

**SOCIAL SUPPORT IN RELATION TO THE FINANCIAL STABILITY AND
WELL-BEING OF STUDENT BENEFICIARIES IN ASENSO PAMILYA:
ONE FAMILY, ONE PROFESSIONAL PROGRAM**

A Research Presented to

the College of Education

Misamis University

Ozamiz City

In Partial Fulfillment

of the Requirements for Social Studies 20

Bachelor of Secondary Education

Major in Social Studies

by

EMARIE EUNICE B. GUARESMA

JUSTINE P. VAPOR

2024

APPROVAL SHEET

This thesis entitled, "**SOCIAL SUPPORT AND FINANCIAL STABILITY IN RELATION TO THE WELL-BEING OF STUDENT BENEFICIARIES IN ASENSO PAMILYA: ONE FAMILY, ONE PROFESSIONAL PROGRAM**" prepared and submitted by **EMARIE EUNICE B. GUARESMA, AND JUSTINE P. VAPOR**, in partial fulfillment of the requirements for the degree of Bachelor in Secondary Education major in Social Studies, has been examined and is recommended for acceptance and approval for Oral Examination.

NELPA N. CAPIO
Adviser

Approved by the Thesis Committee on Oral Examination with a grade of _____.

GENELYN R. BALUYOS
Chairman

JAME S. BAZAR
Member

CHLOE R. ADORNA
Member

Accepted and approved in partial fulfillment of the requirements for the degree
Bachelor in Secondary Education major in **Social Studies**.

GENELYN R. BALUYOS, EdD
Dean, College of
Education

ACKNOWLEDGEMENT

The researchers would like to express our gratitude to all those who helped us complete this research successfully.

The researchers sincerely thank the research instructor, Mrs. Genelyn R. Baluyos, for her guidance, mentorship, and continuous support throughout the research process.

To the research adviser, Mrs. Nelpa N. Capio, for her expertise and valuable suggestions to make this research successful.

The researchers' families for their moral and financial support.

Classmates, for their support and encouragement. Above all, thanks to the Almighty God, whom all wisdom, understanding, and strength came from, and for the guidance He bestowed upon the researchers.

Emarie & Justine

DEDICATION

We humbly dedicate this research to our beloved Almighty God,
whose guidance, protection, strength, wisdom, and knowledge
have been our steadfast companions throughout this journey.

To our cherished families, who have been our endless source of inspiration,
motivation, and unwavering support, we offer our deepest gratitude and love.

We also extend our heartfelt appreciation to our siblings, relatives, mentors,
friends and classmates whose words of encouragement have propelled us
forward with renewed determination in this endeavor.

Emarie & Justine

ABSTRACT

This study investigated the relationship of social support to the financial stability and well-being of student beneficiaries in Asenso Pamilya: One Family, One Professional Program at a selected tertiary school in Ozamiz City during the school year 2023-2024. This study employed a descriptive-correlational research design, and respondents were chosen using purposive sampling. A total of one hundred sixty-nine (169) respondents were given survey forms. Financial Stability Questionnaire, Social Support Questionnaire, and Student Well-being Questionnaire were used as instruments in gathering the data that were analyzed and interpreted using Mean, Standard Deviation, and Pearson Product-Moment Correlation Coefficient. Results show that Peer Support Initiatives and Financial Assistance received by student beneficiaries were given a very good mark. However, Guidance and Counseling, and Community Engagement Opportunity were rated as good; student beneficiaries' financial stability was also regarded as very stable, and their well-being was similarly rated very good. It was found that there was a significant relationship between student beneficiaries' social support and financial stability. Additionally, it was found that there was a significant relationship between student beneficiaries' well-being and social support in terms of peer support initiatives. However, guidance and counseling, community engagement, and financial well-being do not have any significance towards student beneficiaries' well-being. These findings highlight the positive impact of the program. The study recommends that future researchers conduct a qualitative methods approach to examine how various types of social support influence different dimensions of students' well-being over time. This research can inform effective interventions and policies to enhance social support systems in educational settings, thereby improving student outcomes and experiences.

Keywords: *community engagement, financial assistance, guidance and counseling, peer support, student beneficiaries*

TABLE OF CONTENTS

	Page
TITLE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
DEDICATION	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURE	ix
Chapter	
1 GENERAL INTRODUCTION	1
Theoretical Framework	7
Conceptual Framework	9
Schematic Diagram of the Study	16
Objectives of the Study	17
2 METHODS	
Research Design	18
Research Setting	18
Respondents of the Study	18
Instruments	19
Data Collection	19
Ethical Considerations	20
Data Analysis	20

3 RESULTS AND DISCUSSION

Social Support Received by Student Beneficiaries	.	.	.	.	.	.	.
Financial Stability of Student Beneficiaries	.	.	.	.	.	.	.
Student Beneficiaries' Well-being	.	.	.	.	.	.	.
Relationship Between Social Support and Financial Stability	.	.	.	.	.	.	.
Significant Relationship Between Social Support and Well-being	.	.	.	.	.	.	.

4 SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

REFERENCES	.	.	.	.	.	.	.
APPENDICES	.	.	.	.	.	.	.
Appendix A	.	.	.	.	.	.	.
Appendix B	.	.	.	.	.	.	.
Appendix C	.	.	.	.	.	.	.
CURRICULUM VITAE	.	.	.	.	.	.	.

Chapter 1

INTRODUCTION

The start of university life is often a challenging and stressful time for students as they navigate the complexities of self-discovery and work to establish their social presence within the college community. This period involves adjusting to new academic expectations while also striving to understand themselves better, shape their identities, and form meaningful relationships with others. The combination of these pressures can make the early days of university a particularly daunting experience. In fact, education in the Philippines entails considerable costs, ranging from hundreds of thousands to millions of pesos (de Castro, 2024), and financial challenges and uncertainty are well-known factors that can harm the well-being of students (Bernardo & Resurreccion, 2019). However, scholarships significantly improve students' lives by easing financial burdens and granting access to a fundamental human right (Morato, 2022). To enhance the cultivation of competent individuals capable of driving national development, several countries, including the Philippines, have instituted scholarship programs aimed at supporting aspiring professionals in pursuing advanced degrees (Cagasan, et al., 2019).

Students must adjust to academic, social, personal, and financial challenges, which can serve as stressors to students (Madhu, 2019). In fact, 85% of students experienced poor mental health while in college (Flaherty, 2023), and one in every two Filipino senior high school students suffer from severe anxiety symptoms (Labasano, 2020). King et al. (2021) also argued that mental disorders are more prevalent among low-income households than those of higher income levels. This data proved the

importance of student well-being, especially among college students, and it is also crucial for understanding how social support and financial stability impact the well-being of students. It informs tailored interventions, addresses financial challenges, and ultimately enhances student success within this specific context.

