

Social Support and Personal Growth Initiative as Prerdictors of Life Skills Ability among Caregiving Students

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DOI: <https://dx.doi.org/10.47772/IJRISS.2026.10200317>

Received: 24 February 2026; Accepted: 02 March 2026; Published: 08 March 2026

ABSTRACT

This study examined the influence of social support and personal growth initiative on the life skills ability of caregiving students at Lorenzo S. Sarmiento Sr. National High School. It aimed to determine the levels of social support, personal growth initiative, and life skills ability, and to assess the significant relationships among these variables. The study also identified which domains of social support and personal growth initiative significantly predicted life skills ability. A quantitative correlational design was employed, involving 134 caregiving students selected through stratified random sampling. Data were analyzed using mean, Spearman's rho, and multiple regression analysis. Findings revealed high levels of social support and life skills ability, and very high levels of personal growth initiative. Significant positive relationships were found between the independent variables social support and personal growth initiative and life skills ability. All domains of social support and personal growth initiative significantly predicted life skills ability. The results highlight the importance of strengthening support systems and promoting proactive personal development to enhance students' life skills.

Keywords: Technical Vocational Livelihood, Social Support, Personal Growth Initiative, Life Skills Ability, Philippines

INTRODUCTION

Life skills are essential competencies that enable individuals to navigate daily challenges to make informed decisions and contribute positively to society (Tanaka & Nakamura, 2022). Globally, deficiencies in life skills ability among young adults continue to pose significant developmental concerns across educational systems (D'Angelo et al., 2022). According to Smith (2021), students in the United States demonstrate persistent difficulties in problem-solving and adaptive functioning required for workforce readiness. Similarly, caregiving students in the United Kingdom exhibit inadequate life skills ability, particularly in decision-making and stress management competencies (Reyes & Martinez, 2022). In Australia, national education reports reveal that technical training programs insufficiently integrate life skills development among caregiving learners (Johnson, 2023).

At the national level, social support remains a fundamental mechanism in strengthening life skills ability among Filipino students (Ongcoy & Tagare, 2024). Bautista (2021) emphasized that in Metro Manila, structured peer and family support systems enhance students' coping competence and adaptive behaviors. In Cebu City, school-based mentoring programs significantly contribute to students' emotional regulation and interpersonal effectiveness (Garcia, 2022). Meanwhile, institutions in Iloilo have documented that community-driven support networks reinforce resilience and collaborative skills among learners (Ramos, 2023). Consequently, social support directly strengthens life skills ability by fostering emotional stability, social competence, and functional independence among caregiving students (Santos, 2020).

Moreover, personal growth initiative plays a critical role in enhancing life skills ability within the Philippine educational context. According to Lopez (2023), universities in Quezon City integrate self-development

programs that cultivate goal-setting and self-regulation competencies among students. In Baguio City, structured reflective learning activities significantly improve learners' self-awareness and adaptive functioning (Torres, 2022). Likewise, higher education institutions in Tacloban City implement personal development workshops that reinforce proactive coping and decision-making skills (Villanueva, 2021). Therefore, personal growth initiative contributes significantly to life skills ability by promoting intentional self-improvement and sustained behavioral growth among caregiving students (Gonzalez, 2022).

Several studies confirm the predictive relationship among social support, personal growth initiative, and life skills ability. According to Kim (2021), social support significantly predicts adaptive life skills outcomes among health-related students in Southeast Asia. A quantitative investigation further revealed that personal growth initiative positively influences self-management and interpersonal competence among tertiary learners (Ahmed, 2022). Additionally, longitudinal research demonstrated that combined psychosocial resources, including social support and proactive growth behaviors, significantly enhance life skills acquisition (Chen, 2023). Collectively, these studies establish that both external relational resources and internal developmental orientations are strong determinants of life skills ability (Morales, 2024).

In the Davao Region, concerns regarding inadequate life skills ability among caregiving students are increasingly documented. According to Dela Cruz (2022), institutions in Davao City report observable gaps in students' problem-solving and independent functioning skills. In Tagum City, caregiving trainees demonstrate limited stress management and interpersonal communication competence (Navarro, 2023). Similarly, schools in Digos City identify deficiencies in adaptive life skills necessary for clinical training performance (Castillo, 2021). At Lorenzo District specifically, educators report persistent challenges in students' decision-making and practical life application skills within caregiving programs (Fernandez, 2024).

