Parental and Peer Support as Predictors of Academic Resilience among Pantawid Pamilyang Pilipino Program (4ps) Beneficiaries in a Municipality of Bukidnon

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ABSTRACT

This study aimed to determine if peer support and parental support statistically predicted academic resilience among Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries in one of the municipalities of Bukidnon. It ascertained the participants' perceptions of peer support, parental support, and academic resilience and evaluated the relationship between these variables. The study utilized a quantitative descriptive-correlational research design involving 200 Grade 12 4Ps beneficiaries. Data were collected using a survey questionnaire and analyzed using descriptive statistics and multiple linear regression. The participants reported high levels of peer support, very high parental support, and high academic resilience. The multiple regression model was statistically significant, $F(2, 197) = 26.300$, $p < .001$, with $R = .459$, $R^2 = .211$, and adjusted $R^2 = .203$, indicating that peer support and parental support together explained 21.1% of the variance in academic resilience. Peer support was a statistically significant positive predictor of academic resilience ($B = .213$, $SE = .052$, $\beta = .272$, $t = 4.060$, $p < .001$), while parental support was also a statistically significant positive predictor ($B = .301$, $SE = .069$, $\beta = .291$, $t = 4.337$, $p < .001$). The 95% confidence intervals for the regression coefficients were [.110, .316] for peer support and [.165, .437] for parental support, while the approximate unique variance explained was 6.1% for peer support and 6.9% for parental support. Parental support had a slightly higher standardized coefficient than peer support, indicating a relatively greater predictive contribution within the regression model. Because the study employed a cross-sectional design, the findings indicate statistical predictive relationships rather than cause-and-effect relationships. The results suggest that supportive home and school environments may be relevant to academic resilience among 4Ps beneficiaries, while other factors not included in the study may also account for the remaining variance. Keywords: academic resilience, 4Ps beneficiaries, parental support, peer support, multiple regression, descriptive-correlational design.

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The Problem

INTRODUCTION

In the current educational environment, being able to bounce back from problems is an important skill that helps students thrive in their studies and overcome challenges. Educational resilience can be defined as a phenomenon, in which students continue succeeding in their studies, cope with, overcome, and bounce back from the adverse academic events, situations, and stresses. Additionally, this quality helps students develop crucial transferable skills, such as perseverance in problem-solving activities, adaptability, confidence, and abilities that will be useful in their future careers. According to the International Labour Organization (ILO, 2023), skills and competencies that require adaptive expertise in the working environment and the ability to cope with challenges are increasingly in demand. Such professional abilities can be developed in students through their educational resilience, learnt through interactions with parents, schools, and peers.

Education is the primary tool for breaking the cycle of poverty and fostering social cohesion. It is explicitly mentioned in the United Nations' Sustainable Development Goals (SDGs), in which goal 4 states that education must be inclusive and of high quality, while goal 1 indicates the desire to end poverty in all its forms (United Nations, 2023). Education can help children and young people learn and acquire skills and competencies that can lead to improving socioeconomic conditions for themselves and their families. Despite that, disadvantages associated with poverty can affect children's education, such as financial constraints, which can impact students' academic achievements and learning processes. Therefore, it is critical to ensure educational resilience among students who come from low-income families.

In the Philippines, the country is currently addressing the number of educational and socioeconomic disadvantages through the government's anti-poverty program, "Pantawid Pamilyang Pilipino Program (4Ps)." This program has been providing conditional cash grants to poor Filipino households in order to promote their fundamental health and education needs (Department of Social Welfare and Development [DSWD], 2023). The government aims to raise poor and vulnerable families' living standards, as well as encourage the achievement of specific child-related human capital outcomes through these cash grants (DSWD, 2023). By offering educational assistance and program interventions, 4Ps tries to ensure that the children of the recipients stay in school and participate in their education. On the other hand, financial aid is only a small aspect of the components that students require in order to achieve academic excellence and success. Students who have received aid are still likely to experience academic stress, struggle with the curriculum, have extracurricular obligations, and/or face various other mental and emotional challenges that could potentially affect their interest and ability to study.

In this regard, it is essential to understand the role of academic resilience as a concept that can be enhanced by students through different resources. Studies prove that academic resilience is a student's ability to overcome various educational challenges and attain positive educational results despite the presence of multiple barriers (Ye et al., 2021). Students from low-income families face distinct academic resilience factors at individual, familial, institutional, and community levels. Family support can influence students' academic performance and educational resilience. In fact, caring relationships enable students to receive emotional support, advice, assistance in managing academic tasks, and other vital resources they need to address their educational problems (Fang et al., 2020). For example, social support improves the academic achievement of low-income children through academic resilience (Fang et al., 2020).

Among the types of social support, parental support is considered one of the most critical factors related to students' academic experiences. In addition to providing encouragement and consultation, parents can monitor their children's academic performance, offer school-related assistance, and provide emotional support when students struggle academically. Parental support helps maintain student motivation and engagement in the face of academic challenges. Parents can create a safe space where their children can seek advice and help when facing academic setbacks. Additionally, family-related factors such as parental involvement and supportive parent-child relationships have been found to predict academic resilience and students' academic achievement (Cui et al., 2023). Overall, parental support may function as a vital source of social support that helps students overcome academic challenges and stay committed to their goals.

Peer support is another source of social resources during adolescence. Students interact with peers for a significant amount of time, and they are also one of the most influential factors in their academic life. Healthy peer interactions can offer encouragement, companionship, academic help, and the opportunity to share thoughts and ideas, as well as a sense of belonging. In case of academic challenges, supportive peers can provide the necessary guidance to understand the material, pass exams and quizzes, and encourage further progress. In addition, peer support is considered a protective factor and is associated with academic resilience (Jumraeni et al., 2023).

The discussion of parental and peer support is relevant to the Pantawid Pamilyang Pilipino Program beneficiaries because their educational performance is affected by their financial status and the availability of crucial support systems. While the 4Ps program helps children enrolled in academic institutions to continue their education, students may still face multiple challenges that require additional financial and emotional support. Family members' encouragement, siblings' academic assistance, mentorship from trusted

individuals, and positive social interactions offer students motivation and guidance, enabling them to overcome various obstacles. Therefore, it is essential to emphasize the role of social support in the academic success of the 4Ps program participants.

Despite the significance of the aforementioned factors, limited research provides sufficient information on parental and peer support from the perspective of the 4Ps program beneficiaries. Most of the previous studies focused on academic resilience in different populations or social classes of children and students, and few explored the recipients of the 4Ps poverty reduction initiative in a particular municipality. The lack of research data on a specific area and population presents an opportunity to conduct a study that will fill the gap in scholarly research on parental and peer support in 4Ps beneficiaries.

With these considerations in mind, the study sought to examine the statistical associations and predictive relationships among parental support, peer support, and academic resilience of the 4Ps beneficiaries in a municipality of Bukidnon. By doing so, it intended to determine the levels of parental support, peer support, and academic resilience and if parental and peer support statistically predict academic resilience. The findings of this study could be beneficial in providing information and recommendations regarding family- and peer-based supports and interventions that would parallel the academic objectives of the 4Ps.

THEORETICAL AND CONCEPTUAL FRAMEWORK

The importance of parental and peer support can be contextualized within Bronfenbrenner's Ecological Systems Theory (1979), which underscores the role of people's interactions with each other and the different environments that shape human development. In the context of students, the family and peer group are key to the microsystem because of the significant influence these environments have on individuals. Supportive parenting and peer relationships can empower students to face academic challenges positively. In the present study, parental and peer support are examined as statistical predictors of academic resilience among Grade 12 4Ps beneficiaries.

Bandura's (1986) Social Cognitive Theory highlights the significance of observing others, receiving advice, participating in social interactions, and experiencing rewards and punishments in developing adaptive behavior, confidence, and skills needed to address academic challenges. Moreover, Resilience Theory explains how individuals, processes, and populations can confront and overcome adversity, which is applicable in understanding how students can respond to academic stressors. Hence, these theories are essential in explaining how students can be empowered by parents and peers to be resilient to academic stressors.

While there are existing studies indicating the role of parental support and importance of peers in academic performance, there is a lack of research focusing on their collective statistical relationship with academic resilience among 4Ps students. Previous studies have evaluated the connection between community engagement, family income, academic achievement and other variables with 4Ps students. However, academic resilience among low-income learners enrolled in the 4Ps Program remains under-researched despite the influence of social support. Therefore, there is a need for studies investigating the statistical relationship and predicting capability of parental and peer support among 4Ps beneficiaries.

Therefore, this study aimed to assess the role of peer support and parental support on the academic resilience of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries in a selected municipality in Bukidnon. This study hypothesized that 4Ps student beneficiaries who receive encouragement from family members and socially supportive peers demonstrate academic resilience, enabling them to overcome academic stressors.

The implications of this study can help the Department of Social Welfare and Development, educational institutions, parents, and stakeholders create strategies and recommendations that consider the statistical connections found between parental and peers support and academic resilience. The interventions that will come from the results must be examined independently as this study used a cross-sectional design thus, causal inferences cannot be established.

Statement of the Problem

This study sought to determine whether peer support and parental support significantly predict the academic resilience of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries in a municipality of Bukidnon.

Specifically, it sought to answer the following questions:

1. What is the participants' assessment of their peer support in their academics?
2. What is the participants' assessment of their parental support in their academics?
3. What is the participants' self-report of their academic resilience?
4. Do peer support and parental support significantly predict the participants' academic resilience?
5. Based on the findings of the study, what policies may be recommended to the DSWD to strengthen peer and parental support and academic resilience among 4Ps beneficiaries?

