

Social Support and Academic Performance of Bachelor of Arts in Economics Students in a State University in the Philippines

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ABSTRACT

The study determined the social support and academic performance of the Bachelor of Arts in Economics students in a State University in the Philippines. The study utilized the descriptive and correlational research designs. The respondents of the study were the 172 students enrolled in the program, determined using stratified random sampling. In analyzing the data, frequency, weighted mean, and multiple regression were used. Results revealed that the level of social support received by students indicated by family support, peer support, and mentor support is high. The academic performance indicated by the General Weighted Average is average. The multiple regression analysis revealed that, social support influenced the academic performance of students. Among the indicators of social support, peer support and mentor support, significantly influenced the academic performance of students. Mentor support was noted to be the best indicator of academic performance. Indeed, social support abetted students to achieve favorable academic performance.

INTRODUCTION

College students face many challenges, including developing social support networks, meeting diverse academic needs, and managing their personal and social needs involved in the college experience (Arnett, 2015). The process of adjusting to the university environment can be stressful and stressful for many students, which can lead to emotional disturbances, depression, and poor academic performance (China, 2015).

According to Lu, Perey, Zhao, and Tang (2021) social support is a construct with multiple dimensions that can be addressed at multiple levels.

Social support can be helpful in managing life stress, physical and mental illness, illness, feelings of loss or loneliness, academic performance, youth depression, and behavioral outcomes (Soe, 2020).

Academic performance, also known as academic achievement, is recognized as a key component of educational quality and is known to be the result of education (Hakimi 2011). At the postsecondary level, undergraduate students' academic success is typically expressed in terms of grade point average (GPA) (Kuh, 2011). According to Mackinson (2011), the ability to significantly improve the social, educational and mental health outcomes of adolescents depends on the effectiveness of social support in educational inclusion.

Consequently, this study aimend to determine the Level of Social support in terms of family support, peer support, and mentor support and the level of academic performance in terms of General Weighted Average (GWA) of Bachelor of Arts in Economics students in a State University in. Moreover, to determine if social support has a significant influence on the academic performance of Bachelor of Arts in Economics students in a State University in the Philippines.

LITERATURE REVIEW

Social support

Social support underscores the feeling of being cared and valued by people within one's social network and positively impacts over-all wellbeing (Taylor, 2011). Social support is measured in different ways but it is mostly through perceived social support that this is measured and denotes a feeling of being taken cared by significant individuals (Taylor, 2011). Social support is important to students' well-being. This is one of the factors that affects student performance. (Dzulkifli, 2011).

According to (Kong, 2021), social support can result to positive relations within a social network, positive emotions, and creates an avenue for improved performance in one's daily task and endeavors. Social interaction is the defining factor that sets social commerce apart from other online commercial endeavors (Cohen & McKay, 2020). Moreover, it encompasses the subjective sense of acceptance, love, and personal value, providing assistance in coping with various challenges including stress, mental and physical health issues, mortality concerns, feelings of isolation, academic performance, adolescent depression, and behavioral outcomes (Soe, 2020).

Social support stands as a crucial concept that has been scrutinized for its role in mediating the association amid acculturation anxiety and the academic and emotional change of individuals (Lashari, 2018). Today, it is more imperative than ever to comprehend the factors influencing students' success in college and their likelihood of graduating (Guthrie, 2020).

Relationships with family, friends, and fellow organization members can play a role in fostering social integration (Kent, Uchino, Trettevik, Cronan, & Hogan, 2018). Researchers also explore determining the optimal level of social support for individuals (Taylor, 2011; Krpoun, 2012). Social support encompasses any form of aid that moves through and originates from social connections (Waite, 2018).

In some, social support is seen as the assistance accessible to an individual through their societal bonds with others, groups, or the broader community, and once more, this assistance can take various forms and durations (Waite, 2018). Social support is commonly examined in terms of instrumental aid, emotional backing, guidance or knowledge, financial assistance, caregiving, moral reinforcement, and interpersonal ties (Waite, 2018). Indeed, social relationships hold enough sway that their perceived quality in an individual's life is on par with conventional risk causes like smoking, blood pressure, and physical activity (Uchino, 2018).