Despite extensive international and national research, limited evidence simultaneously examines social support and personal growth initiative as predictors of life skills ability among caregiving students in the Davao Region. Existing studies often investigate these variables independently rather than in a combined predictive framework. Furthermore, localized data focusing specifically on Lorenzo District remain insufficient, creating a contextual research gap. Addressing this gap is urgent to inform targeted intervention programs for institutions in the region. Ultimately, this study contributes to educational planning and student development strategies by generating evidence-based insights that may strengthen life skills ability among caregiving students.

Research Objectives

1. To determine the level of social support among caregiving students in terms of:
 - 1.1 appraisal support;
 - 1.2 tangible support;
 - 1.3 self- esteem; and
 - 1.4 belonging support.
2. To determine the level of personal growth initiative among caregiving students in terms of:
 - 2.1 readiness for change;
 - 2.2 planfulness;
 - 2.3 using resources; and
 - 2.4 intentional behavior.
3. To determine the level of life skills ability among caregiving students terms of:

- 3.1 teamwork;
 - 3.2 goal setting;
 - 3.3 time management;
 - 3.4 emotional skills;
 - 3.5 communication;
 - 3.6 social skills;
 - 3.7 leadership; and
 - 3.8 problem solving;
4. To determine the significant relationship between social support and life skills ability among caregiving students.
 5. To determine the significant relationship between personal growth initiative and life skills ability among caregiving students.
 6. To identify which of the domains in social support would influence life skills among caregiving students.
 7. To identify which of the domains in personal growth initiative would influence life skills ability among caregiving students.

METHODOLOGY

This study employed a quantitative, non-experimental research design utilizing descriptive–correlational techniques to examine the relationship between social support and personal growth initiative as predictors of life skills ability among caregiving students at Lorenzo S. Sarmiento Sr. National High School. A descriptive research design enables researchers to systematically describe the existing conditions of variables at the time of the study, focusing on what the variables are and how they manifest within a specific population, without manipulation or control (Shaw, 2023).

Correlational research, as a form of non-experimental quantitative design, is used to investigate the relationships between naturally occurring variables and to determine the strength and direction of their association without establishing causal conclusions (Shaw, 2023). This design allowed the researchers to assess the extent to which the independent variable social support and personal growth initiative which were associated with the dependent variable, life skills ability, through statistical analysis of survey data.

The quantitative approach was appropriate for this study as it facilitated the collection of measurable data through structured questionnaires administered to the target respondents. The primary aim was to determine the influence of social support and personal growth initiative on the life skills ability of caregiving students at Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro.

Population and Sample

Stratified random sampling was employed in selecting the respondents of this study. The participants consisted of 134 senior high school students enrolled in the Caregiving strand at Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro. To qualify for participation, students were required to be officially enrolled in the caregiving program during the school year 2025–2026. These students were considered appropriate respondents due to their direct exposure to and experience with social support and personal growth initiative, which are central variables in examining life skills ability. Their involvement in the program aligned with the study's objective of determining how these factors contribute to their overall development.

In quantitative research, determining an appropriate sample size is essential to ensure the reliability and generalizability of findings (Memon et al., 2020). Methodological guidelines suggest that a sample size ranging from 100 to 200 respondents is generally considered adequate for survey and correlational research, particularly when the population size is relatively small and the statistical procedures do not require large samples to achieve sufficient precision and power. This range provides a practical balance between feasibility and statistical validity.

In the case of Lorenzo S. Sarmiento Sr. National High School, the total population of caregiving students was 204. From this population, a sample of 134 respondents was selected using stratified random sampling. The sample size was computed using the Raosoft sample size calculator and was deemed statistically appropriate, as it fell within the recommended medium sample size range and allowed for reliable quantitative analysis.

Statistical Tool

The statistical tools that were used for data analysis and interpretation were the following:

Mean. This statistical tool was used to determine the average levels of social support, personal growth, and life skills among caregiving students.

Spearman’s Rho. This statistical tool was used to determine the significance of the relationship between social support and personal growth and the development of life skills among caregiving students.

Multiple Regression Analysis. This statistical tool was used to determine the extent to which social support and personal growth predicted life skills among caregiving students.

RESULTS

Level of Social Support

Table 1 outlined the social support levels across its indicators, the appraisal support, belonging support, tangible support and self-esteem. The overall average score is 4.02, indicating a high level, with a standard deviation of 0.99. This high rating was from strong evaluations in all categories, suggesting that participants viewed social support favorably.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest; 4.03 or high for appraisal support with a standard deviation of 0.59; 4.02 or high for tangible support with a standard deviation of 0.49; 4.01 or high for self-esteem with a standard deviation of 0.47; and 3.99 or high for belonging support with a standard deviation of 0.63.

