhibit better overall mental and physical health outcomes (Demaray et al., 2005; Bi et al., 2021).

Perceived social support may significantly influence the life satisfaction of youth entering higher education, impacting their academic success. Academic success is likely to depend on academic adjustment and academic self-efficacy, encompassing the capacity to handle academic demands, motivation, and academic efforts (Friedlander et al., 2007; Akanni & Choja, 2018).

An international study conducted by Mawett and Sawyer (2016) stated that social support has become as important as academic support for international students at Australian universities. This is crucial for students facing the challenges of managing a heavy study workload delivered via unfamiliar teaching methods, along with everyday life without family support, in a place where encounters with the unfamiliar are common.

Adjusting to college life is challenging, with new and different experiences. For many students, college life is stressful, especially for first-year students facing multiple transitions, including changes in living arrangements, academic environments, and friendship networks, while adapting to greater independence and responsibility (Cayaon, 2022). Individuals with robust social support find themselves intricately woven into a network of support, fostering greater social integration within their university academic environments. This heightened social integration positions these individuals advantageously to enhance their academic achievements (Rayle & Chung, 2007; Li et al., 2018). Evidence shows that perceived social support is strongly associated with high college life satisfaction, decreased academic stress, emotional exhaustion, and increased positive feelings (Wang et al., 2018). In contrast, college students lacking social assistance struggle with life challenges and academic stress, demonstrating low levels of subjective well-being (Wang et al., 2014).

In the Philippine context, studying at a university marks an essential milestone for adolescents, often involving important life decisions, including living independently away from family (Garcia & Addy, 2016). Students, especially those from the provinces, stay in temporary dwellings like boarding houses or dormitories, impacting their holistic well-being positively or negatively.

Recognizing potential diversity in perceived social support levels among Bachelor of Elementary Education students based on living arrangements—some opting for boarding houses while others residing with their parents—this study aims to investigate the extent and discern any significant differences in perceived social support from family, friends, and significant others.

This research endeavors to gauge the magnitude of perceived social support among Bachelor of Elementary Education students at Caraga State University within distinct living arrangements. The findings from this exploration will serve as a foundational platform, guiding the development of targeted interventions to enhance perceived social support for students, should such measures be deemed necessary. This research is poised to contribute valuable insights that can inform strategies to fortify the social support network for students pursuing their Bachelor of Elementary Education, thereby fostering a more conducive academic and personal environment.

Objectives of the Study

This study assessed the perceived social support of Bachelor of Elementary Education students in different living arrangements in relation to their academic performance. Specifically, it sought to achieve the following objectives:

1. What is the demographic profile of the student teachers in terms of:
 - 1.1 year;
 - 1.2 sex;
 - 1.3 GPA (Great Point Average); and
 - 1.4 living arrangements (living with parents or staying in boarding houses)?
2. What is the extent of perceived social support received by students in terms of:
 - 2.1 family;
 - 2.2 friends; and
 - 2.3 significant others?
3. What is the level of academic performance of the participants in terms of GPA?
4. Is there a significant difference in the extent of perceived social support received by students in different living arrangements when grouped according to profile?
5. Is there a significant relationship between the extent of perceived social support received by students in different living arrangements and their level of academic performance?
6. What intervention material may be developed to increase perceived social support received by the students?

II. METHODOLOGY

This study employed a quantitative research design with a focus on collecting numerical data to generalize findings across a population and provide insights into a specific phenomenon. The research utilized statistical, mathematical, and numerical data gathered through online surveys employing the Likert scaling method, as recommended by Babbie (2010). The research adopted a descriptive-correlational research design to explore the variables and relationships concerning the perceived social support received by Bachelor of Elementary Education (BEE) students at Caraga State University. The investigation encompassed BEE students residing with their parents and those in boarding houses, delving into their perceived social support and academic performance.