Schematic Diagram of the Study

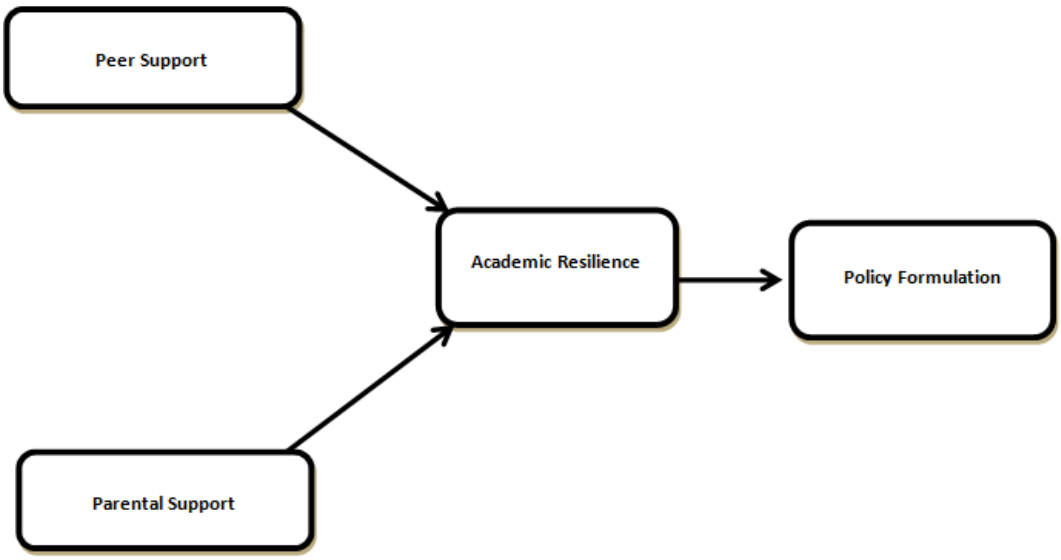


Figure 1. Conceptual Framework of the Study

Hypotheses of the Study

The study sought to test the relationship and predictability of peer support and parental support on academic resiliency of 4Ps beneficiaries. From the abovementioned research problems and objectives and using multiple linear regression analysis, the following null hypotheses were postulated and tested at 0.05 level of significance:

Null Hypotheses (H_0):

H_{01}: Peer support and parental support do not significantly predict the academic resilience of 4Ps beneficiaries.

H_{02}: Peer support does not significantly predict the academic resilience of 4Ps beneficiaries.

H_{03}: Parental support does not significantly predict the academic resilience of 4Ps beneficiaries.

Significance of the Study

This study is significant because it examined peer support and parental support as predictors on the

academic resilience of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries in a municipality of Bukidnon. Findings of the study would beenficial to the following ;

4Ps Parent-Beneficiaries. The results of the research will help the targeted parents understand the significance of providing positive reinforcement, emotional support, guidance, and involvement in their children's educational processes. The findings will enable them to create a conducive learning environment for their children to build academic resilience and overcome challenges.

Students. The results of the research will benefit the students by highlighting the role of parental support and encouraging partnerships between peers playing a critical part in building academic resilience. The findings will urge them to reinforce positive peer relationships, seek help from parents and classmates when encountering academic challenges, and develop effective strategies to overcome academic obstacles.

Department of Social Welfare and Development (Pantawid Pamilyang Pilipino Program (DSWD-4Ps). As the implementing agency of the Pantawid Pamilyang Pilipino Program, DSWD can apply the findings to improve Family Development Sessions (FDS) by incorporating evidence-based modules on positive parenting, effective communication, academic monitoring, emotional support, and resilience building. The findings can also inform interventions to enhance family participation in children's education.

Department of Education (DepEd). The findings can contribute to the Department of Education's efforts to enhance learner support through peer mentoring programs, peer tutoring initiatives, guidance interventions, and resilience-building activities that foster supportive school climates and equip students with coping strategies.

Local Government Units (LGUs). Local Government Units can apply the findings in creating community-based educational support programs, youth development initiatives, parenting seminars, mentoring activities, and psychosocial interventions that promote family engagement and positive peer interactions among 4Ps beneficiaries.

Social Workers. The study offers social workers empirical evidence on the role of parental and peer support in enhancing students' academic resilience. The findings can inform their practice in providing case management, family counseling, psychosocial interventions, advocacy initiatives, and community-based programs that address children's educational needs holistically.

Future Researchers. This study adds to the growing academic literature on academic resilience, peer support, parental support, and educational development. It can serve as a reference for future researchers exploring other variables that influence academic resilience, such as teacher support, self-efficacy, academic motivation, school climate, learning strategies, mental health, and family functioning.

Scope and Delimitation of the Study

This study focused on identifying peer support and parental support as predictors on the academic resilience of Grade 12 Senior High School students who are active beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps) in a public secondary school in a municipality of Bukidnon.

A study was specifically conducted on peer support and parental support as independent variables and academic resilience as the dependent variable. The study focused on the participants' perspective on peer support, parental support, and academic resilience and determined whether peer support and parental support significantly predicted academic resilience. Since the design of the study was a cross-sectional descriptive-correlational, the prediction must be reported as statistical prediction and association because the study does not establish a causal relationship between the independent and dependent variables.

The study adopted a quantitative research design employing the descriptive survey method using a

questionnaire instrument and 200 participants. The study reported the level of peer support, parental support, and academic resilience using frequency, percentage, mean, and standard deviation descriptive statistics.

The multiple linear regression analysis was performed to examine the individual and collective statistical predictive relationships between peer support, parental support, and academic resilience.

The study's concluding statements were limited to the respondents selected in the study. Thus, it cannot be applied to all 4Ps beneficiaries in general. Its implications can only be integrated within the context of the sampled Grade 12 Senior High School 4Ps beneficiaries. It should not be generalized into other populations with dissimilar characteristics. The study was also limited to the particular participants from the selected municipality. Therefore, a different set of participants from a different location can yield different results.

The concluding statements of the study were also limited to the variables included in the study. The combination of peer and parental support statistically accounted for 21.1% of the variance in academic resilience, implying that the remaining 78.9% were not explained by the study's factors. Other variables not included in the study can explain this portion. Future research could integrate academic motivation, teacher support, self-efficacy, learning strategies, family functioning, school climate, and socioeconomic factors.

Definition of Terms

To ensure clarity and consistency throughout the study the following terms have been defined on a conceptual and an operational plane. Conceptual definitions describe the general meaning of the terms based on relevant literature whereas the operational definitions clarify how the terms are interpreted and used in this particular study.

Pantawid Pamilyang Pilipino Program (4Ps) Beneficiaries. Conceptually, these are the households enrolled in the Pantawid Pamilyang Pilipino Program (4Ps), a conditional cash transfer program of the Department of Social Welfare and Development (DSWD) that provides financial assistance to poor households to improve children's access to education and health services (DSWD, 2023). Operationally, 4Ps beneficiaries are Grade 12 Senior High students enrolled in public secondary school in a municipality of Bukidnon who are active 4Ps beneficiaries and were selected as respondents of the study.

Parental Support. Conceptually, parental support is the emotional, moral, educational, and motivational support provided by parents or guardians that promote children's academic growth and development (Permatasari et al., 2021). Operationally, parental support is the level of support perceived by the respondents in terms of parental encouragement to study, assistance with school-related problems, monitoring of academic progress, support with school-related decisions, motivation when discouraged, and participation in school-related activities. It was measured using an adapted questionnaire that used a five-point Likert scale.

Peer Support. Conceptually, peer support is the academic, emotional, and social support provided by classmates and friends that promote students' learning, motivation, and psychological well-being (Ye et al., 2023). Operationally, peer support is the level of support perceived by the respondents from their classmates and friends in terms of academic assistance, encouragement, sharing of learning resources and materials, emotional support, and collaborative activities related to school. It was also measured using an adapted questionnaire that used a five-point Likert scale.

Academic Resilience. Conceptually, academic resilience is students' ability to effectively cope, adapt, and bounce back from academic challenges, setbacks, and learning-related stresses while remaining motivated to achieve educational goals (Martin & Marsh, 2006). Operationally, academic resilience is the respondents' level of resilience demonstrated through perseverance in the face of academic difficulties, recovery from academic failures, management of academic stress, and seeking opportunities for improvement when faced with challenges. It was also measured using an adapted questionnaire that used a five-point Likert scale.

Predictors. Conceptually, predictors are variables or factors used to predict, explain, or estimate the variations in an outcome or dependent variable. In correlational and regression studies, predictors are the variables examined for their statistical relationship and ability to predict an outcome. In this study, predictors are peer support and parental support, which are examined for their ability to predict the academic resilience of Grade 12 4Ps beneficiaries using multiple regression analysis.

REVIEW OF RELATED LITERATURE AND RELATED STUDIES

This chapter presents the review of related literature and related studies relevant to the present investigation. It examines the major variables of the study, namely peer support, parental support, and academic resilience, and discusses how these variables are related to the educational experiences of Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries. The chapter synthesizes relevant theories and empirical studies to provide the theoretical and empirical foundation of the study. It also identifies the research gap that justifies the conduct of the present investigation on peer and parental support as predictors on the academic resilience of 4Ps beneficiaries in a municipality of Bukidnon.

Academic Resilience

Academic resilience is a term that refers to students' ability to maintain, regain, or improve academic functioning despite academic challenges, adversity, or stressors. It is a concept that highlights students' positive academic outcomes in the face of academic problems. Ye et al. (2021) noted that academic resilience "entails the ability of students to obtain positive academic outcomes in the presence of disadvantages and adversity." Academic resilience is particularly applicable to students from low socioeconomic status (SES) backgrounds since poverty can be an adverse factor that affects education. Since academic resilience reflects students' ability to withstand academic stressors, it is critical to investigate the underlying mechanisms of academic resilience among low SES students.

Academic resilience is not a student attribute but is influenced by various social factors in the environment. Fang et al. (2020) conducted a study that demonstrated the role of social support in academic resilience. The authors investigated the effects of social support from family, friends, and teachers on academic resilience. The study's data indicated that family support, peer support, and teacher support predicted academic resilience among students from low-income families in China. Additionally, the authors found that peer support and academic resilience significantly predicted academic performance. This study's findings are essential in that they indicate the influence of social support on students' ability to overcome academic adversity. Since the participants were from low-income families, the study demonstrates the role of social support in enabling students to address challenges associated with poverty and strive for academic success. As mentioned at the beginning of the section, academic resilience is vital to students from low SES backgrounds. In line with this study, the 4Ps beneficiaries also come from low-income families, and parental support plays a critical role in promoting the students' academic resilience.

Parental support is indeed a significant social resource for students facing adversity. From a process-oriented perspective, parents can offer emotional encouragement and guidance, monitor their children's behaviors, provide academic support, and help them solve academic problems. Pratiwi and Kumalasari (2021) investigated parental support's role in academic resilience among university students. The study's results demonstrated that parental support was positively associated with academic resilience. Although the participants of this study were university students, the results are still applicable to the 4Ps beneficiaries. This is so because university education can also be associated with academic adversity, and parental support will enable students to overcome academic stressors.

The connection between parental support and academic resilience was additionally illustrated by Wila and Huwae (2023). The authors focused on students' parental social support and academic resilience, having interviewed final-year university students. The outcomes of their study showed the presence of a positive correlation between the two variables. By and large, the authors concluded that parent support increased students' resiliency to difficulties related to academic performance, specifically final-year studies.