Table 1. Level of Social Support

Indicators	Mean	SD	Descriptive Equivalent
Appraisal Support	4.03	0.59	High
Belonging Support	3.99	0.63	High
Tangible support	4.02	0.49	High
Self-Esteem	4.01	0.47	High
Overall	4.02	0.49	High

Level of Personal Growth Initiative

Shown in Table 3 are the mean scores for the indicators of Personal Growth Initiative, with an overall mean score of 4.23, which is described as very high with a standard deviation of 0.64. The very high level could be

attributed to the high rating given by the respondents on most indicators in the items of planfulness, intentional behavior and readiness for change.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: a mean of 4.25 or very high for planfulness with the standard deviation of 0.61; 4.24 or very high for intentional behavior with a standard deviation of 0.55; a mean of 4.23 or very high for readiness for change with a standard deviation of 0.67; and a mean of 4.21 or very high for using resources with a standard deviation of 0.69.

Table 2. Level of Personal Growth Initiative

Indicators	Mean	SD	Descriptive Equivalent
Readiness for Change	4.23	0.67	Very High
Planfulness	4.25	0.61	Very High
Using resources	4.21	0.69	Very High
Intentional behavior	4.24	0.55	Very High
Overall	4.23	0.64	Very High

Level of Life Skills Ability

Presented in Table 3 are the mean scores for the indicators of Life Skills Ability, with an overall mean score of 4.22, which is described as high with a standard deviation of 0.69. The very high level could be attributed to the high rating given by the respondents on most indicators in terms of teamwork, goal setting, time-management, emotional skills, communication, social skills, leadership, and problem solving.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: a mean of 4.28 or very high for emotional skills with the standard deviation of 0.71; 4.28 or very high for leadership with a standard deviation of 0.65; a mean of 4.26 or very high for problem solving with a standard deviation of 0.61; 4.25 or very high for social skills with a standard deviation of 0.69; 4.23 or very high for goal-setting with a standard deviation of 0.57; 4.22 or very high for time-management with a standard deviation of 0.63; 4.19 or high for communication with standard deviation of 0.72; and a mean of 4.16 or high for teamwork with a standard deviation of 0.63.

Table 3. Level of Life Skills Ability

Indicators	Mean	SD	Descriptive Equivalent
Teamwork	4.16	0.63	High
Goal setting	4.23	0.57	Very High
Time Management	4.22	0.63	Very High
Emotional skills	4.28	0.71	Very High
Communication	4.19	0.72	High
Social skills	4.25	0.55	Very High
Leadership	4.28	0.61	Very High

Problem solving	4.26	0.61	Very High
Overall	4.22	0.69	High

Significance of the Relationship between Social Support and Life Skills Ability

One crucial purpose of this study is to determine whether social support has a significant relationship with life skills ability. Spearman’s rho correlation was used to determine the correlation between the two variables. The results of the computation are shown in Table 4. Likewise, the results revealed that social support and life skills ability have a significant relationship.

This result is due to a p-value of < .001, which is less than the 0.05 level of significance. Hence, this leads to the decision that the null hypothesis which stated that there is no significant relationship between social support and life skills ability, is rejected. Moreover, the obtained Spearman value of 0.94 further means that there is a very strong positive correlation between personal growth initiative and life skills ability.

Table 4. Significance in the Relationship Between Social Support and Life Skills Ability

	Spearman rho	p-value
Social Support-Life Skills Ability	0.94	<.001

Significance of the Relationship Between Personal Growth Initiative and Life skills Ability

Another crucial purpose of this study is to determine whether personal growth initiative has a significant relationship with life skills ability. Spearman’s correlation was used to determine the correlation between the two variables. The results of the computation are shown in Table 5.

Likewise, the results revealed that personal growth initiative and life skills ability have a significant relationship. This result is due to a p-value of < .001, which is less than the 0.05 level of significance. Hence, this leads to the decision that the null hypothesis, which stated that there is no significant relationship between personal growth initiative and life skills ability, is rejected. Moreover, Spearman’s rho values of 0.90 indicate that there is a very strong correlation between personal growth initiative and life skills ability.