Conducted in the College of Education at Caraga State University, specifically within the BEE program, the study involved students from both living arrangements. Probability sampling, specifically simple random sampling, was employed to select a representative group of 120 participants. This cohort comprised two subgroups: 60 students living with parents and 60 residing in boarding houses, each group evenly distributed across the various academic years.

To collect data, the researchers employed the Multidimensional Scale of Perceived Social Support (MSPSS) questionnaire, designed to assess individual perceptions of support from family, friends, and significant others (Zimet et al., 2019). Although the instrument was adapted for this study, it underwent rigorous examination and verification by three experts from the College of Education faculty. However, it was not subjected to validation and reliability tests due to its adapted nature.

Ethical considerations were paramount throughout the research process. Permission to conduct the survey was sought through formal letters addressed to the Dean of the College of Education, facilitated by the BEE Chairperson, and approval was secured from the research adviser. The data collection process utilized an online survey conducted via Google Forms, with participants consenting to

participate. The survey link was conveniently shared through Facebook Messenger. Data analysis involved computing percentages automatically generated by Google while ensuring the confidentiality of participant responses was rigorously maintained by the researchers. The study acknowledges the limitations associated with its single-university focus and the lack of validation for the adapted instrument, providing avenues for future research and offering recommendations based on its findings.

III. RESULTS

Problem 1. What is the demographic profile of the student teachers in terms of year, sex, GPA (Grade Point Average), and living arrangement (living with parents or staying in boarding houses)?

Table 1 exhibits the demographic profile of the 120 participants of the study.

Table 1
Demographic profile of the student teachers (n=120)

	Variables	Frequency	Percentage
Year Level	1st year	30	25.00
	2nd year	30	25.00
	3rd year	30	25.00
	4th year	30	25.00
Sex	Female	107	89.17
	Male	13	10.83
GPA	1.00-1.25	3	2.50
	1.26-1.50	36	30.00
	1.51-1.75	55	45.83
	1.76-2.00	23	19.17
	2.01-3.00	3	2.50
Living Arrangement	Living with Parents	60	50.00
	Staying in a Boarding House	60	50.00

Examining the data by year level, it is evident from the table that each year level (1st, 2nd, 3rd, and 4th year) is equally represented, with 30 participants or 25% each. This distribution reflects the study's intentional consideration of an equal percentage of participation from each academic year.

Analyzing the data based on gender, the majority of participants, constituting 89.17%, are female, while the remaining 10.83% are male. This gender distribution underscores the prevalence of female students in the BEEd program, indicating its female-dominated nature.

Concerning Grade Point Average (GPA), the breakdown reveals that 2.50% of participants achieved a GPA between 1.00 and 1.25, 30% scored between 1.26 and 1.50, 45.83% fell within the 1.51-1.75 range, and 19.17% secured a GPA between 1.76 and 2.00. Additionally, 2.50% attained a GPA in the 2.01-3.00 range. The preponderance of participants falling within the 1.51-1.75 GPA range suggests that the academic performance of BEEd students, on average, is at a fair level.

Regarding living arrangements, the data indicates an even split, with 50% of participants residing with their parents and the remaining 50% staying in boarding houses. This equilibrium in living arrangements reflects the study's deliberate effort to maintain an equal representation of both types of living situations.

Problem 2. What is the extent of perceived social support received by students in terms of family, friends and significant others?

Table 2 presents the extent of perceived social support received by students in terms of family.