Well-being encompasses the overall health of a person, including their social, mental, physical, and emotional health (Popirtac, 2021). Students' well-being can be considered a tool for successful learning because students with a higher sense of well-being perform better at school and even later as adults (Govorova et al., 2020). The domains of well-being are positive emotion, relationships, purpose at school, and intrapersonal and internal factors (Hossain et al., 2022). The relationship between social support and the well-being of students has been established (Mahasneh, 2022). People who also have social support do not feel alone and isolated when dealing with problems. Further, social support is a contributor to success (Diener et al., 2020). Among the social support, having family and friends when needed serves as immediate help (CDC Healthy Schools, 2024), which significantly affects the psychological well-being of students (Kinsley, 2019). Similarly, with friends around, students tend to be more satisfied and less depressed (Choi et al., 2020).

Having financial instability can also affect the well-being of people. It is noted that financial problems are a primary concern among college students, and they may include paying for their tuition fees and monthly expenses while studying (Scholarship America, 2019). Financial worries may result in depression and anxiety (Karyotaki et al., 2020). Due to financial instability, fishermen of selected barangays in Ozamiz City opted

for illegal fishing (Arong et al., 2023). However, financial stress may not be a very influential factor in the mental health of college students (McCloud & Bann, 2019).

The World Health Organization (2021) stressed that prioritizing the well-being of society will help in the monitoring of fair distribution of resources, sustainability, and building resilient people ready to share meaningful contributions to society. Defined as the positive state that individuals and communities experience every day, well-being allows individuals to take action and overcome challenges. Well-being extends beyond being happy or the absence of mental illness because it entails feeling good and functioning well, including positive emotions, personal development, having control over life, and having positive relationships (Ruggeri et al., 2020).

Well-being is important among college students as they navigate higher education and academic pressure. In a recent Student Voice Survey in America, it was found that 85% of students who said that their mental health is poor have experienced chronic stress while in college (Flaherty, 2023). Among the different stressors, academics proved to be the third-biggest stressor for college students, including their own mental health and finances (TimelyCare, 2023). Similarly, students ages 17 to 24 years old are at a critical age in facing psychological problems such as emotional distress, anxiety, and burnout (Backhaus et al., 2020). These findings proved that well-being can affect academic performance. Furthermore, it is identified that the needs of college students are the need to receive help, rebuild relationships with support givers, and negotiate tensions (Ruggeri et al., 2020).

In the Philippine setting, almost 35% of the Filipino population had severe anxiety symptoms, in which 35% and 47% of Filipino students are at risk of depressive

and anxiety disorders. In a study of senior high school students, it was found that one in every two students suffers from severe anxiety symptoms, especially female students (Labasano, 2020). A study supported the idea, claiming that female students experience anxiety while male students suffer from depression (Gao Wenjuan et al., 2020). Further, sexual minority women have higher rates of mental health problems (Alibudbod, 2023), while the World Health Organization (WHO) declared that mental disorders are also more prevalent among low-income households than those of higher income levels. Amidst these problems, it is crucial that student must seek and receive social support from their existing networks in dealing with their struggles. Peer and family support have the critical role of offering students a sense of belonging, affirmation of their concerns, encouragement, and empathy, and facilitation of mental health maintenance as a compensatory measure when another support is unavailable.

Ozamiz City is a 3rd-class city with residents who are mostly farmers, fishermen, and typical workers. The minimum wage of P358.00 is found to be very difficult for a family of five to live decently even with both parents working, especially in providing for the needs of a college student (Quinco et al., 2021). However, to ease the burden of students, government officials, specifically Ozamiz City's Mayor, Misamis Occidental's Governor, and 2nd District Representative created initiatives that can help students take their desired courses for higher education.

The program, Asenso Pamilya: One Family, One Professional, was offered to selected college students of Ozamiz City for the purpose of funding the tuition fee, transportation, and board and lodging until the beneficiary graduates in their chosen course (Philippine Information Agency, 2023). Under this program, every qualified

beneficiary will be given P25,000 in educational assistance per semester until one family member becomes a professional. For this school year 2023-2024, the city is given 1,200 slots for deserving students, with 200 slots to be funded by the 2nd District Representative.

Previous research appears to have an empirical gap, with no thorough studies conducted about the important factors related to social support, financial stability, and the well-being of students in the Asenso Pamilya: One Family Professional Program. There's limited empirical research available on this topic (Miles, 2017). It is crucial to study these areas to understand how they affect student well-being and to develop specific support programs. The current study provides data that explored the well-being of student beneficiaries in relation to their social support and financial stability at a selected tertiary school in Ozamiz City during the first semester of SY 2023-2024.

Theoretical Framework

This study was anchored on Social Support Theories (Drennon-Gala & Cullen, 1994) and Ecological Systems Theory (Bronfenbrenner, 1977).

This study used Don Drennon-Gala's Social Support Theory (1994). Social support theory focuses on the significance of social connections for people's emotional well-being. It suggests that receiving support from various sources, such as family and friends, is crucial for achieving overall wellness, especially during difficult times. This theory highlights how support from different individuals can positively impact individuals' mental health and coping strategies. For instance, research has shown that parental support can reduce depression in children (Mohd et al., 2019), while support from spouses, family, and friends can benefit adults dealing with anxiety and depression (Bedaso et al., 2021). Social Support Theory provides a framework for understanding how different types of support influence individuals' mental health and well-being, particularly in the face of challenges like financial problems among college students.

Among students, support from family members can contribute to their well-being (Watson et al., 2019). Social Support Theory can serve as a framework for investigating how social support received from different sources influences the mental health, coping strategies, and well-being of students facing different challenges. It can also explore how perceived social support can serve as a buffer against the negative effects of problems, like financial problems, on the wellness of college students.

This study also employed the Ecological Systems Theory (Bronfenbrenner, 1977). The Ecological Systems Theory is a multidisciplinary framework that provides a comprehensive approach to understanding human development by examining the complex interactions between individuals and the multiple, interconnected systems in their environments. Through the lens of this theory, social scientists endeavor to explore and explain how various environmental layers—from immediate settings like family and school to broader societal and cultural contexts—interact with one another and influence individual behavior and development over time (Bronfenbrenner, 1983a). This approach underscores the importance of considering the dynamic and reciprocal relationships between a person and their surrounding systems in order to gain a deeper understanding of human growth and adaptation.

According to the ecological view, a thorough study of human development can best be achieved by analyzing these different levels and contexts of person-environment interactions (Özdoğru, 2011). The theory understands the layers of influence as crucial for comprehensively addressing human development, as it recognizes that an individual's growth and behavior are shaped not only by personal experiences but also by broader social and cultural forces.

Conceptual Framework

Social support refers to the social and psychological support a person receives from their family, friends, and community (McLean et al., 2023). Studies proved that social support derived from families and friends can impact their well-being (Maymon et al., 2019). The components of social support in the context of the well-being of student

beneficiaries include (a) guidance and counseling, (b) peer support initiatives, (c) community engagement opportunities, and (d) financial assistance.