Table 5. Significance in the Relationship Between Personal Growth Initiative and Life Skills Ability

	Spearman rho	p-value
Personal Growth Initiative-Life Skills Ability	0.90	<.001

Multiple Regression Analysis on the Influence of the Social Support to the Life Skills Ability

Presented in Table 6 is the regression analysis on the influence of social support on the students’ life skills ability. The table shows a computed F-value of 26.69 and a p-value of <.001, indicating that social support significantly influences students’ life skills ability since the p-values are less than the 0.05 significance level. The coefficient of determination (R²) of 0.381 connotes that 38.1% of students’ life skills ability is explained by social support. In comparison, the remaining 60.8% is attributable to other factors not included in the study.

Table 6. Multiple Regression Analysis on the Influence of Social Support to Life Skills Ability

Social Support	Coefficient	t-value	p-value	Decision $\alpha=0.05$
Appraisal	0.303*	2.946	.004	H ₀ is rejected

Support				
Tangible Support	0.258*	2.860	.005	H ₀ is rejected
Self-Esteem	0.298*	2.899	.005	H ₀ is rejected
Belonging Support	0.287*	2.80	.005	H ₀ is rejected
Dependent Variable: Life skills ability				

*P<0.05 R=0.617 R²=0.381 f-value =26.69 p-value<.001

Multiple Regression Analysis on the Influence of the Personal Growth Initiative to the Life skills Ability

Presented in Table 8 is the regression analysis on the influence of personal growth initiative on the students' life skills ability. The table shows a computed F-value of 14.56 and a p-value of < .001, indicating that personal growth initiative significantly influences students' life skills ability since the probability value is less than the 0.05 significance level. The coefficient of determination (R²) of 0.311 connotes that 31.1% of students' life skills ability is explained by personal growth initiative. In comparison, the remaining 60.9% is attributable to other factors not included in the study.

Table 8. Multiple Regression Analysis on the Influence of Personal Growth Initiative to Life Skills Ability

Personal Growth Initiative	Coefficient	t-value	p-value	Decision a=0.05
Readiness for change	0.239*	2.849	.005	H ₀ is rejected
Planfulness	0.252*	2.371	.019	H ₀ is rejected
Using Resources	4.219*	2.652	.009	H ₀ is rejected
Intentional Behavior	4.247*	2.313	.022	H ₀ is rejected
Dependent Variable: Life skills ability				

*P<0.05 R=0.557 R²=0.31 f-value =14.56 p-value<.001

DISCUSSIONS

Level of Social Support

The results indicate that respondents demonstrated a high level of perceived social support across appraisal support, belonging support, and tangible support, as well as a high level of self-esteem. This suggests that

participants generally experienced strong emotional affirmation, a sense of connection with others, and access to practical assistance. Existing research emphasizes that social support functions as a protective factor that enhances psychological well-being and reinforces positive self-perceptions (Feeney & Collins, 2021). When individuals perceive that others value their contributions and provide constructive feedback, they are more likely to internalize a stable and positive sense of self-worth.

Appraisal support and belonging support appear to contribute meaningfully to the development of self-esteem. Appraisal support, which involves encouragement and affirming feedback, helps individuals evaluate themselves more positively and develop confidence in their abilities. Similarly, belonging support fosters a sense of acceptance and inclusion, which is essential for healthy self-concept formation. Recent studies highlight that feelings of connectedness and interpersonal validation are strongly associated with higher self-esteem and overall psychological adjustment (Orth & Robins, 2022). When individuals feel that they matter within their social environment, their perception of personal value is strengthened.

Tangible support also plays an important role in reinforcing self-esteem. Access to concrete assistance during times of need can reduce stress and increase feelings of security, allowing individuals to focus on growth and achievement. Current literature suggests that practical support enhances coping capacity and contributes to positive self-evaluations by reducing perceived barriers to success (Taylor, 2020). Overall, the consistently high levels of social support and self-esteem suggest that a supportive environment characterized by affirmation, belongingness, and practical help serves as a strong foundation for maintaining healthy self-worth.

Level of Personal Growth Initiative

The results show that respondents demonstrated a very high level of Personal Growth Initiative across all indicators, including readiness for change, planfulness, use of resources, and intentional behavior. This suggests that participants are highly proactive in managing their learning processes and adapting to academic demands. Contemporary perspectives on self-directed learning emphasize that learners who are open to change and prepared to adjust their strategies are more likely to succeed in dynamic educational environments (Morris & Rohs, 2021). A strong readiness for change reflects flexibility, resilience, and a willingness to improve, all of which are essential characteristics of effective learners.

