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## ACADEMIC RESILIENCE OF PANTAWID PAMILYANG PILIPINO PROGRAM STUDENT BENEFICIARIES IN CAVITE: EXAMINING EXTERNAL SUPPORT AND SOCIAL-EMOTIONAL ASSETS

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### Abstract

Academic resilience, or students' ability to recover from stress imposed by schoolwork is an essential psychological construct to investigate since it is a strong predictor of coping in school. It is seen to be most pertinent in challenging circumstances like the COVID-19 epidemic. This crisis caused a dramatic shift in the academic landscape, which translated to challenges particularly for those families that are struggling financially. The Developmental Assets framework identifies two types of assets as constituting resilience: (1) External assets, such as the relationships and opportunities individuals need in their homes, schools, communities, and organizations; and (2) Internal assets- commitment to learning, positive values, social skills, and positive identity. Using the above framework, this sought to identify the level of academic resilience of Pantawid Pamilyang Pilipino Program (4Ps) student beneficiaries and evaluate the relationship between the external support and their internal assets. Participants were purposively selected and were asked to accomplish a survey instrument. A total of 271 4Ps students responded to the invitation. Results revealed that in terms of external assets, students get support mostly from school ( $\bar{x} = 3.39$ ), while positive identity is the highest among the internal assets ( $\bar{x} = 3.43$ ). The findings demonstrating a moderately high level of social support ( $\bar{x} = 2.99$ ), a high level of social-emotional assets ( $\bar{x} = 3.33$ ), and a strong positive correlation that is found between the external assets and internal assets of the 4Ps student beneficiaries ( $p < .03$ ,  $r = .613$ ) are indicative of a supportive environment for academic resilience. These findings suggest that students possess the essential resources and skills to effectively overcome academic challenges and sustain their educational progress. This attempt to discover the factors that contribute to academic resilience of Pantawid Pamilyang Pilipino Program student beneficiaries can be used as the foundation for developing a program for economically disadvantaged students and their families.

Keywords: Academic Resilience, Pantawid Pamilyang Pilipino Program, social institutions, positive values, social competencies, commitment to learning, positive identity

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### Introduction

Resilience is a concept that has relevance mostly in adverse situations like the COVID-19 pandemic. This emergency crisis has led to a sudden shift in the academic landscape, which translates to problems, especially for those families who are financially challenged. Several local studies have demonstrated the importance of family, school, and community on resilience. For instance, M'ranaos has shown the importance of a support system as a resilience builder. They consider their family and tribal society as support systems (Martin et al., 2021). In the context of the pandemic, it can be concluded that resilience protects against COVID-19 fear and is essential for coping with COVID-19 stress. Moreover, in the face of stressful circumstances like the COVID-19 pandemic, schools urge students to grow and use their resilience. (Oducado et al., 2021). In this regard, schools are encouraged to create programs and services that teach students how to cope in the event of a pandemic (Valladolid, 2021).

The identification of factors that lead to the development of academic resilience among students is a timely undertaking that can serve as a basis for school and community in coming up with post-pandemic development programs for the Pantawid Pamilyang Pilipino Program student beneficiaries. As of writing, academic resilience among 4Ps student beneficiaries and the roles that social institutions play in their academic outcomes has never been studied. Hence the birth of this study.

This study aims to explain the extent of support from external assets and the social-emotional assets of the Pantawid Pamilyang Pilipino Program student beneficiaries that helped them thrive during the COVID-19 pandemic despite their limited financial resources. In particular, the following specific objectives will support the one previously stated: (1) to describe the respondents' profile in terms of gender, age and educational background; (2) to identify the support from social institutions and social-emotional assets that help students become academically resilient; and (3) to analyze the relationship between the support from social institutions and social-emotional assets of Pantawid Pamilyang Pilipino Program student beneficiaries in Cavite. It is hypothesized that despite their adverse conditions: (1) there is a high level of academic resilience among Pantawid Pamilyang Pilipino Program student beneficiaries as measured in terms of support from social institutions and social-emotional assets; and (2) there is a positive correlation between the support from social institutions and social-emotional assets among 4Ps student beneficiaries.