Table 2
Mean Distribution of the Extent of Perceived Social Support of the Students in terms of Family

Family Indicators	Extent of Perceived Social Support		Interpretation
	Mean	Description	
1 My family really tries to help me.	4.71	Strongly Agree	The extent of perceived social support is very extensive
2 I get the emotional help & support I need from my family.	4.00	Agree	The extent of perceived social support is moderately extensive.
3 I can talk about my problems with my family.	3.61	Agree	The extent of perceived social support is moderately extensive.
4 My family is willing to help me make decisions.	4.19	Agree	The extent of perceived social support is moderately extensive.
5 I have relatives who will definitely take time to listen if I need someone to talk to.	3.58	Agree	The extent of perceived social support is moderately extensive.
Overall Weighted Mean	4.02	Agree	The extent of perceived social support is moderately extensive

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

The data analysis unveils intriguing insights into the perceived social support among students, mainly focusing on family dynamics. Indicator number one, assessing the statement "My family really tries to help me," attained the highest mean of 4.71, indicating a strong consensus categorized as "strongly agree." This suggests that students perceive a substantial and extensive level of support from their families. On the contrary, indicator number five, reflecting the statement "I have relatives who will definitely take time to listen if I need someone to talk to," yielded the lowest mean of 3.58, falling into the "agree" category and implying a fair extent of perceived social support.

Considering the collective weighted mean of 4.02, falling within the "agree" range, the overall response indicates that the extent of perceived social support within the family context among students is moderately extensive. This implies that students receive a notable amount of help from their families, contributing significantly to their overall perceived social support. Furthermore, this familial support serves as a substantial motivation for students, enabling them to navigate academic tasks and overcome challenges with a positive outlook.

This aligns with the findings of Hong Gao et al. (2021), who asserted that students benefiting from increased interest and support from family members tend to exhibit higher levels of learning engagement. According to their study, families can enhance support by fostering a conducive learning environment, expressing positive emotions, demonstrating the capacity to assist their children, promoting normative learning behaviors, and encouraging dedicated and efficient learning.

Reinforcing the role of family in the academic journey, Hadi (2020) emphasized the significant impact of family as a crucial social resource influencing students' online learning experiences. Additionally, Permatasari et al. (2021) cited the work of Dubow and Ullman (1989), identifying three aspects of perceived social support related to family: feelings of respect, love, care, and the family's availability to provide assistance and input during challenging times.

Building on this, Juguilon's study in 2023 underlines the diverse effects of family support systems on academic performance. Learners receiving quality family support demonstrated superior academic performance compared to those with less support. The recommendation arising from these findings is for parents to actively engage in supporting their children's early education at home and participate actively in school-related activities. These collective insights underscore the multi-faceted impact of family support on students' academic experiences, advocating for continued emphasis on fostering supportive family environments.

Table 3 presents the extent of perceived social support received by students in terms of friends.

Table 3
Mean Distribution of the Extent of Perceived Social Support of the Students in terms of Friends

Friends Indicators	Extent of Perceived Social Support	Interpretation
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		Mean	Description	
1	My friends really try to help me.	4.18	Agree	The extent of perceived social support is moderately extensive.
2	I can count on my friends when things go wrong.	4.00	Agree	The extent of perceived social support is moderately extensive.
3	I have friends with whom I can share my joys and sorrows.	4.15	Agree	The extent of perceived social support is moderately extensive.
4	I can talk about my problems with my friends.	4.00	Agree	The extent of perceived social support is moderately extensive.
5	I have a group of friends that I belong to and whom I meet often.	4.20	Agree	The extent of perceived social support is moderately extensive.
Overall Weighted Mean		4.10	Agree	The extent of perceived social support is moderately extensive

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

Examining the data presented in the table, indicator number five (5) reveals that the statement "I have a group of friends that I belong to and whom I meet often" achieved the highest mean of 4.20. This indicates that participants agreed that they experience a moderately extensive level of social support within their social circles. Conversely, indicators number two (2) and four (4), which convey "I can count on my friends when things go wrong" and "I can talk about my problems with my friends," obtained the lowest mean of 4.0. This suggests that participants perceive a moderately extensive extent of support in these areas. The overall weighted mean for the extent of perceived social support concerning friends is 4.10, categorizing the response as "agree," indicating a moderately extensive level of perceived social support.