Guidance and counseling play vital roles in nurturing the overall well-being and comprehensive growth of student beneficiaries. The significance of these interventions in fostering social skills, instilling a sense of accountability, and promoting a positive self-perception among students is emphasized (Tsikati, 2018). These elements are essential for students as they progress through their academic journeys. The favorable influence of social guidance and counseling on self-esteem development, which in turn facilitates the establishment of individual academic objectives, is highlighted (Janet et al., 2020). Through the incorporation of social support mechanisms like counseling services into scholarship initiatives, programs can mitigate anxiety and boost the general welfare of student beneficiaries.

Peer support is also crucial for well-being and longevity (Abrams, 2023). People with stable friends and close confidants are found to be more satisfied and less likely to feel depressed (American Journal of Psychiatry, 2020) and have fewer heart problems and chronic diseases (Choi et al., 2020). Further, it was disclosed that adolescents, especially girls with greater emotional support from friends, experience healthier friendship dynamics that reduce psychological distress (Son & Padilla-Walker, 2019).

Community engagement plays a significant role in enhancing the well-being of student beneficiaries of scholarship programs. Participating in community activities fosters students' sense of belonging, a critical factor in their academic achievement in college (Ahn & Davis, 2020). Furthermore, various forms of civic engagement positively impact well-being. Specifically, involvement in social activities like volunteering is

associated with improved psychological and social well-being as well as mental health (Fenn et al., 2022). Expanding on this, civic engagement, including community participation, serves as a tool for promoting the health of young adults and contributes to positive well-being outcomes (Fenn et al., 2023).

Financial support is also significant for student beneficiaries of scholarship programs (Moneva et al., 2020). It reveals that sufficient financial aid enhances students' satisfaction and academic persistence. Collaborative efforts by educational leadership and government to offer diverse financial support (Al-Labadi et al., 2023) echo the idea of financial assistance as crucial for student retention in higher education institutions (Soares & Amaral, 2022). These measures aim to improve student well-being and academic success.

On the other hand, financial stability pertains to the condition where the financial system, including banks and other financial institutions, can handle unexpected events and maintain balance even with challenges (European Central Bank, 2023). In the context of college students' needs, financial stability pertains to being financially secure across their higher education journey (Chaplot & Karandjeff, 2021). The components of financial stability in the context of the well-being of student beneficiaries include (a) sufficient allowance and (b) adequate savings.

The research by Moneva (2020) suggests that sufficient allowances or financial support contribute to greater satisfaction and improved financial management among student beneficiaries of scholarship programs. This satisfaction leads to reduced debts and increased financial stability. Additionally, providing allowances fosters important life skills like decision-making and budgeting. Quansah et al. (2023) also highlight the

positive relationship between pocket money and social well-being, emphasizing the significance of financial support in promoting overall well-being and social integration among students.

Adequate saving habits are fundamental for promoting financial stability among student beneficiaries of scholarship programs (Chase Banking, 2024). By consistently setting aside money, students create a financial cushion that allows them to effectively manage unexpected expenses or emergencies, thereby establishing a safety net crucial for financial stability. Saving habits are particularly significant, considering that students often experience financial shortages, which can adversely affect their academic performance and regular school attendance (Achang et al., 2019). As both students and researchers advocate, prioritizing savings, such as through depositing funds into a savings account, is essential. This strategy not only addresses immediate financial needs but also prepares students for future financial challenges, contributing to their overall well-being and academic success.

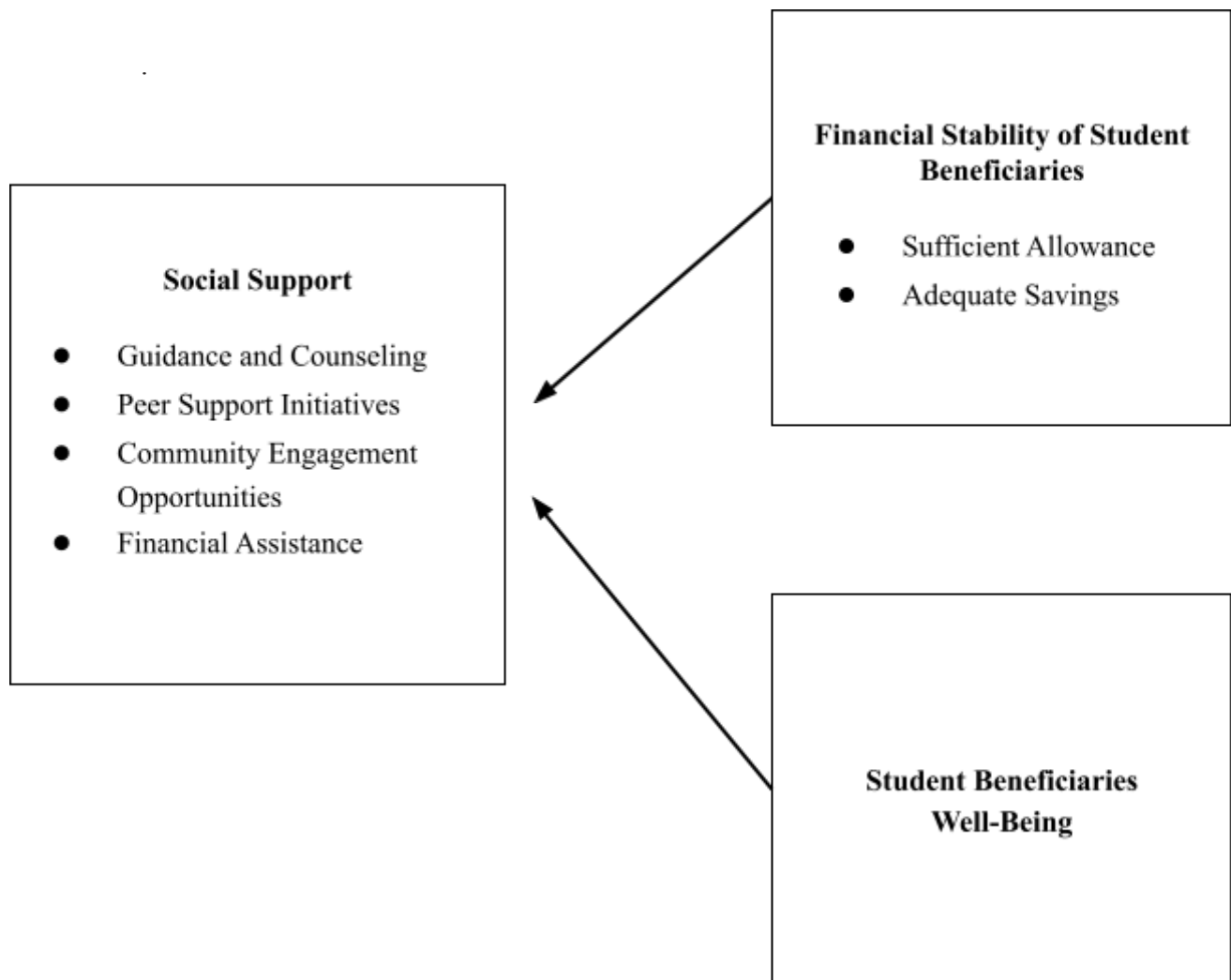


Figure 1. Schematic Diagram of the Study

Objectives of the Study

This study explored the relationship of social support to the financial stability and well-being of student beneficiaries of Asenso Pamilya: One Family, One Professional Program at selected tertiary school of Ozamiz City during the school year 2023-2024. Specifically, the study sought to answer the following queries.