The role of family relationships in academic resilience is also relevant to socioeconomically disadvantaged students. Cui et al. (2023) analyzed individual, school, and family factors associated with academic resilience and academic achievement among eighth-grade students, including those who belonged to disadvantaged socioeconomic groups. The study found that factors from each of the domains were predictors of academic resilience and achievement. Family-related academic resilience resources included family social support, parent-child relationships, and supportive parenting practices. At the same time, close

peer relationships were identified as a factor that socioeconomically disadvantaged students relied on to overcome educational challenges.

Peer support is also of high relevance to students' academic resilience resources. School-going children interact with their peers most frequently throughout the school day, which qualifies them as the most important support base in students' lives. Peers provide social support, encouragement, companionship, help with academic tasks, and a platform for sharing ideas. They help a student to continue working in case they encounter any difficulties with lessons or exams. Jumraeni et al. (2023) explored academic resilience in relation to parent support and peer support and found that both types of social support were connected to academic resilience.

A role of social support in students' adaptation is also significant, but it is applicable to all stages of life. Låftman et al. (2022) performed a study to identify and explore the role of social support profiles, including family, peer, and school support. As a result, the authors found that adolescents' social support environmental profiles predicted their psychological and academic outcomes. In addition, the study reported a negative association between family and peer support deficits and adolescents' functioning. The study provides more evidence on the importance of social support in students' academic success.

The relevance of social support to students' educational resilience is also illustrated by recent studies conducted on the target population. Wang et al. (2024) investigate the role of social support and its application to disadvantaged students through the use of the Programme for International Student Assessment. The study focuses on the role of parental and teacher support, students' perceptions of school belonging, and the populations' emotional experiences. The evidence found by the authors supports how social support helps students develop resilience to educational difficulties while being empowered by the experience of school belonging.

Parents play a crucial role in encouraging their children in everyday challenges. It has been identified that parental support can contribute to adolescents' coping with academic distress. Zimmer-Gembeck et al. (2023) undertook a longitudinal study that relied on data from Australian students in Grades 5 to 10. The study directly focused on the link between academic stressors and adolescents' coping strategies and explored how students coped with academic pressure and which social resources helped them through it. The results of the study showed that family-related coping predicted adolescents' academic outcomes and that parental support was an essential source of social resources. The findings are relevant to this study since parents' encouragement and support can improve students' capacity to cope with academic stress.

Academic resilience is especially vital for the population of students who experience socioeconomic adversity. Sheehan and Hadfield (2024) explore academic resilience in the context of mathematics achievement among socioeconomically disadvantaged children and adolescents in Ireland. The longitudinal study followed participants throughout their school years to identify the sources of academic resilience. The results of the study show that academic achievement among students who live in poverty is affected by several risk and resilience factors, including some aspects of parent-child relationships and parents' educational aspirations. In general, the study provides evidence on the impact of socioeconomic status on students' academic performance and the ways of improving it.

A systematic review on the concept of academic resilience further supports the need to consider multiple protective factors. Borman et al. (2024) conducted a review of the literature on protective factors related to academic resilience among children and adolescents and stressed that resilience encompasses factors related to individual, familial, educational, and social contexts. The review further supports the idea that students' capacity to cope with adversity is multifaceted and should not be reduced to individual factors since environmental influences can be equally integral to the development of academic resilience. The review informs the present study by supporting the idea that parents and peers can offer social resources that are integral to the academic resilience of students facing socioeconomic challenges.

In the Philippines, academic resilience has been a topic of interest in relation to students' capacities to overcome academic and personal challenges. In line with the focus of the present study, Barrera (2022)

explored the concepts of academic resilience and self-efficacy among Grade 7 students of a science high school in Laguna, Philippines. The study conceptualized academic resilience as the capacity of students to attain positive educational outcomes in spite of the presence of adversity and focused on perseverance, effective help-seeking, and regulation of negative emotions as resilience-enhancing mechanisms. The study provided a theoretical basis for academic resilience in the Filipino context and further informed the present study by demonstrating the various ways in which students can express academic resilience.

Meanwhile, Honra (2024) examined the concept of academic resilience among disadvantaged learners in the Philippines by developing and validating an academic resilience scale. Using the scale, the study involved students from a public secondary school in Bulacan and found that both internal and external protective factors contributed to students' academic resilience. The study highlighted the role of academic resilience in enabling disadvantaged learners to attain positive educational outcomes in spite of the presence of adversity. The study informed the present study by providing insights into the protective role of academic resilience among students who, like the participants of the present study, are likely to encounter socioeconomic challenges in pursuing their educational goals.

The reviewed studies indicate that academic resilience is a multidimensional construct that enables students to overcome academic challenges, persist in their educational endeavors, and achieve academic success in spite of the presence of adversity. The reviewed literature further indicates that academic resilience is influenced by a range of individual, familial, peer-related, and school-based protective factors. Socioeconomically disadvantaged students are particularly reliant on social support as a critical source of resilience, as the resources provided by parents and peers can augment their own limited material resources. From the perspective of parents, parental support can take the form of academic assistance, emotional encouragement, academic monitoring, and financial aid. In a similar vein, peers can enhance students' academic resilience by providing academic help, emotional support, friendship, encouragement, collaborative learning, and a conducive study environment.

While the reviewed literature provides substantial evidence on the role of social support in enhancing academic resilience, gaps still exist. A number of the reviewed studies examine academic resilience among university students, general adolescent populations, and students from the United States. In the Philippines, recent studies have examined the characteristics of academic resilience among secondary school students, but few have investigated the relationship between parental and peer support and academic resilience. The dearth of research on the role of parental and peer support is conspicuous considering the unique characteristics of the 4Ps as a program that seeks to ensure human capital development among participating households. The limited extent of research on the moderating role of parental and peer support on academic resilience among 4Ps scholars is an issue of concern given the socioeconomic challenges faced by these students.

Hence, the present study sought to address this gap in the literature by investigating the role of parental support and peer support among 4Ps beneficiaries in a municipality of Bukidnon. The findings of the study can be used to advance a nuanced understanding of the role of parental and peer support in enhancing the academic resilience of students who face socioeconomic challenges. By being aware of the extent to which parental support and peer support predict academic resilience among student-beneficiaries, agencies that work with 4Ps recipients can develop family-based and peer-based interventions that would seek to enhance the participants' academic resilience.

Peer Support

Peer support defines as emotional, social, instructional, and academic help students get from their friends, classmates, and contemporaries. During the school period, peers can offer moral support, companionship, advice, academic assistance, and provide collaborative learning experiences. In this way, peer support can be seen as a vital aspect of students' academic lives, which can be a source of motivation and inspiration when students struggle to achieve their academic goals. Peer support goes beyond friends; it also includes helping behaviours such as tutoring, collaborative studying, discussing school-related issues, and offering advice and encouragement when students need it most.

Peer relationships are especially important during the adolescent period when young people become more socially active and dependent on their peers for emotional support. Sulkowski et al. (2021) conducted a peer relationship scoping review focusing on early adolescence and school experiences. The authors noted that peer relationships are essential to their social and psychological development. In addition, positive peer relationships can encourage students to feel accepted, connected, and supported at school, which can motivate them and promote achievement when students face academic challenges.

In addition, the value of peer relationships can be supported by Bronfenbrenner's Ecological Systems Theory, which views peers and school as part of a broader set of influences, or an ecosystem, that affects human development. The peer group and school as a microsystem are essential because in interactions with peers, students receive social and academic support, which can have a lasting impact on their development and help them adjust to school life. In the context of the present study, peer interaction can be viewed as an ecological resource for the 4Ps beneficiaries to overcome academic challenges.

Peer support can also be operationalized as tutoring, peer mentoring, collaborative learning, and peer-facilitated support groups. Pointon-Haas et al. (2024) conducted a systematic review of the role of peer support in student wellness and found that peer mentoring, peer learning or tutoring, and peer-facilitated support groups are effective ways to improve educational outcomes by promoting the well-being of students. Peer learning involves the interaction between students who share knowledge and learning strategies, which is beneficial in terms of gaining academic mastery. However, peer support extends beyond academic assistance to include encouraging care, advice, and sharing of personal experiences. It can be concluded that peer support can be channeled into various types of assistance that can improve students' academic performance, including tutoring, peer mentoring, collaborative learning, and peer-facilitated support groups.

The role of peer support in academic resilience has been explored by several researchers. Putri and Nursanti (2020) examined the role of peer social support among young adult migrant students in Jakarta who were staying away from their parents. The participants completed questionnaires measuring peer social support and academic resilience. Results showed that there was a positive correlation between peer social support and academic resilience, which means that young adults received social support from their friends and peers, which helped them overcome academic challenges and achieve academic success. In addition, the researchers identified that both assistance-related and non-assistance-related peer social support were positively correlated with academic resilience.

To extend the discussion, Gunawan and Huwae (2022) explored peer social support and academic resilience among students from geographically disadvantaged or "3T" regions in Indonesia. Similarly to the findings of Putri and Nursanti (2020), the researchers found a positive correlation between peer social support and academic resilience. It can be concluded that peers play a pivotal role in academic resilience, and students who have supportive and understanding friends and classmates are more likely to succeed in their studies despite the adverse environment.

Another study that supports the importance of peer support is Kumalasari's (2023) study, which focused on Indonesian undergraduate students during the COVID-19 pandemic. Using multiple regression analysis, the author found that future time orientation and peer support predicted a substantial proportion of the variance in academic resilience, with peer support contributing slightly more than future time orientation to the prediction. It can be concluded that peer support plays a crucial role in students' academic resilience and can be a valuable resource for students facing academic challenges, especially during pandemics.

Finally, Andara's (2024) study provides evidence on the association between academic self-regulation, peer social support, and academic resilience. The author found that academic self-regulation was positively associated with academic resilience. It can be concluded that the importance of peers in students' academic resilience has been documented across different studies conducted in various contexts. In general, peers can offer academic, emotional, and motivational support to students, which is instrumental in enhancing academic resilience.

Danianta and Khotimah (2024) also investigated optimism and peer support as predictors of academic

resilience. They found a positive and significant relationship between peer support and academic resilience. Peer support contributed substantially to academic resilience, while optimism and peer support jointly accounted for a substantial proportion of the variance in academic resilience. The study adds to the evidence that peer relationships can be an important social resource for students facing challenging academic circumstances, particularly when it comes to meeting major academic requirements.

Recent studies have further explored the quality of students' peer networks. Frisby et al. (2024) investigated peer network quality among university students, focusing on its relationship with academic resilience. Their findings revealed that peer connectedness had a positive association with academic resilience, whereas loneliness was negatively related to academic resilience. The study identified collegial and informational peer relationships, suggesting that the characteristics and qualities of peer interactions matter in understanding students' academic resilience beyond mere frequency of interactions.