These findings imply that students receive a substantial amount of social support from their friends, a crucial element that helps them stay motivated despite stressors such as heavy academic workloads. The presence of supportive friends provides a reliable source of assistance during challenging times. Additionally, it suggests that students maintain a sociable trait and possess the ability to confide in someone they trust, reinforcing the significance of social connections in their lives.

In line with this, peer support has the potential to normalize experiences and foster a sense of belonging (Batchelor et al., 2020), given that the support comes from individuals who share similar experiences and stand on equal footing with the recipient (Kim et al., 2017; McLean et al., 2022).

Furthermore, social support is identified as the active ingredient that enhances the benefits of relationships (Brannan & Mohr, 2023). The research underscores that perceived social support contributes to increased happiness, overall well-being, and improved quality of life (Brannan & Mohr, 2023; Diener & Seligman, 2002; Mai et al., 2021). These insights shed light on the pivotal role of social support in enhancing the overall experiences and emotional well-being of individuals.

Table 4 displays the extent of perceived social support received by students in terms of significant others.

Table 4
Mean Distribution of the Extent of Perceived Social Support of the Students in terms of Significant Others

Significant Others Indicators	Extent of Perceived Social Support		Interpretation
	Mean	Description	
1 There is a special person who is around when I am in need.	3.58	Agree	The extent of perceived social support is moderately extensive.
2 There is a special person with whom I can share joys and sorrows.	3.58	Agree	The extent of perceived social support is moderately extensive.

3	I have a special person who is a real source of comfort to me.	3.56	Agree	The extent of perceived social support is moderately extensive.
4	There is a special person in my life who cares about my feelings.	3.63	Agree	The extent of perceived social support is moderately extensive.
5	There is someone close to me in whose presence I feel comfortable without any reservations.	3.67	Agree	The extent of perceived social support is moderately extensive.
Overall Weighted Mean		3.60	Agree	The extent of perceived social support is moderately extensive

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

As shown in the table, indicator number five (5) reveals that the statement "There is someone close to me in whose presence I feel comfortable without any reservations" achieved the highest mean of 3.67. This suggests that participants unanimously agreed that they perceive a moderately extensive level of social support from their significant others. In contrast, indicator number three (3), stating "I have a special person who is a real source of comfort to me," obtained the lowest mean of 3.56, indicating a moderately extensive extent of perceived social support from significant others. The overall weighted mean for the extent of perceived social support concerning significant others is 3.60, categorized as "agree," suggesting a moderately extensive level of perceived social support. This implies that students receive social support from their significant others, allowing them to express themselves authentically without reservation and providing comfort during stressful times, thereby enabling them to fulfill their academic responsibilities effectively.

According to Feeney and Collins (2015), a crucial aspect of support-giving involves providing a secure base from which an attached person can venture into the world, be it for play, work, learning, discovery, or creativity. This support assures individuals that they can return for comfort, reassurance, or assistance when encountering challenges along the way.

Furthermore, close relationships are integral to the process of individuals fully embracing life and its opportunities for thriving. However, students experiencing higher levels of burnout in their studies are more likely to perceive their significant others as less supportive (Boram et al., 2017).

As highlighted by Malinauskas and Malinauskiene (2020), significant others play a crucial role in enhancing the quality of life for university students, particularly in the domain of social interactions. Interestingly, female students reported significantly higher levels of social support from significant others compared to their male counterparts, as indicated by the findings. These insights underscore the multifaceted impact of perceived social support from significant others on students' well-being and highlight gender-related nuances in this support system.

Problem 3. What is the level of academic performance of the participants in terms of GPA?

Table 5 shows the level of academic performance of the participants in terms of GPA.

Table 5
Level of Academic Performance of the Participants (n=120)

	Range	Frequency	Percentage	Interpretation
GPA	1.00-1.25	3	2.50	The level of academic performance is very high.
	1.26-1.50	36	30.00	The level of academic performance is high.
	1.51-1.75	55	45.83	The level of academic performance is fair.
	1.76-2.00	23	19.17	The level of academic performance is low.