1. Determine the level of social support beneficiaries received from guidance and counseling, peer support initiatives, community engagement opportunities, and financial assistance;
2. Determine the students' level of financial stability in terms of sufficient allowance and adequate savings;
3. Determine the students' well-being;
4. Determine the significant relationship between the students' social support and financial stability; and
5. Determine the significant relationship between social support and students' well-being.

Chapter 2

METHODOLOGY

Research Design

To attain the objectives and purposes of this paper, this study employs descriptive correlational quantitative research to determine the relationship of social support to the financial stability and well-being of student beneficiaries of One Family, One Professional Program. The descriptive design investigated the sample and the study's variables without manipulating them (Siedlecki, 2020). Descriptive study determines and reports the way things are (Aggarwal & Ranganathan, 2019). Similarly, correlational design made it easier to predict and explain how the variables are related (Seeram, 2019). This research design is a non-experimental design where variables are not controlled (Cherry, 2023).

Research Setting

This research was conducted at a leading tertiary institution situated in Ozamiz City. This institution offers academic excellence, as evident in the twelve colleges of 29 programs. Further, recognized for its quality management systems, it has received exceptional ratings for its ISO 9001:2008 certification and has been acknowledged by

organizations like PACUCOA for having the most accredited programs in Region X. The institution also has various academic departments to cater students' interests in different fields like Agriculture and Forestry, Business and Management, Arts and Sciences, Computer Studies, Dentistry, Criminology, Education, Engineering and Technology, Maritime Education, and Medical Technology, among others. With these departments, students can pursue their desired degrees, acquiring the necessary skills and knowledge for success in their chosen fields.

Respondents of the Study

The respondents of this study were chosen through purposive sampling. To determine the sample size, the researcher will use the Raosoft calculation. Thus, with the selected 300 One Family, One Professional total beneficiaries, there will be 169 sample size. To identify the respondents, purposive sampling will be done based on the following criteria: (a) One Family, One Professional total beneficiary; (b) currently enrolled at Misamis University; (c) taking up a four-year program; (d) willing to participate in the study.

Research Instruments

The study used three (3) kinds of questionnaires in data gathering, to include: Social Support Questionnaire, Financial Stability Questionnaire, and Well-being Questionnaire.

A. The Social Support Questionnaire is a standardized researcher-made questionnaire that is used to measure social support given to individuals, specifically student beneficiaries of the OFOP Program. The items were constructed using a 5-point Likert scale format, and the respondent will respond to the statements on a scale ranging

from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1). This is a 20-item test designed to measure perceived social support from four constructs, namely: Guidance and Counseling (5 items), Peer Support Initiatives (5 items), Community Engagement Opportunities (5 items), and Financial Assistance (5 items). The items are relevant to establish the kind of social support the respondents receive. The student beneficiaries who are not included in the study's respondents completed a pilot version of this questionnaire. The instrument underwent pilot testing, and the data was computed using statistical software, yielding a Cronbach's alpha coefficient of 0.9199, indicating high validity and reliability.

In determining the level of social support, the following scale will be used:

Responses	Continuum	Interpretation
5- Strongly Agree (SA)	4.20-5.0	Very Good
4- Agree (A)	3.40-4.19	Good
3- Neutral (N)	2.60 - 3.39	Fair
2- Disagree (D)	1.80-2.59	Poor
1- Strongly Disagree (SD)	1.00 – 1.79	Very Poor

B. To measure the financial stability of the program beneficiaries, the Financial Stability of Student Beneficiaries Questionnaire was administered. This is a researcher-made questionnaire on determining the financial problems encountered in higher education institution composed of 16 items. The respondents will score their agreement with the claims on a scale of Strongly Agree (5), Agree (4), Neutral (3),

Disagree (2), and Strongly Disagree (1). This is a 20-item test designed to measure financial stability from four constructs, namely: Sufficient Allowance (10 items) and Adequate Savings (10 items). The items are relevant to this study since they emphasize the level of financial stability. The instrument underwent thorough validation and reliability testing before being administered to the respondents, resulting in a high Cronbach's alpha coefficient of 0.9629. This indicates that the instrument demonstrated strong internal consistency and reliability.

Below is the continuum to be used in this questionnaire:

Responses	Continuum	Interpretation
5- Strongly Agree (SA)	4.20- 5.00	Very Highly Stable
4- Agree (A)	3.40- 4.19	Highly Stable
3- Neutral (N)	2.60- 3.39	Moderately Stable
2- Disagree (D)	1.80- 2.59	Low Stability
1- Strongly Disagree (SD)	1.00-1.79	Very Low Stability

C. To measure the well-being of the program beneficiaries, the Well-being Questionnaire was administered. This is a researcher-made questionnaire that will determine the financial problems encountered in higher education institutions. It is composed of 16 items. The respondents will score their agreement with the claims on a scale of Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). This is a 13-item test designed to measure well-being. The items are relevant to this

study since they emphasize the level of well-being of student beneficiaries. The instrument underwent thorough validation and reliability testing before being administered to the respondents, resulting in a high Cronbach's alpha coefficient of 0.8697. This indicates that the instrument demonstrated strong internal consistency and reliability.

Below is the continuum to be used in this questionnaire:

Responses	Continuum	Interpretation
5- Strongly Agree (SA)	4.20- 5.00	Very High
4- Agree (A)	3.40- 4.19	High
3- Neutral (N)	2.60- 3.39	Moderate
2- Disagree (D)	1.80- 2.59	Low
1- Strongly Disagree (SD)	1.00-1.79	Very Low

Data Collection

Procedures followed the conduct of data gathering. First, the researchers will ask permission from the college dean of the College of Education by sending a Letter of Intent before the conduct of the study. After receiving consent from the dean, the

researchers will then obtain approval from the program head and thesis adviser. Then, a consent letter will be sought to the targeted respondents after discussing the purpose of the study and the importance of their participation. It will also be emphasized that voluntary participation is enjoined. They will be provided with the link of the online Google forms for the three instruments and be given enough time to answer the questionnaire. Once the questionnaires are completed, the data will be tallied using the Microsoft Excel application and will be interpreted using appropriate statistical computations. The results will then be presented in table forms.