Peer relationships may be especially consequential for students who experience socioeconomic disadvantage. A recent large-scale study investigated peer acceptance, peer rejection, and educational outcomes among Swedish adolescents. Results revealed that positive and negative peer experiences were linked with subsequent educational outcomes, with peer relationships being particularly consequential for young people who faced socioeconomic disadvantage. This evidence indicates that the social environment that peers provide may be of particular relevance for students whose educational experiences are shaped by socioeconomic challenges.

The relationship between peer support and academic resilience needs to be considered in the context of other sources of social support. Jumraeni et al. (2023) examined parent support and peer support as predictors of academic resilience among university students who were completing their final academic papers. Results showed that parent support was significantly related to academic resilience, while peer support was not significant in the partial analysis. However, in the joint analysis, parent and peer support were significantly related to academic resilience. This finding suggests that the contribution of peer support may depend on students' circumstances and the availability of other forms of social support. It also supports the need to consider parental and peer support together, as the present study proposes.

Social support may also be integrated into educational contexts through structured peer-based interventions. Cooper et al. (2024) conducted a systematic review of peer support interventions in higher education, focusing on peer-led support groups, peer mentoring, and peer learning. Their review found positive outcomes of peer support interventions in several studies, particularly related to mental health outcomes such as anxiety and stress, although they noted variations in intervention designs and study quality. These findings show that peer support may take place in formal educational activities beyond naturally occurring peer relationships and interactions.

In the Philippine context, peer support has also been investigated as an educational resource. Idris (2024) examined peer-to-peer support among college students at Mindanao State University-Sulu, focusing on study groups, peer review, and mentoring. Results revealed that students generally viewed these forms of peer-to-peer support positively and that there were significant relationships among the different peer-support activities. The study provides an example of how peer support can be integrated into the Philippine educational context through specific academic practices such as collaborative studying, peer feedback, and mentoring. While the participants were college students rather than 4Ps beneficiaries, the findings offer local insights into the potential of peer-based academic assistance.

The relevance of peer support is particularly salient when it comes to academic resilience among disadvantaged students. Ye et al. (2021) discussed the concept of academic resilience, highlighting its focus on achieving positive academic outcomes in the face of disadvantage or adversity. They emphasized that resilience should be understood in the contexts in which students learn and develop. Supportive school environments and positive relationships can be contextual resources that enable students to respond to academic challenges. For 4Ps beneficiaries, who often experience socioeconomic disadvantage, supportive peer relationships can be an important social resource for navigating academic difficulties.

Overall, the reviewed literature indicates that peer support is a multidimensional resource that encompasses emotional encouragement, companionship, academic assistance, information, collaboration, mentoring, and a sense of belonging. Empirical studies have consistently demonstrated that supportive peer relationships are positively associated with students' academic resilience, although the nature and strength of these relationships may vary depending on students' age, educational context, socioeconomic circumstances, and other available sources of support. The literature also suggests that peer support can be integrated into educational contexts through both informal peer interactions and formal peer-based interventions.

For students who experience socioeconomic disadvantage, peer support can be a particularly valuable resource as it can supplement the forms of assistance these students receive from their families, schools, and social programs. For 4Ps beneficiaries, supportive peer relationships can provide encouragement, academic assistance, collaboration, and companionship as they navigate the challenges of their educational journeys. However, much of the extant research has focused on university students, general adolescent populations, or disadvantaged students in other countries. There is a need for further investigation into the role of peer support and academic resilience among secondary-level 4Ps beneficiaries within a municipality in Bukidnon.

Thus, the present study includes peer support as one of its major independent variables in examining the academic resilience of 4Ps beneficiaries. By considering peer support alongside parental support, the study aims to contribute to a more comprehensive understanding of the social resources that underpin students' ability to cope with academic challenges and fulfill their educational responsibilities. The findings of the study can offer valuable insights into enhancing peer-oriented activities, mentoring programs, and collaborative learning initiatives that can complement existing interventions for 4Ps beneficiaries.

Parental Support

Parental support involves the provision of emotional, educational, informational, and instrumental support by parents or guardians to facilitate children's academic achievement and development. It is manifested in behaviors, such as motivating students to pursue education, monitoring their academic progress, communicating with their teachers, and providing guidance and resources needed to resolve educational and personal problems. Whereas peers become more influential during adolescents, parents remain critical agents of educational support. For instance, as postulated by Bronfenbrenner's Ecological Systems Theory, the family, as the microsystem, represents one of the core sources of cognitive, emotional, and educational support for children. Similarly, Bandura's Social Learning Theory posits that parents are role models, as learners acquire academic skills, resilience, and desirable behavior through observation and interaction with them.

Parental support has a profound influence on students' academic performance and their ability to overcome academic adversity. Indeed, according to Aties (2021), who conducted a meta-analysis of studies, parental support has a significant and positive association with students' academic achievement. Specifically, the author argues that when parents are involved in various educational activities, such as communication with school administrators, teachers, and other parents, teaching, and guiding their children, it facilitates the latter's academic development. Parental involvement in education is a significant source of academic resilience. Although academic achievement and resilience are two distinct constructs, several studies have reported a positive connection between parental support and academic resilience among university students. For instance, Pratiwi and Kumalasari (2021) argue that the two variables are positively correlated. The researchers concluded that students who receive more emotional support from their parents are likely to demonstrate academic resilience. During the learning process, students face numerous academic and non-academic challenges that require resilience to overcome. Parents' emotional support promotes their children's academic resilience, which helps them pursue their educational goals despite these difficulties.

Parental support may also be provided through the motivation and participation of students in the learning process. A study of socioeconomically disadvantaged students during emergency remote education investigated parental-focused family processes, namely responsive-motivational parental involvement, demanding-structuring involvement, and parent's responsibility for learning. The results demonstrated the

importance of the role of parents in the improvement of motivational and learning-related outcomes among students, especially in the context of disrupted regular school-based support.

In turn, the socioeconomic status of families can also be a factor in the dynamics of parental involvement and adjustment. Kim et al. (2023) investigated academically at-risk pupils from Grades 1 to 5 and explored the relationship between socioeconomic status, parental school involvement, and children's school adjustment. The results revealed that socioeconomic status was related to parental school-based involvement, while parental involvement was connected to multiple aspects of students' adjustment to school. Thus, socioeconomic conditions can be a resource or a barrier to parental involvement in children's education, while parental involvement can be a resource for students' adjustment to school.

While the income and educational status of families can be a determining factor in providing students with additional learning resources, parental support is not necessarily limited to the provision of economic resources. Families with socioeconomic difficulties may lack the financial resources to provide children with supplementary books, academic tutoring, and other material services. However, parental involvement in the educational process can include encouragement, guidance, attention, and high educational expectations that are especially valued by children from low-income families. Such a form of parental support can be especially important for the students who benefit from the Pantawid Pamilyang Pilipino Program, as it can complement the financial assistance from the government and address their educational needs.

Moreover, parental support can include the recognition of the strengths and challenges of children in terms of education and the corresponding coordination of activities. Khoza (2022) investigated parental support practices aimed at enhancing academic resilience among Grade 7 learners. The analysis demonstrated that parents attempted to encourage their children and provide academic support, particularly in terms of understanding their needs and coordinating activities in accordance with them. The study emphasizes the importance of collaboration between families and schools in promoting academic resilience among learners, while also demonstrating the practical approaches utilized by parents. Although the study employed a qualitative methodology, its conclusions can be applied to the context of the current research, as it provides insight into the multifaceted nature of parental support practices.

The role of parental support in students' academic resilience can be better understood in the context of the Philippine setting. Macud (2023) explored the role of parental involvement in the academic performance of public high school students at Mindanao State University – Sultan Naga Dimaporo in Lanao del Norte. The results were based on the responses of parents regarding their involvement in the academic activities of their children, including the provision of materials. The findings revealed that parents often lacked the financial resources to provide their children with learning materials. This study is especially relevant for the present study because it sheds light on the familial dynamics in the context of the Philippines.

Overall, the role of parental support in students' academic resilience can be multifaceted. It includes emotional support, communication, academic guidance, monitoring, educational expectations, activities, and material provision. At the same time, the reviewed literature demonstrates that the relationship between parental involvement and academic resilience is not consistent across different types of involvement and varies across contexts and populations. Thus, it is necessary to take into consideration the characteristics of the studied population in the analysis of parental support practices. The role of parental support becomes especially important for the students who experience socioeconomic disadvantages, as it can be a vital protective factor. Cui et al. (2023) found that parental involvement and proper parent–child relationships contribute to the academic success of students who experience disadvantage. In addition, the systematic review by Ye et al. (2024) highlights the role of family-related factors as one of the groups of protective factors in academic resilience. Overall, the bulk of the reviewed literature emphasizes the significance of parental support in the academic and educational adjustment of students who experience socioeconomic disadvantages.

For the students who are the beneficiaries of Pantawid Pamilyang Pilipino, parental support is of particular significance, as it provides these learners with additional resources for academic resilience. The educational experiences of these students take place within the family context, which can either facilitate or hinder their

academic adjustment. While the Pantawid Pamilyang Pilipino aims to address the educational needs of children by providing conditional cash assistance to families, the role of parents remains significant in the context of school-based academic resilience. This is particularly true in regard to encouragement, guidance, monitoring, and other supportive tools utilized by parents. By becoming aware of the opportunities and limitations of family support for these student beneficiaries, the current research can provide further insight into the resources applicable to this particular population of learners.

The reviewed literature provides substantial evidence of the role of parental support in the educational experiences of students, as well as its significance as a protective factor. The relationship between parental involvement and academic resilience is not consistent across studies, which highlights the need for further analysis of this aspect in the population of 4Ps student beneficiaries. However, the existing body of research demonstrates that parental involvement can be associated with improved students' coping capacities when it addresses their particular educational needs. At the same time, parental involvement is not limited to academic support; emotional support, encouragement, and communication also play significant roles.

Despite the presence of a considerable body of research literature, the relationship between parental support and academic resilience is still insufficiently studied in the population of secondary-level 4Ps beneficiaries. This aspect has received limited attention in the general body of academic research literature. Most of the existing studies focus on university students or the general population of adolescents. With regard to the Philippine context, scientific studies are equally limited in terms of the analysis of the role of parental support for 4Ps beneficiaries.

The current study aimed to determine the statistical relationships and predictors of parental and peer support on academic resilience of 4Ps beneficiaries of one of the municipalities of Bukidnon. The results of this study can provide an insight into how these variables can relate to each other and its possible implications on the academic resilience of students. Due to the nature of the study design, it is important to note that this study only shows the correlation between the variables and does not infer a cause and effect relationship between them.