2.01-3.00 3 2.50 The level of academic performance is very low.

As shown in the table, it reveals that the highest percentage of the total number of participants is 45.83% which had a GPA of 1.51-1.75 which indicates that the level of academic performance is fair. In contrast, two (2) ranges had the lowest percentage which is 2.50%, 1.00-1.25 GPA which indicates that the level of academic performance is very high and 2.01-3.00 GPA which indicates that the level of academic performance is very low. This means that most of the students had a GPA of 1.51-1.75 which indicates that their level of academic performance is fair. This further entails that majority of the BEEed students' academic performance is neither good nor bad.

Problem 4. Is there a significant difference in the extent of perceived social support received by students when grouped according to profile?

Table 6 shows the significant difference in the extent of perceived social support received by students when grouped according to Year Level.

Table 6
Significant difference in the extent of perceived social support received by students when grouped according to year level

Variables	F-value	p-value	Decision	Significant
Year Level				
<ul style="list-style-type: none"> • 1st Year • 2nd Year • 3rd Year • 4th Year 	.755	.524	Do not Reject Ho	Not Significant

Significant at 0.05 level

The table results indicate significant differences in the extent of perceived social support received by students, both between and within groups, as evidenced by non-significant values higher than the 0.05 levels of significance used for the analysis. This implies that participants experience a comparable level of perceived social support, irrespective of their academic year levels. Corroborating this finding, a study by McLean et al. (2022) similarly identified no significant differences between older and younger students regarding perceived social support. The research underscores that perceived social support across various grade levels significantly and positively predicts student engagement, emphasizing the role of satisfaction with basic psychological needs. Notably, students with a highly grateful disposition derive more benefits from social support compared to those with a lower disposition, utilizing the received support to meet psychological needs and enhance academic engagement (Xin, 2022). While the current study establishes the universality of perceived social support among students, it aligns with the call for continued research to explore the boundary conditions of these results and develop effective interventions to promote adolescent well-being (Shanshan et al., 2021). Acknowledging the importance of various forms of support, Camara et al. (2017) emphasize that students require diverse types of assistance to engage in their studies successfully. In summary, the present study highlights the consistent and integral role of perceived social support among students across different academic year levels. Building on existing research, it underscores the need for ongoing exploration to refine interventions and support mechanisms for promoting the well-being and academic success of adolescents.

Table 8 shows the significant difference in the extent of perceived social support received by students when grouped according to Sex.

Table 8
Significant difference in the extent of perceived social support received by students when grouped according to sex

Variables	F-value	p-value	Decision	Significant
Sex				
<ul style="list-style-type: none"> • Male • Female 	1.736	.110	Do not Reject Ho	Not Significant

Significant at 0.05 level

As shown in the table, there is no significant difference on the extent of perceived social support between and within groups having significant values which are higher than 0.05 levels of significance tested for analysis. It indicates that the participants have a similar extent of perceived social support regardless of the sex.

Various aspects of social support appear differentially beneficial for girls and boys. A larger network of different types of support persons appears significant for boys, whereas specific providers of social support (especially friends) providing one-to-one interactions appear most beneficial for girls. (Singstad et al., 2021).

Boys and girls tend to be more available for emotional closeness in social relationships. Social support, however, is especially important for these vulnerable adolescents, as it has been found to reduce feelings of stress and can facilitate successful adaptation to new situations. Social support is also positively associated with well-being, adjustment, mental health, and educational achievement. (Lanctot et al., 2016).

Table 8 shows the significant difference in the extent of perceived social support received by students when grouped according to GPA.