Family Support

Family support not only influences students' cumulative scores but also impacts the overall trajectory (slope) and consistency (variability) of their GPA scores across different semesters (Cheng, Ickes, & Verhofstadt, 2012). Koetsenruijter (2014) highlights that students typically anticipate receiving more support from their family members compared to their peers. Family support is regarded as a crucial predictor of academic success, particularly because coping with the demands of academia can be inherently stressful, making family support highly beneficial and supportive in facilitating students' coping mechanisms and positive adjustment (Cheng, Ickes, & Verhofstadt, 2012). Additionally, family social support fulfills fundamental needs for acceptance, belonging, and love. Consistent evidence suggests that family social support can significantly reduce feelings of depression and loneliness (Cheng, Ickes, & Verhofstadt, 2012).

According to Cheng (2012), family support emerges as a significant predictor of academic achievement within the familial context. DeFauw (2018), further underscores the importance of family support in a college setting, where students often rely on various forms of support from family members, including financial, emotional, and spiritual assistance. Parents play a pivotal role in fostering their children's development by granting them the freedom to explore and express themselves, thereby encouraging their creativity (Chohan & Khan, 2010).

Additionally, parental support, encompassing social, economic, emotional aspects, along with socioeconomic status, significantly influences students' academic achievement at the secondary level (Kausar, 2022). Recent

years have seen an increase in parental involvement in their children's education, leading parents to continue supporting their college-aged children (Edelman, 2013). Throughout the college transition and the subsequent four years, parents often provide emotional support to their children (Sax & Weintraub, 2014).

Furthermore, parents frequently engage in socializing their children, providing them with opportunities to discuss their college experiences, both positive and negative, and seek advice when needed (Weidman, 2014; Edelman, 2013). Studies have shown that university students often experience high levels of stress related to academia, and they frequently turn to their families for support, rather than seeking assistance from friends (Wintre, 2011; Flowers III, 2015). This underscores the importance of parental social support in aiding students' adjustment to the challenges of college life.

Peer Support

According to John, Page, Martin, and Whittaker (2018), peer support interventions for university students have been identified as beneficial. Peer support entails individuals belonging to the same societal group, typically based on age, grade, or status. This support fosters feelings of empowerment, motivating individuals in their activities (Ketokivi, 2013). Peer support can alleviate feelings of loneliness and isolation within a group, while also enhancing social competence, acceptance, and the management of chronic conditions (Kyngas, Kroll & Duffy, 2009).

Consistent evidence suggests that peer support can help alleviate individual stressors (Salvy, Bowker, Germeroth, & Barkley, 2012). Peer social support addresses emotional encouragement, aligning with the Health Promotion Model. Peer educators play various roles in providing academic support to their peers, yielding significant positive effects on student learners (Latino & Unite, 2012). However, peer support may have a dual impact on school engagement among students in priority education areas (Sicard et al., 2022). Additionally, research indicates a positive effect for both the recipient and provider of support (Morris & Morris, 2012).

According to Miyamoto (2012), social support provides an avenue for knowledge acquisition just like learning the value of responsibility and interdependence among members of a group. It provides young people the way for understanding group behavior (Putri, 2020). In college settings, peer support can take various forms, including emotional, informational, motivational, and venting support. Compared to other sources of support, peer support may be more readily available and relatable to individuals (Thompson & Mazer, 2009). Additionally, social support helps individuals learn more by allowing them to feel encouraged by the people around them (Altermatt, 2019; Beachboard, Li, & Adkison, 2011; Marley & Wilcox, 2021; Richardson et al., 2012; Schenkenfelder, 2020). Moreover, engagement among students and the feeling of belongingness in classroom and school allows students to excel (Niemic & Ryan, 2009).

Olalekan (2016) stated that when students and children in general receives social support, they can perform better in any given tasks in school,

which can help them do more and achieve greater potential. However, understanding the dynamics of peer pressure, as noted by Zhang (2010), remains challenging, and the full consequences of peer pressure on academic life have yet to be fully understood. Parental lack of supervision during adolescence may contribute to the generation of peer pressure, as adolescents often prefer the company of their peers and spend significant time with them (Vangie, Cherry, Divine, & Jerald, 2019).

Mentor/Professor Support

Teacher support plays a significant role in fostering positive relationships between teachers and students. Teachers who demonstrate support for their student's exhibit care and concern, leading students to reciprocate this sentiment and respect classroom norms (Longobardi, Prino, Marengo, & Settanni, 2016). Students require a sense of being cared for and valued by their teachers to fully involve in educational undertakings and achieve their greatest performance. Federici and Skaalvik (2014) noted that when they feel supported by their educators they can perform better.