RESEARCH METHODS

This chapter presents the research methods and procedures employed in the study entitled "Parental Support and Peer Support as Predictors of Academic Resilience of 4Ps Beneficiaries in a Municipality of Bukidnon." It discusses the research design, research participants, sampling procedure, research instrument, validity and reliability of the instrument, scoring procedure, data gathering procedure and ethical considerations, and statistical treatment of data.

Research Design

This study utilized a descriptive-correlational research design to describe the levels of peer support, parental support, and academic resilience of 4Ps beneficiaries and to examine relationships among the variables. Descriptive-correlational design is a type of research design that describes and examines the relationships among variables without manipulating them (Creswell & Creswell, 2021). Peer support and parental support were the independent variables and academic resilience was the dependent variable in this study. In addition, the study determined whether peer support and parental support had significant relationships with the academic resilience of 4Ps beneficiaries.

The descriptive aspect of the research design was used to describe the level of peer support, parental support, and academic resilience of the respondents. Thus, it addressed the first set of research questions. Using this type of research design implies that the study aimed to describe the current status of the peer support, parental support, and academic resilience of Grade 12 4Ps beneficiaries. Specifically, the descriptive aspect of the study provided a description of the respondents' experience with the peer and parental support they received and their academic resilience.

Moreover, the correlational aspect of the descriptive-correlational design was used to determine if there was

a relationship between and among peer support, parental support, and academic resilience. There are no interventions in correlational studies; they simply measure the extent of the relationship between and among variables (Creswell & Creswell, 2021). Therefore, the study examined whether peer support and parental support had significant relationships with the academic resilience of the respondents.

A multiple regression analysis was performed to determine the degree to which peer support and parental support predicted academic resilience. Saunders et al. (2023) noted that different procedures could be used to examine the relationships between and among variables and the extent to which a variable predicted another variable. Therefore, this study used multiple regression analysis to determine the predictive bases of academic resilience on the peer and parental support of the respondents. Nevertheless, the study did not assume causal relationships between the variables. It simply established statistical associations between and among the variables. Therefore, the descriptive-correlational design was appropriate for this study since it allowed the investigation of the status of the variables and their relationships and connections among Grade 12 4Ps beneficiaries.

Participants of the Study and Sampling Procedure

The participants of this study were Grade 12 Senior High School Students who were active Pantawid Pamilyang Pilipino Program (4Ps) beneficiaries during the school year 2025-2026 in a municipal city located in Bukidnon. A total of 200 participants were selected from the target population. Inclusion and exclusion criteria were utilized in the selection of the participants. Because this study employed a cross-sectional research design, the current study focused on establishing statistical associations and predictive relationships.

The inclusion and exclusion criteria were used in selecting the participants. The students who were active 4Ps beneficiaries during the academic year 2025-2026 and were registered grade twelve students who gave consent to participate in the study and whose parents or legal guardians provided the consent form were included in the study. On the other hand, students not enlisted as grade twelve students, were not active 4Ps beneficiaries or did not provide parental consent were excluded from the study.

The sample size of the study was calculated using Slovin's formula to estimate the minimum number of 4Ps beneficiary students needed to represent the population of Grade 12 students (Tejada & Punzalan, 2021). The formula was used because the study population was determined, and the researchers wanted to identify a representative sample size needed for their investigation. The sampling technique used in this study was stratified random sampling. It was appropriate because it can be used to ensure that the population is homogenous by categorizing the population based on certain characteristics or attributes (Etikan & Bala, 2023). The sampling technique helped ensure that there would be no sampling bias because the school population was divided into distinct categories like sex and strand before being randomly selected. Thus, the population's percentage distribution was considered before sampling strategy implementation. The study participants were randomly selected from a list of Grade 12 4Ps beneficiaries obtained from the school administration, class advisers, and 4Ps focal persons. Afterward, the respondents were randomly chosen from each category or stratum identified and distributed in the population.

Research Instrument

The main instrument used in this study was a self-administered survey questionnaire adapted from existing measures. The peer-support and parental-support items were adapted from the Child and Adolescent Social Support Scale (CASSS) developed by Malecki and Demaray (2002) whereas the academic-resilience items were adapted from the Academic Resilience Scale (ARS-30) developed by Cassidy (2016), as documented in the questionnaire appendix. The items were adapted in terms of wording, clarity, contextual suitability, and relevance to Grade 12 4Ps beneficiaries. Since the adaptation involved revision of wording and contextualization to fit the target population, the instrument that was used in this study was an adapted version and not the original scales. The questionnaire was divided into three parts: Part I measured peer support; Part II measured parental support; and Part III measured academic resilience. The specific sources are identified in Appendix B.

The questionnaire was divided into three parts. Part I, peer support, focused on the academic, emotional and motivational help provided by classmates and friends. It involved indicators relating to academic assistance, sharing of resources, encouragement and emotional support.

Part II, parental support, focused on the guidance, encouragement, involvement and assistance provided by the parents or guardians concerning school. It involved indicators relating to parent's encouragement, monitoring of school progress, helping the student with school problems, motivation and participation in school activities.

Lastly, part III, academic resilience, focused on the student's ability to cope with academic stress, overcome obstacles, bounce back from failure, perseverance and ways to improve in times of adversity. The indicators involved in this part were related to the purpose of the study and variables being analyzed in chapter 4.

Validity and Reliability of Instrument

Content validity was established by expert review by experts in the field of social science, education, and research methodology. The items were subjected to expert review, examined for clarity, relevance, appropriateness, and conformity with the objectives and constructs of the study; and the recommendations of the expert panel were integrated in the instrument prior to administration. Reliability testing used the 30 Grade 12 4Ps beneficiaries from another school not taken part in conducting the actual study during the process. Cronbach's alpha coefficients were $\alpha = .886$, for Peer Support, $\alpha = .889$ for Parental Support, and $\alpha = .793$ for Academic Resilience, respectively. These coefficients represent the internal consistency of the pilot sample only.

Since item-level responses for the 200 participants of the main study were not included in the materials provided for this revision, Cronbach's alpha coefficients for the main sample could not be computed and, therefore, not reported. The reliability coefficients reported in this study were limited to the 30-participant pilot sample; no reliability coefficient was attributed to the main sample.

Scoring Procedure

The responses to the items measuring peer support, parental support, and academic resilience were recorded using a five-point Likert scale. The scale ranged from 1 (Strongly Disagree) to 5 (Strongly Agree). The items were formulated to measure the extent to which the participants agreed that they receive support from peers and parents and overcome academic challenges, bounce back from difficulties, and persevere despite hardships.

Each response was scored according to the given instructions, with the responses Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree scored 5, 4, 3, 2, and 1, respectively. The mean scores for each item and subscale were calculated by summing the responses and dividing the result by the total number of participants' responses. The resulting mean scores were used to assess the level of peer support, parental support, and academic resilience. The mean scores for each of the items and variables were later categorized using the following scoring guidelines:

Mean Range	**Description**
4.51-5.00	Strongly Agree
3.51-4.50	Agree
2.51-3.50	Neutral
1.51-2.50	Disagree
1.00-1.50	Strongly Disagree

For the interpretation of the study variables, higher mean scores reflected higher levels of peer support, parental support, and academic resilience, while lower mean scores reflected lower levels of the variables of interest. The mean scores were interpreted depending on the corresponding descriptive category provided in the table.

For instance, for peer support, higher mean scores reflected the participants' perception of receiving more encouragement, assistance, guidance, and support from their peers. Similarly, higher mean scores for parental support indicated that the participants perceived more emotional, academic, and practical support from their parents or caregivers. Finally, higher mean scores for academic resilience reflect the participants' perception of possessing greater abilities to cope with academic difficulties, overcome challenges, and persist in achieving academic success.

The calculated mean scores were later used to describe the levels of the three variables studied and explore the relationships between peer support, parental support, and academic resilience.

Data Gathering Procedure and Ethical Considerations

Prior to the conduct of the study, the researcher obtained ethical clearance from the Lourdes College Research Ethics Committee and acquired the consent of the concerned school administrators and other relevant authorities. The researcher then coordinated with the school administrators, class advisers, and designated 4Ps focal persons to ensure the identification of qualified Grade 12 students who were 4Ps beneficiaries and met the inclusion criteria of the study. The respondents were selected based on the approved sampling procedure.

Before the start of the data gathering process, the researcher informed the participants about the nature and purpose of the study, the procedures to be used, the kind of participation expected, and the participants' rights as individuals involved in the research. The adapted survey questionnaire developed from the Child and Adolescent Social Support Scale (CASSS) by Malecki and Demaray (2002) was administered to the selected respondents. The adapted questionnaire was utilized to measure the selected variables, namely: parental support, peer support, and academic resilience. The researcher obtained informed consents from the participants as well as their parents or legal guardians, when applicable. The researcher obtained parental or legal guardian consent and participant assent for respondents below 18 years.

The Belmont Report's (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979) ethical principles of Respect for Persons, Beneficence, and Justice were followed in the conduct of the study. The principle of Respect for Persons was followed by providing the participants with the information necessary for them to voluntarily decide whether they would want to participate in the study or not. The participants were informed of their rights as research subjects and were assured that they could refuse or withdraw their participation in the study at any time during the data gathering process without any penalty or negative consequences.

The principle of Beneficence was followed by ensuring that the research activities did not cause any possible harm, risk, or discomfort to the participants. The researcher administered the adapted questionnaire to the participants to ensure that they understood the items and that the administration of the instrument would not cause any physical, psychological, social, or academic harm. The principle of Justice was followed by ensuring that the selection of the participants was done fairly and that the participants were treated equally throughout the research process. The participants were given equal opportunities to join the study based on the inclusion criteria and the sampling procedure. All Grade 12 4Ps beneficiaries who met the selection standards had an equal chance to become a participant in this study without any form of discrimination and favoritism (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979).

With the necessary consents and assents obtained, the researcher administered the adapted survey questionnaire to the respondents. The participants were instructed and clarified regarding the procedures to follow. The researcher was available to answer the questions raised by the respondents without influencing

their responses. After the questionnaires were completed, the researcher collected, checked for completeness, organized, and prepared the questionnaires for statistical analysis.

The confidentiality and anonymity of the participants were strictly maintained throughout the research process. The names and other personal information of the respondents were not included in the research report and during the presentation of the study results. The information gathered from the respondents was securely stored and was accessible only by the researcher and the relevant authorities. The Data Privacy Act of 2012 (Republic Act No. 10173) was followed in maintaining the confidentiality and privacy of the respondents' information. The personal information of the respondents was treated accordingly, as stipulated in Republic Act No. 10173, 2012. The collected data were used solely for academic purposes and were protected from unlawful use.