Table 8

Significant difference in the extent of perceived social support received by students when grouped according to GPA

Variables	F-value	p-value	Decision	Significant
GWA				
• 1.00-1.25	7.644	.000	Reject Ho	Significant
• 1.26-1.75				
• 1.76-2.00				
• 2.01-2.25				
• 2.26-3.00				

Significant at 0.05 level

The table reveals a significant difference in the extent of perceived social support among students, both between and within groups, with values lower than the 0.05 level of significance used for analysis. This indicates that students experience varying levels of perceived social support corresponding to their general weighted average, suggesting a potential correlation between perceived social support and academic performance.

Student engagement, encompassing cognitive, emotional, and behavioral involvement in academic pursuits, is acknowledged as a pivotal factor for success in school (Vizoso et al., 2018). To foster academic success, it becomes imperative to comprehend the factors influencing student engagement (Li et al., 2022).

Recognizing the critical role of social support, it is essential to emphasize its positive impact. Numerous studies have consistently highlighted the role of social support in promoting well-being, implying that perceived social support may also catalyze strengthening student engagement and, consequently, academic success (Stronge et al., 2019). In essence, understanding and fostering perceived social support among students contributes significantly to enhancing their academic engagement and overall success in their educational endeavors.

Table 9 shows the significant difference in the extent of perceived social support received by students when grouped according to living arrangements.

Table 9

Significant difference in the extent of perceived social support received by students when grouped according to living arrangement

Variables	F-value	p-value	Decision	Significant
Living Arrangement				
• Living with Parents	.009	.047	Reject Ho	Significant
• Staying in a Boarding House				

Significant at 0.05 level

As gleaned in the table, there is a significant difference in the extent of perceived social support received by students between and within groups having significant values which are lower than 0.05 levels of significance tested for analysis. It suggests that the

participants received different extent of perceived social support in different living arrangements. Thus, as the students tend to live with their parents or stay in the boarding houses, their perceived social support may differ.

Students are becoming more responsible as they are forced to manage their own needs in addition to their everyday academic responsibilities outside of their comfort zones with their own families. As opposed to this, the findings showed that living away from home gave them the chance to become independent, learn how to manage their time and money, make allowances for household duties, and take care of younger siblings (Brillantes, et. al., 2013).

However, students who live with their parents are in a far better situation than those who live in a dorm or with family members. Family support is most effectively transferred through emotional channels, which also helps to improve communication. They require trustworthy relationships with their friends during the early stages of adolescence as well as a conducive setting where emotional communication channels are open (Sahin-Baltaci & Karatas, 2015).

Problem 5. Is there a significant relationship between the extent of perceived social support received by students in different living arrangement and their level academic performance?

Table 10 shows the significant relationship between the extent of perceived social support received by students in different living arrangement in terms of family and their level academic performance.

Table 10

Significant relationship between the extent of perceived social support received by students in terms of family and their level academic performance

Variable 1	Variable 2	r-value	p-value	Decision	Significant
Level of Academic Performance	Perceived social support				
	• Family	-.086	.352	Do not Reject Ho	Not Significant

Correlation is significant at 0.05 level (2-tailed)

As shown in the table, the computed p-value is 0.352. Thus, the null hypothesis is not rejected. The result reveals no significant relationship between the extent of perceived social support received by students from family and their level of academic performance. This implies that despite the lack of social support from family, students are capable of being competitive at school and show excellence in their academic performance. This puts emphasis on how students can be self-motivated and in the process become academically independent and resilient despite the lack of family support.

According to Susanto in 2018 as cited by Dalas et al. (2020), independence is how a student is able to demonstrate his/her creativity, and self-esteem. Thus, independent individuals are able to manage themselves, the ability to not rely on the support of others especially parents, able to make decisions independently, and able to accept the consequences of the decision. Other phenomena are observed the relationships of parents and students who are not harmonious in the family environment.

Academic resiliency is elaborated on the study of Yan and Gai (2022) that proved though disadvantaged students tend to have poor academic achievement, some groups of disadvantaged students can break through the adverse effects caused by family factors and achieve relatively excellent academic achievement, and they are also known as resilient students.