The role of institutions in promoting academic resilience in an individual is based on social support theory (House, 1981; House et al., 1988). It purports that interaction between an individual and his or her community, social network, and close people who provide feelings of belonging, links, and commitment favor the adoption of socially valued goals and objectives that motivate students to succeed. Literature on social support has indicated that it is closely related to the control and prevention of negative emotions while providing protection for individuals experiencing stress. Hence, it maintains the health and stabilizes the mood of individuals (Hou et al., 2020; Labrague et al., 2020). Furthermore, students receiving social support behave in socially appropriate ways in the educational context, which explains why academic resilience can be linked to an individual's social relationships (Stenling et al., 2015) with family, school, and community. This theory will be used as a basis for viewing protective factors as valuable resources that make a person thrive in adverse situations (Masten et al., 2009).

#### Academic resilience

Academic resilience, or the ability of students to rebound from the stresses of schoolwork, explains why some children perform well and are able to overcome academic difficulties, flourishing and prospering despite adversity (Martin & Marsh, 2006). In addition, it helps students surmount acute and/or chronic adversity identified as a barrier to their development (Martin, 2013). Multiple studies have demonstrated the significance of academic resilience in ensuring academic success (Rao & Krishnamurthy, 2017; Hanson & Austin, 2003; Fallon, 2010). According to a study, university students who are more susceptible to mental illness have lower academic stress and change resistance (Cheng & Catling, 2015). Academic resilience is an important psychological construct to examine because it is a strong predictor of academic coping (McLafferty et al., 2012). Resilience is the capacity of a dynamic system to effectively adapt to significant changes that threaten its function, viability, or development (Masten, 2014). As the term indicates, individuals adapt to threats rather than endure hazards. Overall, it was acknowledged that if adequate resources are made available, competency outcomes are outstanding. In line with this, Masten et al. (1999) have emphasized the protective function of institutions that contribute to a student's academic success.

#### Developmental Assets

The Developmental Assets Framework accounts for Masten et al.'s (2009) view of resilience as a factor that operates at three levels: individual, family, and community. The Developmental Assets Framework assumes that if an individual has a high level of developmental assets, he or she is: (1) more likely to thrive now and in the future; (2) less likely to engage in high-risk behaviors; and (3) more likely to be resilient in the face of challenges (Search Institute, in Benson et al., 2011). The Search Institute (2005) identified forty positive supports and characteristics that resilient youth require. Twenty of these assets are centered on the relationships and opportunities that they require in their families, institutions, and communities which are called external assets. They include support, empowerment, boundaries and expectations, and productive time management. Half of the assets concentrate on young people's social-emotional strengths, values, and commitments, which are referred to as internal assets or resources-commitment to learning, positive values, competencies, and positive identity (Benson et al., 1998). Studies on developmental assets have shown that they benefit young people. On multiple occasions, a sufficient quantity of developmental assets in adolescents has been linked to and contributed to well-being. Family and school are beneficial influences in terms of equipping adolescents with norms and behavioral expectations. According to studies, the community is weakened because adolescents are less likely to have significant developmental relationships and opportunities. It has been reported that they demonstrate achievement, motivation, engagement in learning, and a preference for reading in terms of their commitment to learning. Furthermore, it has been demonstrated that young people with higher levels of these developmental assets are more successful. In terms of academic outcomes, previous

research has identified possible connections between the 40 developmental assets and adolescents' academic achievement (; Benson, et al., 2001 in Scales et al., 2006). On the basis of the above-mentioned usefulness of the developmental assets framework for assessing resilience, it can be observed that research focuses on the measurement of assets and their association with positive outcomes. Existing research on academic resilience has examined a variety of adversities, including parental divorce, socioeconomic status, and substance addiction. However, the use of the Developmental Assets Framework as a measure of academic resilience among students from families with limited financial resources in the Philippines, specifically among Pantawid Pamilyang Pilipino Program student beneficiaries, has never been reported. Hence, this study was conceived.