By following the ethical principles and procedures, the researcher ensured that the data were gathered systematically and that the rights, dignity, privacy, welfare, and safety of the respondents were protected. The data gathered from the respondents will be used to determine whether parental support and peer support significantly predict the academic resilience of 4Ps beneficiaries in a municipality of Bukidnon.

Statistical Treatment of Data

The collected data were analyzed using the **Statistical Package for the Social Sciences (SPSS) Version 29** with the level of significance set at **0.05**.

Frequency and percentage distributions were used to describe the distribution of participants according to their assessment levels of peer support, parental support, and academic resilience. Mean and standard deviation were utilized to determine the overall level and consistency of participants' responses regarding the three variables.

Multiple linear regression analysis was performed to investigate whether peer support scores and parental support scores are statistically significant predictors of academic resilience. The analysis yielded unstandardized coefficients (B), standard errors (SE), standardized coefficients (β), t-values, p-values, 95% confidence intervals for B, R, R^2, adjusted R^2, and the overall F-test. Standardized coefficients were applied to assess the relative contributions of peer support and parental support to the prediction of academic resilience. Regression diagnostics included tolerance and variance inflation factor (VIF) for multicollinearity and the approximate normality of residuals via the residual Q–Q plot. The supplied statistical-assumptions appendix reported tolerance =. 891 and VIF = 1.122 for both peer and parental support, signifying the absence of multicollinearity. The Q–Q plot was deemed to indicate the approximate normality of residuals. Numerical diagnostics for other assumptions, including linearity and homoscedasticity, were not reported in the supplied materials to be included.

Presentation, Analysis, and Interpretation of Data

This chapter presents, analyzes, and interprets the data gathered to address the research objectives of the study. The findings are organized according to the research questions and include the participants' assessment of peer support, parental support, academic resilience, and the predictive of peer and parental support on academic resilience. The chapter concludes with the proposed policy recommendations based on the study's findings.

Problem 1.What is the participants' assessment of their peer support in their academics?

Table 1 shows the frequency, percentage, and mean distribution of the participants' assessment of their peer support in academics. The results demonstrate an overall mean of 3.92 (SD = 0.68), interpreted as High, which implies that the participants experienced a high level of support from their peers in academics. The high mean indicates that the participants felt that their peers were available and willing to provide them with assistance, encouragement, information, and cooperation. This means that the students could ask their classmates for help with their academic problems, tasks, and concerns. Additionally, a high level of peer support means that students had positive interactions with their peers about academic issues, encouraging

them to attend classes and complete their schoolworks. Several studies have reported that peer support predicted students' academic engagement and school adjustment (Martinot et al., 2022; Worley et al., 2023). In this case, students with higher academic engagement and adjustment were likely to have more interactions with their peers about academic matters.

The distribution of percentages supports the idea that participants experienced a high level of peer support in academics since 58.00% (n = 116) of them indicated that they had a High level of peer support in academics. Specifically, these respondents reported that their peers were always ready to assist and cooperate with them in classes. In addition, 17.00% (n = 34) of the participants said that they had a Very High level of peer support. However, only 22.00% (n = 44) of the respondents had a Moderate level of peer support, and only 1.00% (n = 2) and 2.00% (n = 4) of them reported Low and Very Low levels of peer support, respectively.

Based on the results, the participants had a high level of peer support in academics. This was demonstrated by the fact that most of them selected High (58.00%) and Very High (17.00%) options to indicate their responses. This implies that the students perceived their peers as helpful, encouraging, and cooperative academic partners (Martinot et al., 2022). Specifically, they could rely on them for assistance, information, and emotional support in academics. Therefore, from Martinot et al. (2022) and Worley et al. (2023), the students had positive peer support that predicted academic engagement, adjustment, and competence. In other words, the participants had peers who supported them throughout their academic processes, helping them achieve their academic goals. This also suggests that the students were more likely to interact with their peers about academic concerns, giving them a sense of belonging in school (Martinot et al., 2022; Worley et al., 2023). This feeling of belongingness encouraged the participants to continue working hard on their courses since they had emotional support from their peers.

Table 1

Frequency, Percentage, and Mean Distribution of the Participants' assessment of their Peer Support

Range	**Description**	**Interpretation**	**Frequency**	**Percentage**
4.51-5.00	Strongly Agree	Very High	34	17
3.51-4.50	Agree	High	116	58
2.51-3.50	Neutral	Moderate	44	22
1.51-2.50	Disagree	Low	2	1
1.00-1.50	Strongly Disagree	Very Low	4	2
	Total		**200**	**100**
	Overall Mean		**3.92**	
	Interpretation		**High**	
	SD		**0.68**	

No.	**Specific Indicators**	**M**	**Description**	**SD**
1	My classmates explain lessons to me when I do not understand them.	3.79	Agree	0.94
2	My friends support me during exams or quizzes.	3.98	Agree	0.92

3	My classmates share notes or study materials with me.	3.93	Agree	0.93
4	My friends listen to me when I talk about school difficulties.	3.91	Agree	0.91
5	My classmates encourage me when I feel discouraged in school.	3.98	Agree	0.86

Among the indicators, "My friends support me during exams or quizzes" and "My classmates encourage me when I feel discouraged in school" had the highest mean (M = 3.98, SD = 0.92 and 0.86, respectively) interpreted as Agree. This implies that the participants perceived their peers reliable to offer academic and emotional support, especially when they experienced challenges in school. The low standard deviations indicate that the participants had similar perceptions towards the item. This result suggests that encouraging words from peers helped students deal with stress and motivate them to pursue their goals. This result is consistent with the study of Ye et al. (2023) which revealed that students needed peer support to boost their academic adjustment, confidence, and stress-resilience in school. Likewise, Alsubaie et al. (2022) discovered that peer support encouraged students to become more engaged in class and complete their school work on time.

On the other hand, "My classmates explain lessons to me when I do not understand them" recorded the lowest mean (M = 3.79, SD = 0.94), still interpreted as Agree. This suggests that the participants did not perceive their classmates as helpful when they were studying. The standard deviation result further proved that participants held different opinions about their peers' assistance in academics. This result implies that even though students received emotional support from their peers, they should intensify efforts in offering academic help to improve learning performance. This finding agrees with that of Talsma et al. (2022) which showed that peer-assisted learning and collaboration improved students' academic performance and engagement in class. In a similar study, Roseth et al. (2021) concluded that peer collaboration could be beneficial to students as it allowed them to share new ideas and participate actively in class.

Problem 2.What is the participants' assessment of their parental support in their academics?

Table 2 presents the participants' perception of parents' support in academics. The overall mean score of 4.62 (SD = 0.51) reflects a Very High level of parental support. The trend in the data indicates that almost all the participants perceived parents' support in school matters as High or Very High. It implies that the students felt encouraged, monitored, motivated, guided, and involved by their parents. It appears that parental support is a vital protective factor for the Grade 12 4Ps beneficiaries as it offers both psychological assurance and practical direction while handling academic challenges. In relation to Bronfenbrenner's Ecological Systems Theory, the outcome highlights the family's role as a microsystem that directly influences students' academic adaptation.

Table 2

Frequency, Percentage, and Mean Distribution of the Participants' assessment of their of Parental Support

Range	**Description**	**Interpretation**	**Frequency**	**Percentage**
4.51-5.00	Strongly Agree	Very High	138	69
3.51-4.50	Agree	High	56	28
2.51-3.50	Neutral	Moderate	3	1.5
1.51-2.50	Disagree	Low	2	1
1.00-1.50	Strongly Disagree	Very Low	1	0.5
	Total		**200**	**100**

	Overall Mean	**4.62**
	Interpretation	**Very High**
	SD	**0.51**

No.	Specific Indicators	M	Description	SD
1	My parents/guardians encourage me to study.	4.73	Strongly Agree	0.71
2	My parents/guardians help me when I have school problems.	4.5	Agree	0.78
3	My parents/guardians ask about my grades and school progress.	4.55	Strongly Agree	0.82
4	My parents/guardians support my decisions related to school.	4.58	Strongly Agree	0.64
5	My parents/guardians motivate me when I feel discouraged.	4.63	Strongly Agree	0.62
6	My parents/guardians attend school activities or meetings.	4.73	Strongly Agree	0.53

Among the indicators, "My parents/guardians encourage me to study" and "My parents/guardians attend school activities or meetings" achieved the highest mean of 4.73 (Strongly Agree), with SDs of 0.71 and 0.53, respectively. It can be deduced that the respondents strongly agreed that the parents/guardians encouraged them to study and actively participated in their academic activities.

Interestingly, the results showed that parents/guardians provided support to students both verbally and physically manifested by encouraging words and attending their meetings/sessions. This is an indication that parents acknowledged the role played in helping the young ones to achieve academic success. The relatively low standard deviation implies that the responses were more consistent. The results further imply that the respondents felt motivated and pushed to pursue their studies because of the physical and verbal support given by the parents.

On the contrary, it was found that the lowest mean was recorded in "My parents/guardians help me when I have school problems" with a mean of 4.50 (SD = 0.78). Although it was interpreted as Agree, the results suggest that students do not perceive help from parents at times of need. This can be linked to the fact that some parents are not able to offer help due to various reasons. The large standard deviation implies that there was more variability in the responses given. The findings further imply that the relationship between parents and students lacks some elements that could be useful for enhancing academic performance.

Problem 3.What is the participants' self-report of their academic resilience?

Table 3 below represents the participants' perception of academic resilience. An overall mean of 4.42 (SD = 0.53) was obtained, signifying a High level of academic resilience. It can be seen that most of the participants scored High or Very High on the measure, with only a few indicating a perception of Moderate or Low academic resilience. This suggests that the participants considered themselves as individuals who can bounce back from failures, overcome obstacles, cope with academic demands, and seek ways for improvement.

The result is expected since 4Ps scholars might experience economic and academic challenges that require them to respond with resilience and persistence. In relation to the Social Cognitive Theory, multiple instances of effortful behavior, problem-solving, receiving encouragement, and support can augment academic self-efficacy.