Teacher support is manifested through various actions, including encouragement, assistance, goal-setting, rule-setting, fair treatment, and allowing students to make choices (Wang & Holcombe, 2010). Moreover, teacher support is related by well welfare outcomes for students, both within and outside of school. Suld (2013) found that social support from teachers contributes to greater student well-being, accounting for a significant portion of the variation in subjective well-being. Similarly, Guess and McCane-Bowling (2016) when teachers give proper support, students become happy and performs well in school.

Moreover, teachers can enhance student outcomes by offering feedback on their performance (Lipko-Speed, Dunlosky, & Rawson, 2014). Overall, engagement allows for students to grow by learning with peers and teachers. When students feel cared for and supported by their teachers, they are more likely to engage fully in learning activities and achieve their academic potential (Federici & Skaalvik, 2014). The teacher-student relationship serves as a crucial mechanism for promoting student engagement, motivation, and resilience (Reeve, 2012; Hu, 2022).

By fostering a supportive and positive learning environment, teachers can encourage students to devote significant effort to their learning process, boost their self-confidence, and cultivate positive attitudes towards the subject matter (Hejazi & Sadoughi, 2022; Pianta, 2012; Rice, 2013). Additionally, teacher support plays a role in nurturing students' positive achievement emotions, further enhancing their academic experiences (Hejazi & Sadoughi, 2022).

Therefore, it is imperative for teachers to establish and maintain friendly and positive relationships with their students, offering them substantial support to foster their academic achievement. Supportive school administrators play a critical role in facilitating teachers' personal and professional development, providing motivation, ensuring effective teaching environments, and leading with a collaborative attitude by involving staff in

decision-making processes (Argon, 2014). Academic support entails students feeling encouraged by their teachers and receiving appropriate information, guidance, or assistance to match their learning abilities (Atlay, Tieben, Fauth, & Hillmert, 2019). When teachers provide academic support, they create an environment where students feel capable of mastering tasks and are motivated to engage in learning activities. Additionally, social support from teachers involves nurturing positive relationships, fostering a sense of belonging, and providing emotional support to students (Roorda et al., 2017). This social support helps students feel valued and supported within the classroom community, contributing to their overall well-being and academic success.

Academic performance

According to York, Gibson, and Rankin (2015) GWA is widely used to measure academic performance of students (Cachia, Lynam, & Stock, 2018). Being successful academically makes greater chances in employability (Lynam & Cachia, 2017). Further, students who perform better in school are mostly supported by family and peers (Attewell, Heil, & Reisel, 2011; Bellur, Nowak, & Hull, 2015).

Academic performance has two different views which allows it to be analyzed based on students' capability and competence (Faghihi, 2009). Various factors determine students' academic performance, like teacher competence, availability of state of the art amenities and facilities among others (Al-Hadrami & Morris, 2014; Eze & Osuyi, 2016).

Academically, one can explore different ways to improve performance, one of these is finding the right people who can provide support (Huston, 2019). Innovative approaches in higher education institutions, such as implementing new organizational methods, processes, and products, have a significant impact on institutional activities and stakeholders (Elrehail et al., 2018).

Furthermore, the environment in which people work and study affects the quality of learning, including the people around them (Chiasson, 2015). Higher education institutions are responsible for teaching, research, and service, with high institutional support for teachers being associated with increased student satisfaction and academic performance (Ahmed, Ismail, Amin, & Islam, 2014).

Effective academic performance encompasses various factors like behavior, reports of teacher, and involvement (Bernal, Balderas, & Rodriguez, 2018). Excellence in academic provides our society a better chance to ensure a bright future (Jurdi & Rasheed, 2019).

Social Support to Academic Performance

The literature highlights the significant impact of social support on academic performance. Asgari & Nakl zadeh (2011) suggest that social support contributes to individuals' confidence and self-confidence, which can positively influence their willingness to try new things and ultimately enhance their satisfaction with life. Additionally, Turkpour & Mehdinezhad (2016) indicate

that socialization, which often involves social support networks, plays a crucial role in predicting students' adaptation to college life.

Soe (2020) emphasizes the multifaceted benefits of social support, including its role in coping with various stressors such as mental illness, physical illness, and feelings of loneliness. According to King, Stamps, and Hawkins (2010), strong relationship between parents and their children paves a way for better learning performance, strong personality, and happiness. King and Sobolewski (2010) said that with good parent-child relationship, children can grow as behave and disciplined adults ready to excel in academics and other endeavors.