Table 11 shows the significant relationship between the extent of perceived social support received by students in different living arrangement in terms of friends and their level academic performance.

Table 11

Significant relationship between the extent of perceived social support received by students in terms of friends and their level academic performance

Variable 1	Variable 2	r-value	p-value	Decision	Significant
Level of Academic Performance	Perceived social support				

• Friends	.069	.453	Do not Reject Ho	Not Significant
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Correlation is significant at 0.05 level (2-tailed)

The table indicates a computed p-value of 0.453, leading to the non-rejection of the null hypothesis. This outcome signifies that there is no significant relationship between the extent of perceived social support received by students from friends and their level of academic performance.

Regardless of the size of their social circles, students achieve fair grades and meet their academic responsibilities. This suggests that students tend to compartmentalize their friendships, viewing them as either enduring or transient relationships, and do not allow these social dynamics to impact their academic performance unduly.

Expanding on the dynamic nature of friendships, the study conducted by Lessard and Juvonen in 2018 emphasizes that while evidence supporting the benefits of friends is robust, many studies only consider friendships at a single point in time. However, friendships are fluid, with young adolescents forming new connections while others naturally dissolve over time.

Furthermore, Yu et al. (2023) refer to a study by Chen in 2008, which found that perceived peer support did not have a significant direct or indirect relationship with student achievement across different grade levels. Supporting this perspective, a study by Fass and Tubman in 2002, cited by Goguen et al. (2011), highlights that not all researchers have consistently identified a significant or positive association between peer relationships and academic achievement. Specifically, among a predominantly minority college student sample, peer attachment was not significantly correlated with GPA.

In essence, the findings underscore the nuanced nature of the relationship between perceived social support from friends and academic performance. This nuanced perspective recognizes the variability and fluidity of friendships. It suggests that the influence of peer relationships on academic outcomes may be somewhat consistent across different contexts and populations.

Table 12 shows the significant relationship between the extent of perceived social support received by students in different living arrangement in terms of significant others and their level academic performance.

Table 12

Significant relationship between the extent of perceived social support received by students in different living arrangement in terms of significant others and their level academic performance

Variable 1	Variable 2	r-value	p-value	Decision	Significant
Level of Academic Performance	Perceived social support • Significant others	-.012	.900	Do not Reject Ho	Not Significant

Correlation is significant at 0.05 level (2-tailed)

As shown in the table, a computed p-value of 0.900 leads to the non-rejection of the null hypothesis. This outcome suggests that there is no significant relationship between the extent of perceived social support received by students from significant others and their level of academic performance. In other words, whether students are in a relationship or not, they demonstrate the capability to complete academic tasks and achieve fair grades.

The issue of dating behavior is increasingly relevant in academic contexts, particularly at the college and university levels. It is no longer a peripheral concern but rather a significant factor that merits attention. Notably, most studies exploring adolescents' behaviors have yet to notice the potential impact of dating behavior on academic success, including performance in schoolwork (Nwosu, 2017).

While romantic relationships can exert both positive and negative effects on academic outcomes among adolescent students (Karki et al., 2018), a study by Schmidt and Lockwood in 2017 provides insights that add nuance to this relationship. Their findings from multivariate analyses indicate that being in a romantic relationship while in college is significantly associated with class absences but not with a grade point average.

In summary, the non-significant relationship between perceived social support from significant others and academic performance suggests that students, whether engaged in romantic relationships or not, manage to fulfill their academic responsibilities

effectively. The evolving dynamics of dating behavior in academic settings require continued exploration, acknowledging both potential positive and negative influences on students' academic experiences.

Problem 6. What intervention material may be developed to increase perceived social support received by the students?

Based on the issues identified and discovered in the study, the researchers designed a localized intervention material that would help address the issue regarding the extent of perceived social support and its effect to the academic performance of the BEEd students.