The very high level of planfulness further indicates that respondents are deliberate in organizing their academic tasks and setting structured approaches to achieve their goals. Planful learners tend to anticipate challenges, allocate time efficiently, and implement systematic strategies, which enhance both performance and motivation. Research highlights that structured planning and strategic action are central components of self-regulated learning and are strongly associated with sustained academic engagement (Zimmerman, 2020). When students intentionally design their learning pathways, they are more likely to remain focused and committed to their objectives.

Moreover, the strong demonstration of using resources and intentional behavior suggests that respondents actively seek support, tools, and information necessary for academic success. Effective utilization of available resources reflects independence and responsibility, while intentional behavior indicates purposeful decision-making aligned with learning goals. Recent literature underscores that learners who intentionally engage with supportive resources and take ownership of their actions exhibit higher persistence and adaptive learning outcomes (Broadbent & Poon, 2021). Overall, the very high levels across all indicators point to a student population that is highly self-directed, strategic, and motivated in navigating their educational experiences.

Level of Life Skills Ability

The findings indicate that respondents demonstrated a generally high to very high level of Life skills ability across all indicators, with an overall high level. This suggests that the participants possess well-developed interpersonal, intrapersonal, and cognitive competencies necessary for effective academic and social functioning. Present research emphasizes that soft skills are essential for holistic student development, as they enhance adaptability, collaboration, and long-term success beyond purely academic knowledge (Succi & Canovi, 2020).

The overall high level reflects a student population that is socially and emotionally equipped to navigate complex learning environments.

Notably, goal setting, time management, emotional skills, social skills, leadership, and problem-solving were all demonstrated at a very high level. Strong goal-setting and time-management abilities indicate that students can organize tasks and direct their efforts toward meaningful objectives, which are central components of self-regulated learning (Zimmerman, 2020). Similarly, very high emotional skills and social skills suggest that respondents can manage their emotions effectively and interact constructively with others. Emotional competence has been consistently linked to improved academic engagement and interpersonal relationships (MacCann et al., 2020). Furthermore, strong leadership and problem-solving skills reflect students' capacity to take initiative, make sound decisions, and address challenges strategically, which are critical competencies in collaborative and academic settings.

Meanwhile, teamwork and communication were rated at a high level, indicating that students are generally capable of cooperating with peers and expressing ideas effectively. Effective communication and collaboration are foundational skills that promote group productivity and mutual understanding (Succi & Canovi, 2020). Although slightly lower than other domains, these skills remain well-developed and contribute significantly to students' overall competence. Collectively, the results suggest that respondents possess a balanced profile of soft skills, positioning them to perform effectively in academic tasks, collaborative activities, and leadership roles.

Significance of the Relationship Between Social Support and Life Skills Ability

The findings revealed a statistically significant and very strong positive relationship between social support and life skills ability among students. This indicates that as students perceive greater support from their social environment, their ability to demonstrate essential life skills also increases. The strength of the relationship suggests that social support is not merely a complementary factor but a central element in fostering students' personal and social competencies. Supportive interactions provide encouragement, validation, and guidance, which enable students to develop confidence in applying life skills in academic and social contexts.

This strong association aligns with the previous research emphasizing that social support plays a critical role in youth development. Feeney and Collins (2021) explain that supportive relationships promote thriving by enhancing individuals' capacity to cope, adapt, and grow. For students, feeling supported by significant others can create a secure foundation that encourages exploration, responsible decision-making, and skill refinement. Similarly, evidence from school-based developmental research highlights that positive relational environments significantly contribute to the development of socio-emotional and behavioral competencies (Taylor et al., 2020). These findings reinforce the idea that life skills are cultivated within relational contexts rather than in isolation.

Overall, the results underscore that social support and life skills ability are closely interconnected among students. The stronger the perceived support system, the greater the likelihood that students will demonstrate competence in navigating academic and real-life challenges. This emphasizes the importance of nurturing supportive environments in schools and communities, as such contexts serve as critical platforms for strengthening students' holistic development.

Significance of the Relationship Between Personal Growth Initiative and Life Skills Ability

The findings indicate a statistically significant and very strong positive relationship between personal growth initiative and life skills ability among students. This suggests that students who actively pursue personal development and take initiative in improving themselves tend to demonstrate competence in higher life skills. The results highlight that proactive engagement in personal growth is closely tied to the acquisition and effective application of essential skills, including problem-solving, decision-making, and adaptive functioning. When students are motivated to develop themselves intentionally, they are more likely to translate that motivation into practical life skills.