Various studies, as cited by Utami (2022), Tran (2020), and Castillo (2020), provide empirical evidence supporting the positive impact of parental involvement in education on students' academic success. Children who are cared by their parents excels academically as evident by their higher scores in tests and continuous to do good in different tasks given by teachers (Cusinato, 2020).

Parents being involved in their children's education positively influence them to do better (Romero, Gonzalez, Ibanez, & Hernandez, 2020) Helping children to do their homework and task help improves outputs of children (Collison, Lewis, Reid, Matthews, Sebire, Thompson, & Jago, 2019). Consequently, better academic performance is achieved (Utami, 2022)

Peer helper in education help improves the performance of other students (Latino, & Unite, 2012). The more the environment provides support, the more it becomes conducive for students to learn and grow. (Putri, and Nursanti, 2020). Hence, providing peer support to others is vital to ensuring their growth (Sousa, 2014).

METHODOLOGY

The study used the descriptive and correlational research designs. Correlational type of design studies variables and their assumed relationship (Bhandari, 2022), which in this study, the level of social support and academic performance of Bachelor of Arts in Economics students in a state university in the Philippines.

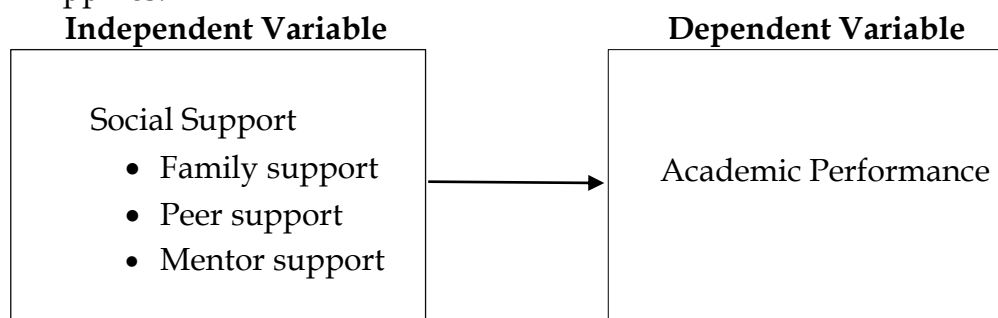


Figure 1. The Research Conceptual Framework

Using stratified random sampling, the respondents of the study were the 172 students taking Bachelor of Arts in Economics program in a State University in the Philippines. The study utilized a survey questionnaire

adapted from Blizzard (2022) as the main instrument in data gathering. The questionnaire was validated by experts in the field of economics and educational management with a validation score of 3.5 which means that “it meets expectations”. The reliability was also tested with a Cronbach alpha coefficient of 0.854, which indicated that it is reliable. In the data analysis, weighted mean and Multiple Regression analysis were used. The Multiple Regression analysis develop predictions for the issue by using the relationship between two or more variables that have cause-and-effect relationships (Uyanık, & Güler, 2013). According to More and Wong (2006) a single dependent variable and several independent variables can be analyzed using the statistical technique known as multiple regression.

RESEARCH RESULT

Table 1. Level of Social Support Received by the Bachelor of Arts in Economics Students in a State University in the Philippines

Indicator	SD	Mean	Descriptive Level
Family support	0.58	3.69	High
Peer Support	0.54	3.90	High
Mentor Support	0.64	3.37	High
Overall	0.48	3.65	High

Results on the level of social support of Bachelor of Arts in Economics students shows that the overall mean score is 3.65 with a standard deviation of 0.58, described as high which means that the students received support from family, peers, and mentors. Among the indicators 3.90 got the highest rating for students with a mean score of 3.90 and a standard deviation of 0.54, described as high.

Table 2. Academic Performance of Bachelor of Arts in Economics Students in a State University in the Philippines in terms of General Weighted Average

Year Level	General Weighted Average	Descriptive Level
1 st year	1.90	Above Average
2 nd year	2.30	Average
3 rd year	1.91	Above Average
4 th year	2.11	Average
Over All	2.05	Average

Results on the *academic performance* of the BA Economics students reveal that, the highest *academic performance* in terms of GWA is received by the first year with 1.90, interpreted as *above average*. On the other hand, the lowest *academic performance* with in terms of GWA, is received by the fourth year with

2.11, interpreted as average. The over all mean of their GWA is 2.05, interpreted as *average*.