Rationale

Navigating the commencement of university life can be a daunting experience for students, often accompanied by stress. However, the presence of close social relationships during this crucial period can yield positive effects on their well-being. Research examining predictors of academic success underscores the significance of perceived social support as a critical facilitator in adapting to university life and as a protective factor against challenges posed by the academic environment. Notably, perceived social support emerges as a robust predictor not only of academic adaptation but also of life satisfaction and mitigation of negative affect (Victoria, 2020).

In line with this understanding, the flyer aims to equip Bachelor of Elementary Education (BEEd) students at Caraga State University (CSU) with practical ways and effective strategies to enhance their perceived social support. The primary goal is to empower students, enabling them to navigate academic challenges successfully and improve their overall academic performance. This intervention material targets explicitly students who may lack sufficient perceived social support and are cognizant of its potential negative impact on their mental health and academic achievements. Building on the insights gained from the study, it becomes imperative for the researchers to develop an intervention material that not only addresses the identified challenges but also serves as a proactive tool to elevate perceived social support, ultimately contributing to enhanced academic performance among BEEd students at CSU.

Figure 3.
FLYER: Means to Increase Perceived Social Support



WAYS TO INCREASE SOCIAL SUPPORT

  



FLEX MO 'YANG APPRECIATION MO!

Tell your friends and family how important they are you.



CHIKA-CHIKA LANG STAY IN TOUCH!

Through phone calls, texts, and emails; reciprocate invitations.



ALWAYS ON CALL DAPAT ANDUN KA WHEN NEEDED!

Be a good listener and allow your friends to confide freely and without being judged.



SAMA-SAMA SA PAG-PUSH NG MGA WINS!

When you genuinely care about someone you will be excited when they succeed.



RESPE TO SA NEEDS AT LIMITS, 'WAG KANG MAG OVEREXTEND!

Each person has their setting for how much social interaction they need and want. Know your own and respect that of others, even if it differs from yours.



TANGGAPIN ANG TULONG NILA, DON'T WORRY, OKS LANG YAN!

Accepting help can help you. It also keeps the relationship balanced and lets your friends, family, and loved ones know that they have something to offer that you value.

Flyer Description

This intervention material focuses on the ways on how to improve and maintain perceived social support. The material involves suggestions and recommendations from experts in the field of psychology, education, health, councilors, and teachers for the content of the material to be effective, valid, and reliable.

Flyer Goals and Objectives

This intervention material adheres to the following objectives:

- Provide ways on how to improve perceived social support;
- Guide students on how to maintain their present perceived social support;
- Encourage improvement on student's academic performance through the help of perceived social support; and
- Support mental health and well-being.

IV. CONCLUSIONS

A predominant number of students in the study are female, with most displaying a fair level of academic performance. The students' perceived social support from their families is found to be moderately extensive, emphasizing the substantial contribution of familial assistance to their overall support network. This familial support acts as a motivating factor for students, aiding them in overcoming academic challenges and fostering effective engagement in their studies.

Regarding friendships, students experience a moderately extensive level of perceived social support, indicating that they derive significant support from their friends. This support proves pivotal in motivating them amidst stressful academic tasks, such as numerous assignments. The presence of supportive friends not only serves as a source of motivation but also highlights students' sociability traits and their ability to confide in trusted individuals.

Similarly, the perceived social support received by students from significant others is moderately extensive, enabling students to be themselves and find comfort during times of stress. This support plays a crucial role in helping them manage their academic responsibilities effectively.

In a broader context, the study underscores the importance of providing individuals with a secure base, allowing them to navigate the world with the assurance that they can seek comfort and assistance when encountering difficulties. While the extent of perceived social support varies across different living arrangements concerning academic performance, it remains consistent across sex and year levels.

However, the study does not establish a significant association between the perceived social support received by students and their academic performance. This suggests that factors not considered in the study play a role in determining this relationship. Further research is needed to explore these additional factors that may contribute to the complex interplay between perceived social support and academic performance among students.

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