Ethical Considerations

This study considered all respondents as honest but curious adversaries. All information was tallied and interpreted for research purposes only. Hence, participants need to meet certain experiences in the inquiry and guarantee morale and commitment; their contribution as a source of information was put as private material. All respondents were selected based on the criteria set. Each consent request was distributed to the specified authorities upon conducting this research. All participants in this survey were informed in advance of all features and procedures to be taken. Moreover, agreements and linkages of the said consent must be approved by both parties with specific roles in the survey.

Further, provisions in adherence to the ethical considerations emphasized by the Republic Act No. 10173, otherwise known as the Data Privacy Act of 2021, which highlights the importance of safeguarding individuals' personal information and respecting their rights to privacy and data protection, were observed and followed. The participants can withdraw from the survey anytime, and their responses will be kept

confidential. Thus, any form of misleading information, as well as biased representation of primary data findings, must be avoided.

Data Analysis

The study used the following tools in analyzing the data gathered with the use of Minitab Software:

To measure the levels of social support, financial stability, and extent of wellness of the beneficiaries, *Mean* and *Standard deviation* was used to treat the result of the survey conducted.

Pearson Product Moment Correlation Coefficient was also utilized to investigate the significant relationship between social support and the financial stability and well-being of student beneficiaries.

Chapter 3

RESULTS AND DISCUSSION

Social Support

Table 1 shows that student beneficiaries received strong social support across various areas, including guidance and counseling, peer support initiatives, community engagement opportunities, and financial assistance. Overall, social support was rated as very good ($M=4.28$; $SD=0.63$), with particularly high satisfaction in peer support initiatives ($M=4.27$; $SD=0.59$) and financial assistance ($M=4.58$; $SD=0.48$), reflecting consistent positive perceptions among respondents. Guidance and counseling ($M=4.11$;

SD=0.77) and community engagement opportunities (M=4.16; SD=0.71) also received positive ratings, though slightly lower, indicating some variability in student opinions. These findings highlight the effectiveness of social support, with peer support and financial assistance emerging as standout areas, suggesting room for improvement in guidance and community engagement to reach similar satisfaction levels.

Social support may play an important role for student beneficiaries (Scardera, 2020). Since social support is characterized as both an agent that promotes success and a buffer against life's stresses for college students, it is a feature that warrants consideration (Padhaya, 2020). Research indicates that social support has an essential function in reducing anxiety, depression, and stress experienced by college students. It has also been shown to have an important impact on students' academic performance (Fan, 2024). In higher education, guidance and counseling play an important part in assisting students to continue their studies even in the face of financial hardship (Putra et al., 2022). A person assesses their current situation instead of giving a realistic account of the sort of help they receive (Eagle et al., 2019).

Previous theory and research suggest that psychosocial contextual factors, such as students' capacity to build and maintain fulfilling friendships and interactions with peers for support, may have a significant impact on college student's educational achievement and their perception of peers' academic support. Additionally, friends' reactions to college students' inquiries about their daily struggles and successes can influence how other people view peer support for learning initiatives (Altermatt, 2019). Family and friends frequently serve as people's initial sources of details, and it has been discovered that their support has a major impact on academic accomplishment (Villarreal, 2023). Furthermore,

community involvement factors—such as students' opportunities in the community—are essential to social connections as the social contacts they foster build relations between members of the community (Molinillo, 2020).

Community programs establish connections between individuals, social equity, student involvement opportunities, and the social determinants of assistance for students who need support (Castillo, 2019). The expense of spending time in college has increased more rapidly than inflation (Kelchen, 2021) and there are other expenses that college students must pay (Goodman, 2022). Both tuition and fees are accountable for the rise in college expenses, and different states and universities have different authority to make decisions when it comes to required fees (Reinagel & Cooper, 2020). Regardless of financial necessity, several governments have implemented similar schemes since 1991 to help students who meet specific academic requirements secure funding for their higher education. The government scholarship helped cover the cost of tuition and fees, books, boarding, and other additional costs in full through government programs (Scott-Clayton, 2019). In addition to mitigating the negative consequences of stressful demands, social support can promote higher-quality relationships, positive affective reactions, and improved student performance (Jolly et al., 2021).

The social support received by the students' beneficiaries enhances financial stability, offers customized guidance on saving, budgeting, and financial planning, and gives students the tools they need to successfully manage their money. Encourage the sharing of helpful money management advice among peers and the development of a community of mutual learning and accountability. increase students' knowledge of finance and provide them with useful links. Additionally, financial strains are lessened

through scholarships, grants, and loans, allowing students to concentrate on their academic and personal development without having to worry about finances. Together, these components form a protective system that helps students achieve long-term financial success and stability by fostering a resilient and responsible financial mindset in alongside supporting their current financial well-being.

Table 1

Social Support Received by Student Beneficiaries
(n=169)

Constructs	M	SD	Remarks
Guidance and Counseling	4.11	.77	Good
Peer Support Initiatives	4.27	.59	Very Good
Community Engagement Opportunity	4.16	.71	Good
Financial Assistance	4.58	.48	Very Good
Overall Social Support	4.28	.63	Very Good

Scale: 4.20-5.0 (Very Good) 3.40-4.19 (Good); 2.60-3.39(Fair); 1.80-2.59 (Poor); 1.0-1.79 (Very Poor)

Financial Stability

Financial stability was measured in sufficient allowance and adequate savings (Table 2). The overall financial stability of students' beneficiaries was very good (M=3.77; SD;.77). Students' financial stability, which is fueled by a sufficient allowance and sufficient savings that were anticipated to boost academic performance and success, can positively impact academic performance by lowering stress and distractions related to financial problems. Student beneficiaries had very good remarks both in terms of sufficient allowance (M=3.77; SD=.71) and adequate savings (M=3.78; SD=.84).

Students' beneficiaries show that financial assistance is sufficient to cover their basic necessities. Through this stability, they can pay for necessities like board and

lodging, transportation, food, and tuition without experiencing severe financial hardship, which promotes security and lessens financial stress. Students can save money for unforeseen costs or future necessities. Enough sufficient amount of savings serves as a safety net against unforeseen expenses and enable students to make plans for future goals like continuing their education or making investments in their personal and professional growth. By reducing financial barriers and fostering financial stability, sufficient allowance and adequate savings work together to create a secure financial foundation that supports students' general well-being and academic achievement. These elements are necessary for students to succeed both academically and personally since they free them from the continual anxiety of financial instability, allowing them to concentrate on their studies and take advantage of possibilities.