#### External Assets: The Role of Social Institutions

The Developmental Assets Framework is centered on the notion that social institutions such as family, education, and community serve as protective factors for individuals, allowing them to thrive in the face of adversity. External factors in the form of family support, school support, and community support (Gao et al., 2021; Mudrak et al., 2020; Afifi & MacMillan, 2011; Edwards et al., 2016; Silas Casillas, 2008; Benson et al., 2011; & Scales et al., 2006) have been documented to influence the academic outcomes of students. In addition, empirical findings have established a significant link between a supportive and compassionate environment and resilience (Kasen et al., 2012; Addae, 2020).

**The Role of Family.** It is well documented in the literature that families play a crucial role in promoting children's education and well-being (UNESCO, 2015; National Academies of Sciences, Engineering, and Medicine, 2019). In terms of resilience, family is one source of emotional support for individuals. A significant number of empirical studies demonstrate that caring and supportive family relationships are the most important protective factor influencing resilience (Afifi & MacMillan, 2011; Edwards et al., 2016). Literature indicates that a person's relationship with his or her parents or custodians is an important predictor of that person's psychological outcomes (Afifi & MacMillan, 2011). In addition, the absence of adversity in the relationship with parents or custodians predicted higher levels of resilience in young people (Chen & George, 2005; Beri & Kumar, 2018). In addition to emotional support, economic or logistical support, which refers to the provision of material resources necessary for the individual to perform well in school-related activities, is also crucial (Silas Casillas, 2008). It can be in the form of domestic equipment and facilities (e.g., laptop, mobile phone, and internet) or monetary provisions so that students can purchase what they need for school. In fact, a recent study demonstrates a direct correlation between material provisions as a form of family support and students' academic success (Gao et al., 2021). Additionally, the study suggests that factors influencing family support, such as family structure and organization, warrant further research.

**The Role of Schools.** The school's contribution to an individual's academic resilience can substitute for or supplement the emotional support and resilience role models provided by the family (Silas Casillas, 2008). In the context of school, instructors and peers provide the majority of emotional support. Additionally, a function that is unique to teachers is the provision of academic assurance, which takes the form of praise and acknowledgment from colleagues and other teachers. This personal assurance is essential for students to feel secure and accepted in their working environment. Equally essential is the aspect in which teachers serve as resilient role models that students can emulate. In general, studies have demonstrated a strong correlation between a supportive and compassionate school environment and academic resilience (Fallon, 2010; Kasen et al., 2012). However, a recent study (Mai et al., 2021) shows that teachers' support during the pandemic is insufficient, which is a result of the lack of physical interaction between teachers and students. For example, the provision of learning aids and the usability of learning materials, which are considered pertinent in the context of flexible learning, may not be sufficient for the new mode of learning. In addition, some schools have not yet implemented policies that promote a smoother transition to the new modality, which are equally essential. These and additional reasons merit investigation.

**The Role of Community.** Community-based public resources can influence students' educational accomplishments (Silas & Casillas, 2008). These include roads, public transportation, public illumination, public libraries, and free Wi-Fi infrastructure. Health services and development programs in which students can actively participate are additional examples of public resources (Benson et al., 2011). Communities, including neighborhoods, can provide additional or compensatory nurture, specific expectations and norms for behavior, opportunities for young people to feel valued and important, and platforms for young people to engage in high-yield leisure activities (Clark, 1998; Benson et al., 2011). Students who participate in youth programs and community services are three times more likely to be academically resilient than their peers, according to a comparative study (Scales et al., 2006). However, communities may have limited resources, such as youth programs, community centers, and mentoring programs, that target the developmental requirements of students. Additionally, there may be an absence of community engagement or

initiatives that prioritize the well-being and development of youth. In some instances, communities may be confronted with obstacles such as poverty, social inequality, or limited access to opportunities, which can impede the development of robust community support networks (The World Bank, 2019; Smith & Hahn, 2018; UNDP, 2017).