Table 3

Frequency, Percentage, and Mean Distribution of the participants' self-report of their academic resilience

Range	**Description**	**Interpretation**	**Frequency**	**Percentage**
4.51-5.00	Strongly Agree	Very High	97	48.5
3.51-4.50	Agree	High	97	48.5
2.51-3.50	Neutral	Moderate	5	2.5
1.51-2.50	Disagree	Low	1	0
1.00-1.50	Strongly Disagree	Very Low	0	0
	Total		**200**	**100**
	Overall Mean		**4.42**	
	Interpretation		**High**	
	SD		**0.53**	

No.	**Specific Indicators**	**M**	**Description**	**SD**
1	I try again after getting a low score in a test or quiz.	4.39	Agree	0.72
2	I find ways to manage stress related to schoolwork.	4.32	Agree	0.65
3	I keep working on my tasks even when they are difficult.	4.44	Agree	0.7
4	I try again after failing a school task.	4.42	Agree	0.66
5	I look for ways to improve when I face academic problems.	4.53	Strongly Agree	0.63

Among the indicators, "I look for ways to improve when I face academic problems" received the highest mean (4.53) [SD = 0.63], interpreted as Strongly Agree. It implies that the participants tended to respond to academic problems by looking for ways to improve. Since the standard deviation was relatively low, the responses were generally consistent. This academic resilience was adaptive because students did not give up easily when facing academic challenges but tried to explore ways to improve their performance.

In comparison, "I find ways to manage stress related to schoolwork" had the lowest mean (4.32) [SD = 0.65], still interpreted as Agree. It implies that students valued finding ways to manage stress related to schoolwork. The finding suggests that students could be persistent in pursuing their goals and seeking solutions to problems without being able to cope with stress. Therefore, the involved parties should reinforce students' stress-management and coping mechanisms while supporting their academic resilience.

Problem 4.Do the participants' peer and parental support significantly predict their academic resilience?

H_{01}: Peer and parental support do not significantly predict the academic resilience of 4Ps beneficiaries.

H_{02}: Peer support does not significantly predict the academic resilience of 4Ps beneficiaries.

H_{03}: Parental support does not significantly predict the academic resilience of 4Ps beneficiaries.

Table 4 presents the results of the multiple linear regression analysis of peer and parental support as statistical predictors of academic resilience. Overall, the model was statistically significant, $F(2, 197) = 26.300$, $p < .001$, with $R = .459$, $R^2 = .211$ and adjusted $R^2 = .203$, with the two predictors statistically accounting for 21.1% of the variance in academic resilience. Specifically, peer support had $B = .213$, $SE = .052$, $\beta = .272$, $t = 4.060$, $p < .001$, and a 95% confidence interval for B of [.110, .316], whereas parental support had $B = .301$, $SE = .069$, $\beta = .291$, $t = 4.337$, $p < .001$, and a 95% confidence interval for B of [.165, .437]. The intercept was $B = 2.192$, $SE = .320$, $t = 6.842$, $p < .001$, as shown in Table 4. The standardized coefficients revealed that parental support had the slightly larger standardized coefficient ($\beta = .291$) compared to peer support ($\beta = .272$). The manuscript also provides approximate unique variance values of 6.9% for parental support and 6.1% for peer support, which should not be interpreted as causal effects or impacts, but only as relative predictive contributions within the model. Since the study utilizes a cross-sectional design, the results should be used to support statistical prediction and associations rather than causal inferences.

The remaining 78.9% of variance in academic resilience was not accounted for by the two predictors in the model and may be explained by other variables that were not considered within the scope of this study. Therefore, the coefficient of determination should be used to explain the proportion of variance in the dependent variable that was statistically accounted for by the independent variables, which is different from a causal relationship.

The regression's diagnostics supported several assumptions that could be tested given the provided materials. Tolerance was 0.891 and VIF was 1.122 for both peer and parental support, signifying that there was no severe multicollinearity between the two predictors. The plot of standardized residuals against predicted values demonstrated that the points roughly followed the line, with only a few deviations observed at the extremes. Thus, the assumption of normal distribution of residuals was supported. The rest of the numerical diagnostics that supported the assumptions made are presented below. All the statistics were taken from the provided materials.

Table 4

Regression Analysis of How Peer Support and Parental Support Predict on Academic Resilience

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	**2.192**	0.32		6.842	0
Peer support	.213**	0.052	0.272	4.06	0
Parental Support	.301**	0.069	0.291	4.337	0
Model Summary					
R =0.459 R^2 = 0.211 Adj. R^2 = 0.203 F=26.300** p = .000					

** $p < .01$ (two-tailed)

Peer support was a statistically significant positive predictor of students' academic resilience ($B = .213$, $SE = .052$, $\beta = .272$, $t = 4.060$, $p < .001$). The 95% confidence interval for the unstandardized coefficient was [.110, .316]. Controlling statistically for parental support, peer support was positively related to academic

resilience in the sample. H_{02} was rejected because $p < .001$. This finding is consistent with Jumraeni et al. (2023), which also found a positive association between peer support and academic resilience. Given the present study's cross-sectional design, this finding should be interpreted as a statistical association/prediction rather than implying a causal relation with peer support as a cause of changes in academic resilience.

Parental support was a statistically significant positive predictor of students' academic resilience ($B = .301$, $SE = .069$, $\beta = .291$, $t = 4.337$, $p < .001$). The 95% confidence interval for the unstandardized coefficient was [.165, .437]. Controlling statistically for peer support, parental support was positively related to academic resilience in the sample. H_{03} was rejected because $p < .001$. The standardized coefficient for parental support ($\beta = .291$) was slightly greater than the standardized coefficient for peer support ($\beta = .272$), and the approximate unique variance reported for parental support was slightly higher (6.9%) than that reported for peer support (6.1%). Thus, parental support had the greater relative predictive contribution in this regression model. This comparison does not indicate that parental support has a stronger causal influence on academic resilience.

Problem 5: Based on the findings of the study, what policies may be recommended to the DSWD to strengthen peer and parental support and academic resilience among 4Ps beneficiaries?

Form No. _____

LOURDES COLLEGE, INC. GRADUATE SCHOOL
Cagayan De Oro City

KASAMA SA PAG-ANGAT

A Peer and Parent Support Policy for Strengthening the Academic Resilience of 4Ps Beneficiaries

Introduction/Purpose

The Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD) supports economically disadvantaged families by promoting children's education, health, and well-being. However, 4Ps student beneficiaries may still experience academic difficulties that require supportive relationships at home and in school.

The study examined parental support, peer support, and academic resilience among 200 Grade 12 4Ps beneficiaries in a municipality of Bukidnon. The findings showed that both parental support and peer support significantly predicted academic resilience, with parental support showing a slightly higher relative predictive contribution. The proposed policy therefore promotes coordinated support from parents, peers, schools, DSWD personnel, and Municipal Links.

Policy Objectives

The policy aims to strengthen parental involvement, promote constructive peer support, and improve coordination among 4Ps stakeholders in supporting students who experience academic difficulties.

Policy Actions

1. **Strengthen Parental Support.**
   DSWD and Family Development Session (FDS) facilitators may include practical discussions on positive parenting, communication, encouragement, academic monitoring, and support for students experiencing difficulties.
2. **Establish Peer-Support Activities.**
   Schools may organize peer mentoring, study groups, peer tutoring, and collaborative learning activities for 4Ps student beneficiaries.
3. **Develop Peer Mentors.**
   Selected student leaders or academically capable 4Ps beneficiaries may be oriented as peer mentors who can provide basic academic assistance, encouragement, and appropriate referral to teachers or guidance personnel.
4. **Strengthen Stakeholder Coordination.**
   Municipal Links, FDS facilitators, teachers, school personnel, parents, and youth organizations may coordinate in implementing and monitoring support activities and identifying students who may need additional assistance.
5. **Use Existing Structures.**
   Activities may be integrated into existing 4Ps gatherings, Family Development Sessions, and school-based activities whenever feasible to minimize additional costs, venues, and schedules.

Policy Option

Policy Options	Advantages	Disadvantages	Feasibility
Establishment of Peer Support and Mentoring Activities among 4Ps Beneficiaries	Improves academic collaboration, emotional support, confidence, and sense of belonging among students	Requires coordination with schools and identification of student mentors	Feasible through partnership with schools and youth organizations

Methodology/Justification

The proposed policy is based on the descriptive and regression findings of the study involving 200 Grade 12 4Ps beneficiaries. Both peer support and parental support were statistically significant predictors of academic resilience. The regression model explained 21.1% of the variance in academic resilience, while the remaining variance may be associated with other factors not included in the study. The policy therefore focuses on strengthening both family and peer support rather than relying on only one source of support.

Feasibility

The policy is feasible because it can build on existing 4Ps structures, Family Development Sessions, school-based activities, and the coordinating role of Municipal Links. Rather than creating a separate program, the proposed activities may be incorporated into appropriate existing activities and partnerships using available personnel, venues, and community networks.

Expected Outcome

The proposed policy is expected to strengthen parental encouragement, communication, academic monitoring, peer collaboration, academic assistance, and student motivation. Through coordinated support at home and in school, 4Ps student beneficiaries may be better supported in coping with academic challenges and sustaining their academic resilience.

Conclusion

KASAMA SA PAG-ANGAT provides a coordinated approach to strengthening the support systems surrounding 4Ps student beneficiaries. By engaging parents, peers, schools, DSWD personnel, and Municipal Links, the policy seeks to reinforce supportive home and school environments that may help students manage academic challenges and remain engaged in their education.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

Summary

The main objective of this study is to determine if peer support and parental support significantly predict the academic resilience of students who are Grade 12 beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps). The study focused on the participants' perceptions of peer support, parental support, and academic resilience. A descriptive-correlational design was used to explore the extent of the relationships between variables because there was an interest in examining how one set of factors influenced the other. A convenient sampling technique was adopted, and 200 respondents were selected. Data analysis involved the use of the frequency, percentage, mean, standard deviation, and multiple linear regression techniques. An adapted survey questionnaire was used to collect the data from the respondents. The sources of the

instruments, the adaptation procedure, validity evidence, and the results of the pilot test were described in detail in Chapter 3 and the appendices.

The study utilized a descriptive-correlational research design. There were 200 respondents selected from the participants. The data gathered were analyzed using frequency, percentage, mean, standard deviation, and multiple linear regression analysis. The adapted survey questionnaire was used to collect the data.

Based on the problems the following are the findings: Problem 1. Participants' Assessment of Peer Support. The participants generally showed a high perception of peer support. This implies that the respondents' peers provided academic help, encouragement, collaborative learning, and emotional support. However, it can still be enhanced through more peer tutorials and cooperative learning.

Problem 2. Participant's Assessment of Parental Support. The participants perceived parental support very high. It means that the students felt encouraged, motivated, guided, controlled, and involved by their parents. Parents need to provide support constantly and actively to enhance their children's academic resilience.

Problem 3. Level of Academic Resilience. The participants were resilient to academic stress. It implies that the respondents maintained their academic performance in the face of adversity, challenged themselves, and achieved their academic goals. The participants have positive academic coping behavior.