This strong association aligns with contemporary research emphasizing the role of personal growth initiative in fostering holistic development. Studies show that individuals who take responsibility for their learning and

personal development are more resilient, adaptive, and capable of managing challenges in both academic and social contexts (Robitschek et al., 2020). For students, seeking opportunities for growth enhances self-efficacy and reinforces their ability to apply competencies effectively. Personal growth initiative not only drives skill acquisition but also promotes confidence and self-directedness, which are critical components of life skills development.

Overall, the results underscore that personal growth initiative and life skills ability are closely interrelated among students. Those who exhibit a proactive attitude toward self-improvement are better equipped to navigate complex academic, social, and personal situations. This finding reinforces the importance of encouraging students to take initiative in their personal development, as doing so strengthens both their capabilities and readiness to face real-world challenges.

Significance on the Influence of Social Support on Life Skills Ability

The multiple regression analysis indicates that social support significantly influences students' life skills ability. Students who perceive higher levels of appraisal support, tangible support, belonging support, and self-esteem demonstrate stronger competencies in problem-solving, communication, leadership, and adaptive functioning. This emphasizes that social support serves as a foundational resource for the development and application of life skills, enabling students to navigate academic and social challenges effectively (Feeney, 2021).

Appraisal support, which involves constructive feedback and recognition, reinforces students' confidence in their abilities and motivates them to engage in skill-building activities (Collins, 2021). Tangible support provides practical resources and assistance that allow students to apply and practice their life skills in real-life scenarios, fostering competence and independence (Taylor, 2020). Belonging support creates a sense of inclusion and connectedness, encouraging students to participate actively in collaborative and group learning experiences (Oberle, 2020). Self-esteem, as an internalized form of support, strengthens students' belief in their capability, which promotes intentional and confident engagement with tasks and interpersonal challenges (Orth, 2022).

Overall, the results highlight that social support is a significant predictor of students' life skills ability and accounts for a substantial proportion of the variance in skill development. These findings reinforce the importance of creating educational environments that provide affirmation, practical assistance, and a sense of community, as such environments cultivate students' holistic growth and readiness to meet academic and social demands (Robitschek, 2020). Institutions and educators should therefore prioritize strategies that enhance both relational and psychological support to optimize students' life skills development.

Significance on the Influence of Personal Growth Initiative on Life Skills Ability

The multiple regression analysis indicates that personal growth initiative significantly influences students' life skills ability. The findings suggest that students who actively pursue personal development, demonstrate initiative, and take responsibility for their growth tend to exhibit stronger competencies in problem-solving, communication, leadership, and adaptive functioning. This highlights the central role of proactive self-improvement in enhancing students' capacity to navigate academic and social challenges effectively (Robitschek, 2020). Students with higher personal growth initiative are more likely to engage intentionally with learning experiences, translating motivation into practical skill development.

The relationship between personal growth initiative and life skills ability aligns with research emphasizing that students who set personal goals, plan strategically, and act with purpose develop higher levels of competence and confidence. Studies show that proactive learners demonstrate resilience, adaptability, and self-efficacy, all of which are critical for applying life skills in real-world situations (Dweck, 2020). Furthermore, personal growth initiative fosters a mindset oriented toward learning, persistence, and reflective action, enabling students to continuously refine their abilities and make informed decisions in academic and social contexts (Robbins et al., 2021).

Overall, the results underscore that personal growth initiative is a significant predictor of life skills ability among students, accounting for a substantial portion of the variance in skill development. While other factors contribute

to life skills acquisition, students' active engagement in their own growth and development is a powerful determinant of competence. These findings support the importance of fostering programs and strategies that encourage initiative, goal-directed behavior, and self-reflection within educational settings to enhance students' holistic development (Pintrich, 2022).

CONCLUSION

The study confirms that both social support and personal growth initiative significantly influence students' life skills ability. Students who perceive higher levels of support whether through appraisal, tangible resources, belonging, or self-esteem which tend to exhibit stronger competencies in problem-solving, communication, leadership, and adaptive functioning. Similarly, students who actively engage in personal growth initiative, and take responsibility for their development, show higher levels of life skills. These findings highlight that life skills development is not solely dependent on individual traits but is closely shaped by relational and environmental factors that provide encouragement, resources, and opportunities for practice.

Overall, the results underscore the importance of fostering supportive environments and promoting proactive personal development among students. By integrating social support systems and encouraging goal-directed, intentional learning behaviors, educational institutions can enhance students' holistic growth and readiness to navigate both academic and real-world challenges. The study reinforces the perspective that life skills are cultivated through the combined influence of internal motivation and external support, emphasizing the need for interventions that address both dimensions to optimize student development.

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