**The Role of Organizations.** Youth organizations appear to be most effective at supporting adolescents' development of initiative when they include a number of key elements such as opportunities for choice, low levels of coercive interactions, time to share and discuss personal viewpoints, feedback about decisions and performance, and opportunities for meaningful investment of personal resources (Allen et al., 2011; Larson, 2000; Allen et al.; 2004; Coatsworth & Conroy, 2009; Maxwell & Caldwell, 2008). Youth organizations are valuable in this sense since they offer opportunities for social and personal growth. However there have been reports that some youth organizations must surmount obstacles such as limited resources and the need for better coordination with families, communities, and schools. In addition, NGOs in developing regions face challenges due to a lack of funding, insufficient resources, a need for improved coordination and collaboration, and awareness and accessibility gaps (Horton & Holmes, 2019; Chong, 2018; van Tuijl & Jeppsson Grassman, 2019; UNICEF, 2018).

#### Internal Assets: The Individual's Social-Emotional Resources

When examining resilience as a factor, Masten and colleagues (2009) identified protective variables that function at the individual, familial, and community levels. Personal characteristics are the most essential aspect of the resilience process. Even if external resources create favorable conditions, academic resilience cannot exist without the individual's manifested determination (Silas Casillas, 2008). In relation to this, the Search Institute (2005) identified four personal characteristics: positive identity, positive values, social competencies, and commitment to learning. These qualities are interrelated and encompass the psychological and social attributes that contribute to an individual's emotional well-being, resilience, and ability to navigate social interactions effectively. They play a significant role in promoting positive mental health, social relationships, and overall personal development. By nurturing these skills, individuals can navigate social interactions, manage emotions effectively, make responsible decisions, and build positive relationships, leading to overall well-being and success in various aspects of life, including academics.

**Positive Values.** It refers to the internalized beliefs and principles that govern a person's actions and decisions. Youth with positive values possess a strong moral compass, empathy, and regard for others.

**Commitment to Learning.** It is an intrinsic desire and motivation for personal development and academic achievement. Youth who are committed to learning are anxious to acquire new information and skills and to pursue education. They are willing to put forth effort in their academic endeavors, engage in continuous learning, and seek out opportunities for intellectual and personal growth. This dedication to education is associated with higher academic performance, enhanced problem-solving skills, and increased adaptability in the face of adversity.

**Social competencies.** It pertains to the necessary skills and abilities for interacting effectively and positively with others. This includes the ability to communicate, solve problems, and form healthy relationships. High levels of positive values and social competencies are associated with greater community engagement, positive peer relationships, and responsible decision making.

**Positive Identity.** It refers to an individual's self-perception, self-esteem, and sense of self-worth. It involves having a strong and healthy self-image, confidence, and a belief in one's abilities and potential. A positive identity contributes to resilience, emotional well-being, and a positive outlook on life, which in turn influence how individuals interact with others and handle challenges.

These qualities are interrelated and collectively contribute to the development of social-emotional skills. By nurturing these skills, individuals can navigate social interactions, manage emotions effectively, make responsible decisions, and build positive relationships, leading to overall well-being and success in various aspects of life.

Drawing upon relevant theories, research findings, and identified research gaps, the following research questions served as guide in the investigation: (1) What are the demographic characteristics of the respondents in terms of gender, age, and educational background?; (2) What are the support from social institutions and social-emotional resources which 4Ps student beneficiaries are able access that served as coping mechanisms during the pandemic?; and (3) Is there a correlation between the support from social institutions and social-emotional assets of Pantawid

Pamilyang Pilipino Program student beneficiaries? By addressing these specific inquiries, researchers were able to gather valuable insights to support the broader investigation into how these resources are able to help students thrive during the pandemic. The findings will contribute to the existing body of knowledge in this area and potentially inform interventions and support systems for students with limited financial resources.

### Materials and Methods

The study utilized a descriptive-correlational design to investigate the relationship between two or more variables (Creswell & Creswell, 2018). It focused on measuring variables such as demographic characteristics, social-emotional resources, support from social institutions. The instrument was designed to collect numerical data through surveys without manipulating or controlling variables. The study involved 271 high school and college students whose families were members of the Pantawid Pamilyang Pilipino Program. The selection of participants was based on specific inclusion criteria, including being Filipino citizens and residents of Cavite. Additionally, participants were required to have been enrolled in two consecutive academic years (AY 2020- 2021 and AY 2021-2022), which covered the transition to online and hybrid learning modalities in response to the pandemic. Furthermore, participants expressed their interest in participating in the study.