Students' beneficiaries place high importance on financial stability, which has been connected to two elements: adequate funding and sufficient savings. Financial management skills and knowledge are essential for enabling students to balance their needs with available resources. Students can use this information to establish their financial goals, activities, and ambitions (Zulfaris et al., 2020). Adequate allowance refers to funds provided on a regular basis (weekly, monthly, or annually) by guardians, parents, or grants for educational purposes. Providing students an allowance has many benefits, including teaching them how to make decisions, giving them freedom and responsibility when using money, and helping them understand the value of money so they can use it wisely. It also teaches them how to save, budget, invest, and get credit—all of which are essential skills for enhancing financial well-being and constructing a stable financial future (Vhalery et. al., 2018). It matters most that students

learn how to manage their money responsibly. The prudent money-handling procedures benefit the students, parents, higher education institutions, and the government. Impressions pertaining to savings among college students influence society's perceptions of the future leaders' dedication to and accountability for public funds (Mustafa et al., 2020).

Considering that obtaining financial guidance is associated with better financial outcomes, it becomes essential to comprehend the behavior of young people in this regard. Parents can have a big impact on their children's long-term financial well-being by acting as important financial socialization agents and influencing their knowledge, attitude, and behavior (Fan et al., 2022). Studies show that financial education is essential and can have a positive impact on general economic awareness, which may help students manage their finances more effectively. Most people generally acknowledge that having good financial skills or having enough savings for budgetary planning and future planning will benefit students. A route to sustainability is having enough money saved, which is essential to guaranteeing the financial stability of people, families, businesses, and even countries. Financial literacy has a role in determining the degree of various economic indicators, which include debt, savings, payment discipline, and financial management. Various indicators indicate prosperity or insolvency and financial ruin. Stronger financial literacy, particularly among youth such as students, is positively correlated with better financial indicators, which in turn contribute to a more resilient society and sustainable development. (Swiecka et al., 2020). Financial management experts can help individuals, such as students, overcome their financial difficulties in the future by imparting their expertise, abilities, and mindsets (Rikayanti & Listiadi, 2020).

Further, only financial education and additional training and development initiatives are required to build financial literacy. For many college students, work is an essential aspect of life. Nowadays, the typical college student works a significant number of hours in addition to being employed in order to save enough to plan for the future (Perna et al., 2023).

Students need to be able to maintain their financial stability with a sizeable allowance and savings. Students who get a regular allowance are better able to handle their daily expenses without experiencing financial distress. Furthermore, having money enables students to deal with unforeseen expenses or crises that can occur while they are enrolled in school. Their immediate needs are met, and their financial stability also fosters a healthy attitude toward money management. Early on, it promotes thrifty and responsible spending habits, which are essential for their eventual financial independence. All things considered, kids who receive a consistent allowance along with savings are better prepared for financial security and self-assurance in handling their money.

Table 2

Financial Stability of Student Beneficiaries

(n=169)

Constructs	M	SD	Remarks
Sufficient Allowance	3.77	.71	Highly Stable
Adequate Savings	3.78	.84	Highly Stable
Overall Financial Stability	3.77	.77	Highly Stable

Scale: 4.20-5.0 (Very Highly Stable) 3.40-4.19 (Highly Stable); 2.60-3.39 (Moderately Stable); 1.80-2.59 (Low Stability); 1.0-1.79 (Very Low Stability)

Students Beneficiaries' Well-being

The data shows that Student Beneficiaries' Well-being has a mean (M) score of 4.65 and a standard deviation (SD) of 0.33, indicating that, on average, the well-being of student beneficiaries is rated very good, with little variation among the students assessed (Table 3). The close alignment in both the mean and standard deviation for these constructs suggests that there is a uniform perception of well-being across the student beneficiaries and the general population evaluated, reflecting a consistently high level of well-being. Overall, student beneficiaries' well-being was uplifted with the help of the Asenso Pamilya: One Family, One Professional Program.

Support from others is positively correlated with well-being, as it provides consistent beneficial experiences, mitigates stressful circumstances, and offers guidance and counseling (Bender et al., 2019). Additionally, scholarship programs uplift the well-being of student beneficiaries by alleviating financial burdens and enhancing academic opportunities, contributing to overall life satisfaction and reduced stress (Martinez, 2021). These elements work together to create a supportive environment that fosters positive outcomes for students.

The data shows that student beneficiaries' well-being is generally high and consistent, indicating that they feel positively about their overall well-being and perceive it as very good. This positive perception is uniformly shared among the students, reflecting a stable and supportive environment fostered by the Asenso Pamilya: One Family, One Professional Program. The program appears to be effective in providing a sense of well-being across all student beneficiaries, promoting a consistently high quality of life. However, while the overall well-being is high, there may still be areas for improvement to ensure that all aspects of students' lives are equally supported. The

program's success in uplifting students' well-being highlights the importance of such initiatives in fostering personal and academic growth, contributing to a positive and enriching experience for all participants.

Table 3

Student Beneficiaries' Well-being
(n=169)

Constructs		M	SD	Remarks
Student	Beneficiaries'	4.65	.33	Very Good
Well-being				
Overall Well-being		4.65	.33	Very Good

Scale: 4.20-5.0 (Very Good) 3.40-4.19 (Good); 2.60-3.39(Fair); 1.80-2.59 (Poor); 1.0-1.79 (Very Poor)

Significant Relationship between student beneficiaries' Social Support and Financial Stability

Pearson Product Moment Correlation Coefficient was used to determine the significant relationship between social support and financial stability received by student beneficiaries (Table 4). The data revealed statistically significant positive relationships between Guidance and Counseling and two financial conditions: Sufficient Allowance ($r = 0.44$, $p = 0.00$) and Adequate Savings ($r = 0.47$, $p = 0.00$). Peer Support Initiatives also exhibit moderate positive relationships with both Sufficient Allowance ($r = 0.41$, $p = 0.00$) and Adequate Savings ($r = 0.39$, $p = 0.00$). Community Engagement shows a weak to moderate positive relationship with Sufficient Allowance ($r = 0.29$, $p = 0.00$) and a moderate positive relationship with Adequate Savings ($r = 0.38$, $p = 0.00$). Financial Assistance, while exhibiting weaker positive relationships, is still significantly correlated with Sufficient Allowance ($r = 0.18$, $p = 0.02$) and Adequate Savings ($r = 0.19$, $p = 0.02$). This indicates that students receiving financial assistance are more likely to report having sufficient allowances and adequate savings.

Financial stress negatively impacts the life satisfaction of Filipino students (Bernardo & Resurreccion, 2019). A correlation between a sense of poverty and psychological distress was also demonstrated, indicating a connection between financial perceptions and well-being (Reyes & Yujuico, 2020). Additionally, the impact on students' outcomes is highlighted by a significant link between financial problems and academic performance (Al-Majdhoub et al., 2020). Financial counseling positively affects subjective financial knowledge and attitudes, though its impact on financial behaviors is mixed (Britt et al., 2020). These findings suggest that social support, particularly through financial counseling, is crucial in enhancing financial stability and overall well-being among students.