Problem 4. Predictive Relationship of Peer Support and Parental Support with Academic Resilience. The multiple regression was statistically significant, $F(2, 197) = 26.300$, $p < .001$, $R = .459$, $R\ 2 = .211$, and adjusted $R\ 2 = .203$, explaining 21.1% of the variance in students' academic resilience. Peer support predicted academic resilience ($B = .213$, $SE = .052$, $\beta = .272$, $t = 4.060$, $p < .001$; 95% CI [.110, .316]), and so did parental support ($B = .301$, $SE = .069$, $\beta = .291$, $t = 4.337$, $p < .001$; 95% CI [.165, .437]). The standardized coefficients were slightly higher for parental support than peer support, with the approximate unique variance explained by parental support and peer support being 6.9% and 6.1%, respectively. Thus, parental support made a relatively greater contribution to the prediction of academic resilience than peer support. The study used a cross-sectional design, and the results should be considered as statistically significant prediction and association, not causal relationships.

Overall, the analysis revealed that the participants, who were 4Ps beneficiaries, reported high levels of peer support, very high parental support, and academic resilience, and that parental support and peer support were significant predictors of academic resilience. However, as the study was cross-sectional, it cannot determine whether parental or peer support caused academic resilience. The model explained only 21.1% of the variance, with the remaining 78.9% attributed to other variables not included in the investigation.

Conclusion

The conclusions of the study are only applicable to the sampled Grade 12 Senior High School 4Ps Beneficiaries in the selected municipality in Bukidnon. The study findings cannot be extrapolated to other municipalities, provinces, schools, and grade levels as well as the entire 4Ps beneficiary population due to the location, school, grade level, and beneficiary population of the study.

The results of the study revealed that peer support was perceived by the participants as significantly high. The high level of peer support demonstrates that the students received academic help, moral support, and encouragement at college when facing academic challenges. Peer support demonstrated a statistically significant association with academic resilience with parental support controlled. Thus, when adjusting for parental support, peer support remained a significant predictor of academic resilience. The results are aligned with the claims from the previous studies, which found positive associations between peer support and student adjustment or academic resilience. Yet, due to the study design, no causal inferences can be made.

The results also revealed that the participants perceived parental support as extremely high. Thus, the students indicated that they received moral support, academic encouragement, and guidance from their parents or guardians. In the regression model, parental support appeared as a statistically significant

predictor of academic resilience. Furthermore, parental support showed a slightly higher standardized coefficient than peer support (β = .291 versus β = .272), which suggests that parental support made a slightly higher contribution to the prediction of academic resilience than peer support. The parental support uniquely explained 6.9% of the variance in student academic resilience, whereas peer support uniquely explained 6.1% of the variance. The results were consistent with the theoretical framework and hypotheses of the study, which stated that parental and peer contexts would be related to student outcomes. Yet, the results of the regression analysis need to be interpreted with caution, and claims of parental support as a cause of academic resilience cannot be made due to the study design.

Recommendations

Based on the results and conclusions of the research, the following recommendations are made that will help the 4 Ps scholars become more resilient academically by the collaborative effort of DSWD, the schools, the parents, the students and future researchers.

The Department of Social Welfare and Development (DSWD) can enhance the implementation of Family Development Sessions (FDS) by suggesting positive parenting and academic monitoring sessions to heighten a parent's involvement in their child's quest for education. DSWD can intensify partnership building with the Department of Education, local government units and other relevant agencies in formulating community-based initiatives that will rally families to support Pantawid beneficiaries to complete their studies.

Further, Schools can intensify strategies to enhance positive peer relationships through such means as peer mentoring and tutoring, collaborative projects and student support groups and enhance home school partnership by adopting a more proactive stance in engaging parents in decision-making in education and keep them informed of their child's academic development. Counselors and teachers could offer resilience enhancing programs, psychosocial counseling and advice, and intervention programs that will provide students with effective coping responses to academic stress and barriers to learning. Teachers can also support students' abilities to tolerate frustration and deal with their problems effectively.

In addition, the study suggests that parents should be actively involved in their child's academic development by regularly discussing their progress in school, expressing appreciation for efforts and encouraging them to study. They should maintain close contact with the teacher and the other parents and be supportive of the school's rules, regulations and decisions. They should set realistic expectations from their child and motivate them to attain their goals.

Meanwhile, the students must keep on being positive and encouraging to their peers, always ask for help when they need it and express appreciation to teachers, parents and peers who have helped them throughout the study. They should continue to develop effective ways of coping with academic stress and respond positively to challenges which will enable them to perform better and become better learners. Further they should practice effective health-promoting behaviors, become members of worthwhile groups and actively take part in school activities. This will enhance their confidence level and provide a support system that they could rely on as they face the various challenges in life.

Lastly, further studies should be conducted using larger and more geographically diverse samples in order to investigate whether the findings will hold true for other settings beyond the selected municipality and Grade 12 4Ps beneficiaries in the present study. Future studies could explore the links between academic resilience and social support, family dynamics and self-confidence. Moreover, future studies can also integrate such variables as self-efficacy expectations, academic motivation, social support from teachers, family environment, psychological well-being, coping styles, academic self-regulation and academic competence as possible predictors of academic resilience among Pantawid scholars. The use of qualitative and mixed-case methodology will enable future researchers to generate in-depth information regarding the phenomena under study thus allowing them to report the relevant insights of students on academic resilience and social support.

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Dedication

This study is dedicated to the resilient 4Ps beneficiary-students of Bukidnon, whose courage, dreams, and determination to pursue education amidst life's challenges continue to inspire hope and possibility.

To the parents and peers whose love, encouragement, guidance, and presence remind young people that they do not have to face their struggles alone.

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APPENDIX

INFORMED CONSENT FORM

Dear Participants,

Good day!

I am Ainie B. Dominise, a graduate student of Lourdes College, Cagayan de Oro City, currently conducting a research study entitled **" "Parental and Peer Support as Predictors of Academic Resilience among Pantawid Pamilyang Pilipino Program (4Ps) Beneficiaries in a Municipality of Bukidnon"** This survey aims to gather information about your experiences related to peer support, parental support, resilience, and academic performance.

Your participation in this study is completely voluntary. All responses will be treated with **strict confidentiality** and will be used solely for academic and research purposes. There are no right or wrong answers—please answer each item honestly based on your personal experiences.

Instructions:

Please indicate your level of agreement with each statement using the scale below: 1 – Strongly Agree 2 – Agree 3 – Neutral 4 – Disagree 5 – Strongly Disagree (All items are reversely scored.)

Sincerely,

AINIE B. DOMINISE

MSSW Students

RESEARCH INSTRUMENT

Title: Parental and Peer Support as Predictors of Academic Resilience among 4Ps Beneficiaries in a Municipality of Bukidnon

Instructions to Respondents

Good day!

You are invited to participate in this research study. This questionnaire aims to understand your academic

experiences, including the support you receive from peers and parents, your ability to overcome academic challenges, and your academic performance.

There are **no right or wrong answers**. Please answer honestly. All information will be treated with **confidentiality** and used **for academic purposes only**.

Please read each statement carefully and **check (✓) the option that best represents your answer**.

Rating Scale

Scale	Description
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

PART I. PEER SUPPORT (10 ITEMS)

This part determines the level of peer support experienced by the respondents in their academic activities.

ITEMS	STATEMENT	1	2	3	4	5
1	My classmates explain lessons to me when I do not understand them.					
2	My friends support me during exams or quizzes.					
3	My classmates share notes or study materials with me.					
4	My friends listen to me when I talk about school difficulties.					
5	My classmates encourage me when I feel discouraged in school.					

Adapted from the Child and Adolescent Social Support Scale (CASSS) developed by Malecki and Demaray (2002).

PART II. PARENTAL SUPPORT (10 ITEMS)

This part determines the level of parental or guardian support received by the respondents in relation to their studies.

ITEMS	STATEMENT	1	2	3	4	5
1	My parents/guardians encourage me to study.					
2	My parents/guardians help me when I have school problems.					
3	My parents/guardians ask about my grades and school progress.					
4	My parents/guardians support my decisions related to school.					
5	My parents/guardians motivate me when I feel discouraged.					
6	My parents/guardians attend school activities or meetings.					

Adapted from the Child and Adolescent Social Support Scale (CASSS) developed by Malecki and Demaray (2002).

PART III. ACADEMIC RESILIENCE (10 ITEMS)

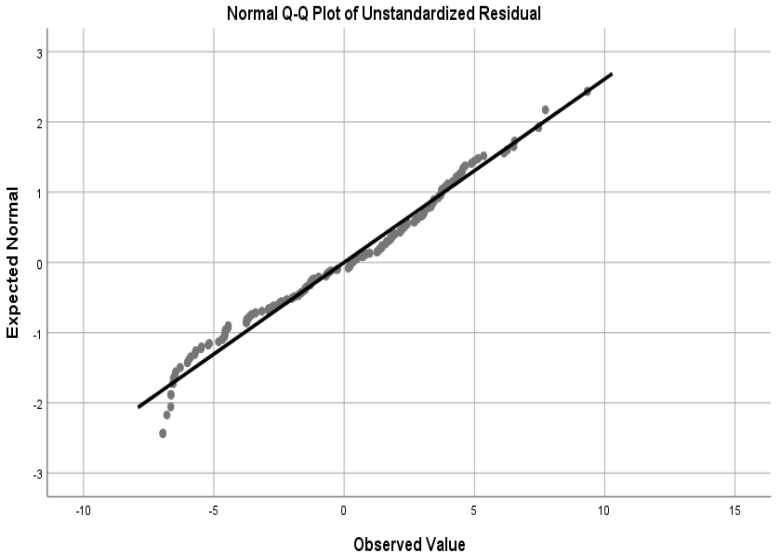
This part determines the respondents' ability to cope with academic challenges and setbacks.

ITEMS	STATEMENT	1	2	3	4	5
1	I try again after getting a low score in a test or quiz.					
2	I find ways to manage stress related to schoolwork.					
3	I keep working on my tasks even when they are difficult.					
4	I try again after failing a school task.					
5	I look for ways to improve when I face academic problems.					

Adapted from the Academic Resilience Scale (ARS-30) developed by Cassidy (2016).

Statistical Assumptions

Test of Normality of Residuals



The Normal Q–Q plot indicates that the residuals are approximately normally distributed, as the data points closely follow the diagonal reference line with only minor deviations at the tails, suggesting that the normality assumption for multiple linear regression is satisfied.

Test of No Multicolinearity

Model	Tolerance	VIF
1 (Constant)		
Peer support	0.891	1.122
Parental Support	0.891	1.122
a. Dependent Variable: Academic Resilience		

The tolerance value of 0.891 and VIF value of 1.122 for both peer support and parental support indicate that there is no problematic multicollinearity between the two predictors.