The instrument was translated from English to Filipino, followed by the collaboration of two multilingual experts and a third bilingual expert. The final step involved discussion of the interview questionnaire with the three experts, reconciling errors, and arriving at the final translated version (International Test Commission, 2018). Distribution of survey instrument was done from October 2022 to February 2023.

Data analysis involved utilizing means and percentages to examine demographic characteristics, while weighted means were employed to analyze the level of support received by students from social institutions and their social-emotional resources. Furthermore, the relationships between external support from institutions and social-emotional assets were assessed using Pearson's correlation coefficient ( $r$ ).

### Results and Discussion

The table provides information about the distribution of respondents based on their gender, age, and education. It gives insights into the frequencies and percentages within each category, allowing for analysis and understanding of the demographic composition of the sample.

Table 1. Demographic Profile

	Indicators	Frequency	Percentage
GENDER	Male	100	36.90
	Female	167	61.62
	LGBTQIA+	4	1.48
	Total	271	100.00
AGE	13-15 years old	78	28.78
	16-18 years old	142	52.40
	19-21 years old	37	13.65
	22-24 years old	14	5.17
	Total	271	100.00
EDUCATION	Junior High School	104	38.38
	Senior High School	116	42.80
	College	51	18.82
	Total	271	100.00

The majority of respondents were female, followed by male respondents. LGBTQIA+ individuals comprised a smaller portion of the total respondents. The age distribution indicates a significant concentration of respondents in the 16-18 years old category. The second-largest age group was 13-15 years old, while a small portion of the respondents were divided between the 19-21 years old and 22-24 years old categories. In terms of education, the largest proportion of

respondents have either a junior high school or senior high school education, with college-educated individuals being the smallest group.

**Table 2. External Support of Pantawid Pamilyang Pilipino Program Student Beneficiaries**

<b>External Support</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
Family	3.28	<i>High level</i>
School	3.39	<i>High level</i>
Community	2.75	<i>Moderately high level</i>
Organization	2.58	<i>Moderately high level</i>
<b>Total Weighted Mean</b>	<b>2.99</b>	<b><i>Moderately high level</i></b>

The table shows that there is a generally high level of external support from family and school, while the community and organizations provide a moderately high level of support. The combined weighted mean suggests a moderately high level of external support overall. This indicates that students in this context can expect a significant degree of support from various external sources, which can positively contribute to their well-being and development.

The presence of a moderately high level of social support indicates that students have access to supportive relationships, such as friends, family, teachers, or mentors, who provide emotional, informational, and instrumental support. These institutions can offer encouragement, guidance, and resources that help students navigate through difficulties and maintain their motivation and well-being. As stated by the National Research Council (2002), adolescents with more personal and social assets have a greater chance of both current well-being and future success.

Consistent with literature, in terms of equipping adolescents with rules and expectations for behavior, family and school as social institutions are helpful influences. The present study shows that schools and families are the most immediate and accessible sources of support for 4Ps student beneficiaries. Schools play a crucial role in providing education, resources, and extracurricular activities that contribute to students' development. They offer structured environments where students can form relationships with teachers, counselors, and peers. Families, as the primary caregivers, are responsible for meeting the basic needs of the students and providing emotional support and guidance. The proximity and frequent interaction with schools and families make them the primary sources of support for the 4Ps student beneficiaries (UNESCO, 2015; National Academies of Sciences, Engineering, and Medicine, 2019).