Table 3. Regression Analysis between Social Support and Academic Performance of Bachelor of Arts in Economics Students in a State University in the Philippines

Academic Performance					
Social Support	<i>B</i>	Std. Error	β	<i>t</i>	<i>Sig.</i>
(constant)	81.709	1.489		54.891	0.000
Family Support	0.209	0.318	0.052	0.657	.512
Peer Support	0.710	0.318	0.171	2.234	0.027
Mentor Support	0.933	0.306	0.237	3.045	0.003
R	0.349				
R ²	0.122				
ΔR	0.456				
F	7.789				
p	0.000				

a. Dependent Variable: GWA

The analysis reveals that when family support, peer support, and mentor support are regressed with academic performance, it generates a computed R2 value or coefficient of determination value of 0.122, meaning 12.20 percent of the variance of academic performance is attributed to social support. This means that 87.80 percent of the variation can be attributed to other variables not covered in the study. As revealed in the F-value of 7.789 (p<0.01). Social support influenced academic performance. The result is significant hence the null hypothesis of no significant influence is rejected.

Moreover, on a singular capacity of the indicators- peer support, and mentor support significantly influence the academic performance of Bachelor of Arts in Economics students with their p- values < 0.05. Additionally, mentor support was noted to be the best predictor of academic performance based on the beta standardized coefficients.

DISCUSSION

Level of Social Support Received by the Bachelor of Arts in Economics Students in a State University in the Philippines

The significantly high level of social support received by the Bachelor of Arts in Economics students indicated by family support, peer support, and mentor support implies that students are highly provided with needed social support.

According to (Kong, 2021), social support can lead to higher quality relationships, positive affective reactions, and increased individual performance and can buffer the negative effects of stressful demands. When students feel valued and cared for, this will enhance their achievement and fully engage in learning activities and perform at their best, as students who feel supported feel

more motivated about school and perform at higher levels (Federici & Skaalvik, 2014).

Academic Performance of Bachelor of Arts in Economics Students in a State University in the Philippines in terms of General Weighted Average

The average level of academic performance of Bachelor of Arts in Economics students indicated by their GWA implies that they are able to achieve favorable academic performance given the academic demands of their studies.

Students perceive assessments as beneficial to their learning if they are explicitly aware of how they build on their current skill set and their relevance to their future career (Lynam & Cachia, 2017). Consequently, there exists variation in academic performance across different academic years and first-year students tend to achieve the highest academic performance, while fourth-year students exhibited the lowest academic performance since they carry more specialized and advanced subjects (Smith & Johnson, 2019).

Regression Analysis between Social Support and Academic Performance of Bachelor of Arts in Economics Students in a State University in the Philippines

The R² value or coefficient of determination value shows that the combined indicators of social support have 12.20% influence on the academic performance and 87.80 % come from other factors that are not covered by this study. Hence, the regression analysis provides clearer view of the relationship that exist between the variables.

Consequently, based on the regression analysis, social support is found to have strong influence with academic achievement having a p- value of < 0.05. In the singular capacities of the indicators, it showed that two of them, specifically peer support and mentor support significantly influence the dependent variable, namely academic performance. Additionally, mentor support was noted to be the best predictor of academic performance based on the beta standardized coefficients.

CONCLUSIONS AND RECOMMENDATIONS

The level of social support indicated by family support, peer support, and mentor support is high. Further, their academic performance indicated by the General Weighted Average is average. The indicators of social support, peer support and mentor support, significantly influence the academic performance of Bachelor of Arts in Economics students. Mentor support was noted to be the best predictor of academic performance.

The Bachelor of Arts in Economics administrators, may strengthen mentorship programs within the academic institution. This could involve providing additional training and resources for mentors, matching students with suitable mentors based on their needs and interests, and fostering meaningful mentor-mentee relationships. Further, while the level of peer support is already high, encouraging collaborative learning environments, group study sessions, and peer tutoring programs can further strengthen peer support networks and contribute to improved academic performance among students. Further, the program can offer workshops or information sessions for families to understand

the importance of their support in the BA Economics students' academic journey and provide resources for families to actively engage in supporting students' education. Recognizing the significant influence of social support on academic performance, the Bachelor of Arts in Economics program should consider integrating social support initiatives into its academic activities like peer mentoring, team building, family day, and other related initiatives.

ADVANCED RESEARCH

The study is limited to the analysis of the significant influence of social support indicated by family support, peer support, and mentor support to academic performance indicated by GWA. Consequently, similar studies may be conducted to determine other variables that influence the academic performance of Bachelor of Arts in Economics students.

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