Students reported that the social support and financial stability provided through the program significantly improved their overall well-being. They found guidance and counseling sessions particularly beneficial, as these were positively correlated with having sufficient allowances and adequate savings. The positive impact of peer support initiatives also emerged, with students involved in these activities more likely to experience financial stability. Community engagement activities were similarly associated with better financial outcomes, reinforcing the value of these social supports. However, despite the generally positive effects, there were still areas where improvements were needed. Financial assistance, while beneficial, showed weaker correlations, indicating that some students might still struggle with financial stability. Additionally, the overall effectiveness of these support mechanisms could be enhanced to ensure more consistent benefits across all students. This highlights the need for

continuous evaluation and improvement of the program to fully address the financial and social needs of student beneficiaries.

Table 4

Relationship Between Social Support and Financial Stability

Variables	<i>r</i> value	<i>p</i> value	Decision
Guidance and Counseling			
Sufficient Allowance	.44	.00	Reject Ho
Adequate Savings	.47	.00	Reject Ho
Peer Support Initiatives			
Sufficient Allowance	0.41	0.00	Reject Ho
Adequate Savings	0.39	0.00	Reject Ho
Community Engagement			
Sufficient Allowance	0.29	0.00	Reject Ho
Adequate Savings	0.38	0.00	Reject Ho
Financial Assistance			
Sufficient Allowance	0.18	0.02	Reject Ho
Adequate Savings	0.19	0.02	Reject Ho

Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

Significant Relationship between Student Beneficiaries' Social Support and Well-being

The analysis of the relationships between various support mechanisms and well-being reveals varying levels of significance and strength. Guidance and Counseling show a very weak positive relationship with well-being ($r = 0.037$, $p = 0.633$), and the null hypothesis is not rejected, indicating no significant relationship. Similarly, Community Engagement has a very weak positive relationship with well-being ($r = 0.041$, $p = 0.597$), and Financial Assistance shows a weak positive relationship ($r = 0.095$, $p = 0.219$); for both, the null hypothesis is not rejected, indicating these relationships are not statistically significant. In contrast, Peer Support Initiatives exhibit a weak but statistically significant positive relationship with well-being ($r = 0.189$, $p = 0.014$), leading to the rejection of the null hypothesis. This suggests that among the

support mechanisms studied, only peer support initiatives have a meaningful positive impact on well-being.

Perceived social support has been significantly linked to greater mindfulness, self-compassion, savoring, and positive psychological well-being outcomes (Shook, 2020). It is found that social support positively influenced the well-being of postgraduates (Zhang et al., 2022), and a strong association between perceived social support, life satisfaction, and positive affect among college students (Huang & Zhang, 2022). Additionally, perceived social support positively affects caregivers' well-being (Fabbiett, 2022). These findings highlight the significant impact of peer support in enhancing overall well-being, aligning with the positive effects of Peer Support Initiatives observed in the current analysis.

A range of support systems are put in place to boost student well-being and establish a strong social support network. Counseling and guidance services aim to enhance mental health and emotional stability, particularly for those under significant stress. Community engagement activities are continually reviewed and tailored to address the diverse social needs of students, fostering a sense of community and belonging. Peer support programs are integrated to provide additional help and opportunities for positive social interactions. By cultivating an inclusive and supportive environment, such as promoting collaborative peer relationships, efforts are made to mitigate challenges to student well-being. Additionally, addressing socioeconomic factors like financial instability and lack of resources is essential. These holistic approaches ensure that all students receive the support they need to succeed both academically and personally.

Table 5

Significant Relationship Between Social Support and Well-being

Variables	<i>r</i> value	<i>p</i> value	Decision
Guidance and Counseling Well-being	0.037	0.633	Do not reject Ho
Peer Support Initiatives Well-being	0.189	0.014	Reject Ho
Community Engagement Well-being	0.041	0.597	Do not reject Ho
Financial Assistance Well-being	0.095	0.219	Do not reject Ho

Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**Summary**

This study aims to understand how social support and financial stability impact the well-being of students, specifically those who are beneficiaries of the Asenso

Pamilya: One Family, One Professional program. It employed a descriptive-correlational research design. It was conducted on a total of 169 college students who participated in the face-to-face classes and through surveys at one of the universities in District 10 of the Division of Ozamiz City. Questionnaires and online surveys were utilized to gather the necessary data for the study, and appropriate permissions and consent letters were obtained. Collected data were compiled and analyzed using Excel and Minitab software, and the findings were presented in tables. Ethical standards were maintained by adhering to the Data Privacy Act of 2021 and following the ethical guidelines outlined by Bryman and Bell (2021). Data were analyzed and interpreted using the Weighted Mean and Pearson Product Moment Correlation Coefficient, which was used to treat the results of the survey.

Findings

The following are the salient findings of the study:

1. Students' beneficiaries received very good social support from the Asenso Pamilya Program. However, students' beneficiaries received good social support in terms of guidance and counseling, and community engagement opportunities.
2. Student beneficiary's finances were highly stable.
3. Student beneficiaries' well-being was very good.
4. There was a significant relationship between student beneficiaries' social support and financial stability.

5. There was a significant relationship between student beneficiaries' well-being and peer support initiatives. However, there is no significant relationship between guidance and counseling, well-being, community engagement, and financial assistance well-being.

Conclusions

Based on the findings, the following conclusions were made:

1. Strong social support systems were offered, including significant financial aid, peer support programs, possibilities for community involvement, and advice and counseling. Through the program, student beneficiaries' social support network was effectively expanded, creating a supportive environment that had a favorable impact on their entire college experience and well-being.
2. Sufficient financial assistance alleviates financial strain for recipients who are students, allowing them to concentrate on their studies and improving their general well-being and academic performance.
3. The study finds that student beneficiaries have high levels of well-being that are largely stable across the respondents, with little variance across students.
4. The analysis revealed a significant relationship between student beneficiaries' social support and financial stability, highlighting the crucial role of support systems in enhancing financial security.
5. There was a significant relationship between well-being and peer support initiatives, emphasizing their impact on students' overall well-being. However, no significant

relationship was identified between well-being and guidance and counseling, community engagement, or financial assistance, suggesting that these areas may require further development to effectively contribute to students' well-being.

Recommendations

Based on the findings and conclusion of the study, the following are the recommendations.