Young people are less likely to have important developmental relationships and opportunities in the community. Hence, it has less influence compared to school and family. Numerous factors may account for this in the case of Pantawid Pamilyang Pilipino Program student beneficiaries. Communities may have limited resources, such as youth programs, community centers, or mentoring initiatives, that specifically target the developmental needs of students. There might also be a lack of community engagement or initiatives that prioritize the well-being and development of young people. In some cases, communities may face challenges such as poverty, social inequality, or limited access to opportunities, which can hinder the development of robust community support networks (World Bank, 2019; Smith & Hahn, 2018, UNDP, 2017) In addition, the findings reveal that organizations provide the least support to the 4Ps student beneficiaries. This finding could be attributed to several reasons. Organizations, such as NGOs or youth-oriented programs, may have limited reach or resources to effectively cater to the needs of these beneficiaries. They may face funding constraints or lack sufficient coordination and collaboration with schools, families, and communities. Additionally, there might be gaps in awareness or accessibility, where the 4Ps student beneficiaries and their families may not be fully aware of the support and opportunities offered by organizations (Horton & Holmes, 2019; Chong, 2018; UNICEF, 2018).

**Table 3. Social- Emotional Assets of Pantawid Pamilyang Pilipino Program Student Beneficiaries**

<b>Social-emotional Support</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
Commitment to learning	3.19	<i>Moderately high level</i>
Positive values	3.40	<i>High level</i>
Social Competencies	3.29	<i>High level</i>
Positive Identity	3.43	<i>High level</i>
<b>Total Weighted Mean</b>	<b>3.33</b>	<b><i>High Level</i></b>

Having a high level of social-emotional assets, as shown in Table 3, indicates that students possess strong social-emotional skills and positive personal qualities that contribute to their overall well-being. Students with high social-emotional assets tend to have good emotional management, adaptability, problem-solving abilities, and positive attitudes towards themselves and others. Specifically, a high level of positive identity in adolescents is characterized by a strong sense of self-worth, respect, and an understanding of their purpose and values. Positive values govern behavior and decision-making, whereas social competencies encompass communication, problem-solving, and the development of healthy relationships. These individuals are more involved in their communities, have positive relationships with their peers, and make responsible decisions. A moderately high level of commitment to learning implies intrinsic motivation for personal development and academic achievement, resulting in higher academic performance, enhanced problem-solving skills, and enhanced adaptability in the face of challenges. These findings are consistent with the idea that a high level of positive identity, values, and social skills, as well as a moderately high level of commitment to learning, are indicative of positive developmental outcomes for young people (Search Institute, 1995).

**Table 4. Pearson’s r test of correlation between support from social institutions and social-emotional resources**

	Commitment to Learning		Positive Values		Social Competencies		Positive Identity	
	Pearson’s r	p	Pearson’s r	p	Pearson’s r	p	Pearson’s r	p
<b>Family</b>	0.270	0.000	0.307	0.000	0.373	0.000	0.372	0.000
<b>School</b>	0.470	0.000	0.359	0.000	0.338	0.000	0.404	0.000
<b>Community</b>	0.536	0.000	0.423	0.000	0.438	0.000	0.370	0.000
<b>Organization</b>	0.401	0.000	0.309	0.000	0.302	0.000	0.137	0.024

Note: level of significance is  $p \leq .05$

The correlation between each of the factors of the respondents’ external assets or the support from social institutions and internal assets or social-emotional resources is shown in Table 5. Results of the Pearson’s r test for correlation reveal that family, schools, community, and organization exhibit moderate to strong relationship with the various factors of social-emotional development, including commitment to learning, positive values, social competencies, and positive identity. However, the correlation between organization and positive identity is relatively weaker compared to the other factors. In general, the results imply that a positive environment and support from these different contexts can contribute to the development of these positive factors in individuals.

Specifically, the findings show that “commitment to learning” has the highest correlation with community (0.536) and the lowest with family (0.270); “positive values” has the highest correlation with community (0.423) and the lowest with family (0.307); “social competencies” has the highest correlation with community (0.438) and the lowest with organization (0.302); and “positive identity” has the highest correlation with school (0.404) and the lowest with organization (0.137). The results are contrary to the previous studies showing that community is weaker in terms of its relationship with social-emotional assets, underscoring that youth are less likely to have important developmental relationships and opportunities in the community.

**Table 5. Pearson’s r test of correlation between External and Social-Emotional Assets**

EXTERNAL	INTERNAL	Pearson’s r	p
		0.613	0.000

Note: level of significance is  $p \leq .05$

The relationship between external assets and internal assets as a whole is shown in Table 5. Based on the overall weighted means, the p-value (0.000) indicates that the observed correlation is statistically significant. This means that the likelihood of obtaining such a strong correlation by chance alone is very low. Therefore, we can infer that there is a meaningful and reliable relationship between external and internal resources based on this correlation analysis. A correlation coefficient of 0.613 indicates a relatively strong positive correlation. It suggests that as external resources increase, so do internal resources. In other words, individuals who possess more external assets, such as supportive

relationships, positive community engagement, and opportunities for skill- building, are more likely to also possess higher levels of internal assets, such as commitment to learning, positive values, social competencies, and positive self-identity.

The results shown on tables 4-5 align with the social support theory, which purports that the interactions between an individual and his or her community, social network, and close people who provide feelings of belonging, links, and commitment favor the adoption of socially valued goals and objectives that motivate students to succeed (House, 1981; House et al., 1988). Also, it is worth-considering that adolescents with more personal and social assets have a greater chance of both current well-being and future success (National Research Council, 2002). In line with all these, several studies which focused on providing youth with supportive relationships, community involvement, positive social environments, opportunities for skill-building, have provided empirical evidence and support for the relevance and significance of the relationship between external support from social institutions and social-emotional resources (Shochet et al., 2011, Rothon, et al., 2009; Lerner et al., 2005; Scales et al., 2000; Catalano et al., 2002).

## Conclusion

In general, the presence of a moderately high level of social support and a high level of social-emotional assets among 4Ps student beneficiaries suggests a conducive context for academic resilience, as they have the necessary resources and skills to navigate academic challenges and maintain their educational progress.

Meanwhile, a positive and significant relationship between social support (external assets) and social-emotional assets (internal assets) suggests that investing in external assets can contribute to the development and enhancement of internal assets, ultimately supporting individuals' social-emotional well-being and positive outcomes. A high positive identity, positive values and social competencies, and a moderately high commitment to learning indicate that young people are well-positioned for positive development, resilience, and success across multiple domains of their lives. These characteristics contribute to their personal well- being, positive relationships, academic success, and community involvement. Schools and families are crucial sources of support for students, providing education, resources, and extracurricular activities. Families, as primary caregivers, meet basic needs and provide emotional support. However, limited community support for 4Ps student beneficiaries may be due to limited resources, a lack of community engagement, and challenges like poverty, social inequality, and limited access to opportunities. The results indicating that Pantawid Pamilyang Pilipino Program student beneficiaries draw support primarily from their schools and families, and seldom from the community and organizations can be explained by various factors and dynamics within the program and the broader social context: (1) The close proximity and frequent interaction with schools and families make them the primary sources of support for the Pantawid Pamilyang Pilipino Program student beneficiaries; (2) There may be less community engagement or initiatives that prioritize the well-being and development of young people. In some cases, communities may face challenges such as poverty, social inequality, or limited access to opportunities, which can hinder the development of robust community support networks; and (3) Organizations, such as NGOs or youth-oriented programs, may have limited reach or resources to effectively cater to the needs of these beneficiaries. Limited organizational support may also be attributed to organizations' funding constraints and gaps in awareness or accessibility.

To address these findings and strengthen support for Pantawid Pamilyang Pilipino Program student beneficiaries, it is important to foster collaboration and partnerships among schools, families, communities, and organizations. This could involve initiatives such as: (1) Strengthening community engagement and building community support networks through targeted programs, mentoring opportunities, and youth development initiatives; (2) Enhancing coordination between schools, families, and organizations to ensure that students have access to a broader range of resources, mentorship, and developmental opportunities; (3) Raising awareness among 4Ps student beneficiaries and their families about existing support programs and initiatives provided by organizations and fostering better communication channels to improve accessibility; and (4) Advocating for increased investment in community infrastructure and resources to create an environment that supports the holistic development of young people.

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