1. Guidance counselors prioritize uplifting support for student beneficiaries by addressing their needs through regular check-ins, recognizing challenges, fostering peer mentoring, collaborating with teachers, engaging parents, and utilizing technology for virtual counseling. City interventions focus on creating community service projects, establishing youth councils, developing cultural and recreational programs, providing scholarships and internships, facilitating mentorship from local leaders, and supporting school-community partnerships to enhance engagement and foster positive outcomes.
2. Guidance counselors organize workshops or seminars on financial planning and management to equip students with essential skills for budgeting, saving, and understanding financial literacy. These interventions help students make informed financial decisions, promoting long-term financial stability and empowering them to manage their finances effectively.
3. Create a campus-wide well-being committee comprising students, faculty, and mental health professionals to oversee and promote initiatives that enhance student well-being. Encourage participation in extracurricular activities that

promote physical health, social connectedness, and stress reduction, fostering a holistic approach to well-being. Provide accessible resources and information on mental health support services and wellness programs to ensure students have easy access to the help they need.

4. Educational institutions are encouraged to establish comprehensive financial counseling programs. These initiatives should be facilitated by trained guidance counselors and financial advisors, offering personalized support and resources to students. Furthermore, partnerships with community organizations and financial institutions can expand access to workshops and seminars on financial literacy.
5. Educational institutions are encouraged to implement integrated support programs. Collaboration among guidance counselors, community leaders, and financial advisors is key to offering holistic workshops that focus on mental health, community involvement, and financial literacy. This joint effort provides students with comprehensive resources and support, enhancing their overall well-being.
6. Future researchers to conduct longitudinal studies using a qualitative approach to examine how various types of social support influence different dimensions of students' well-being over time. This research can inform effective interventions and policies to enhance social support systems in educational settings, thereby improving student outcomes and experiences.

REFERENCES

- Abrams, Z. (2023). The science of why friendships keep us healthy. <https://www.apa.org/monitor/2023/06/cover-story-science-friendship>
- Aggarwal, R., & Ranganathan, P. (2019). Study designs: Part 2 – Descriptive studies. *Perspectives in Clinical Research*, 10(1), 34–34. https://doi.org/10.4103/picr.picr_154_18
- Alibudbud R. (2023). Gender in mental health: comparison of the rate and social factors of depression, anxiety, and stress among young adult Filipino heterosexual cisgender men and women and LGBT+ individuals. *Int J Soc Psychiatry*. (2023) 69:430–7. doi: 10.1177/00207640221106874, PMID:
- Altermatt, E. R. (2019). Academic support from peers as a predictor of academic self-efficacy among college students. *Journal of College Student Retention: Research, Theory & Practice*, 21(1), 21-37. <https://doi.org/10.1177/1521025116686588>
- American Journal of Psychiatry. (2020). An Exposure-Wide and Mendelian Randomization Approach to Identifying Modifiable Factors for the Prevention of Depression <https://ajp.psychiatryonline.org/doi/10.1176/appi.ajp.2020.19111158>
- Arong, L. & Delos Reyes, K. & Roa, C. & Gupit, E. & Cuevas, J., Jr., 2023. "Unveiled the Stories of the Fishermanâ€™s Families: A Phenomenological Study," *International Journal of Research and Innovation in Social Science*, *International Journal of Research and Innovation in Social Science (IJRISS)*, vol. 7(6), pages 846-956, June. <https://ideas.repec.org/a/bcp/journal/v7y2023i6p846-956.html>
- Backhaus, I., Varela, A. R., Khoo, S., Siefken, K., Crozier, A., Begotaraj, E., Fischer, F., Wiehn, J., Lanning, B., Lin, P., Jan, S., Zaranza Monteiro, L., Al-Shamli, A., La Torre, G., & Kawachi, I. (2020). Associations between social capital and depressive symptoms among college students in 12 countries: Results of a cross-national study. *Frontiers in Psychology*, 11, 644. <https://doi.org/10.3389/fpsyg.2020.00644>
- Bender, M., van Osch, Y., Slegers, W., & Ye, M. (2019). Social support benefits psychological adjustment of international students: Evidence from a meta-analysis. *Journal of Cross-Cultural Psychology*, 50(7), 827-847.
- Bedaso, A., Adams, J., Peng, W., and Sibbritt, D. (2021). The relationship between social support and mental health problems during pregnancy: a systematic review and meta-analysis. *Reprod. Health* 18, 1–23.
- Castillo, E. G., Ijadi-Maghsoodi, R., Shadravan, S., Moore, E., Mensah, M. O., Docherty, M., ... & Wells, K. B. (2019). Community interventions to promote mental health and social equity. *Current psychiatry reports*, 21, 1-14. <https://link.springer.com/article/10.1007/s11920-019-1017-0>
- Chaplot, P., & Karandjeff, K. (2021). Student Financial Stability Demystified. <https://shorturl.at/GOLY0>
- CDC Healthy Schools (2024). How Families Can Support Student Health and Emotional Well-being. (2024). https://www.cdc.gov/healthyschools/families_tip_sheet.htm
- Cherry, K. (2023). Why Correlational Studies Are Used in Psychology Research. Verywell Mind. <https://tinyurl.com/23rfcevc>

- Diener, E., Thapa, S., & Tay, L. (2020). Positive emotions at work. *Annual Review of Organizational Psychology and Organizational Behavior*, 7, 451–477.
10.1146/annurev-org-psych-012119-044908
- Eagle, D. E., Hybels, C. F., & Proeschold-Bell, R. J. (2019). Perceived social support, received social support, and depression among clergy. *Journal of Social and Personal Relationships*, 36(7), 2055-2073.
<https://doi.org/10.1177/0265407518776134>
- European Central Bank. (2023, April 21). Financial Stability. European Central Bank.
<https://www.ecb.europa.eu/pub/financial-stability/html/index.en.html>
- Fan, L., Lim, H., & Lee, J. M. (2022). Young adults' financial advice-seeking behavior: The roles of parental financial socialization. *Family Relations*, 71(3), 1226-1246.
<https://onlinelibrary.wiley.com/doi/abs/10.1111/fare.12625>
- Finkler, S. A., Calabrese, T. D., & Smith, D. L. (2022). Financial management for public, health, and not-for-profit organizations. CQ Press. <https://shorturl.at/xzC2E>
- Flaherty, C. (2023). Survey: stress is hurting college students. Inside Higher Ed | Higher Education News, Events and Jobs. <https://tinyurl.com/3uey85u9>
- Gao P, Ping S, Liu X. Gender differences in depression, anxiety, and stress among college students: a longitudinal study from China. *J Affect Disord.* (2020) 263:292–300.
doi: 10.1016/j.jad.2019.11.121
- Gise, J., & Cohen, L. L. (2022). Social support in parents of children with cancer: a systematic review. *Journal of Pediatric Psychology*, 47(3), 292-305.
<https://academic.oup.com/jpepsy/article/47/3/292/6395281>
- Goodman, M. A. (2022). Student Government and Student Fees as Preparation for Post-College Public Office. *Journal of College Student Development*, 63(3), 338-342. <https://muse.jhu.edu/pub/1/article/861311/summary>
- Govorova, E., Benitez, L., Muñiz, J. (2020). How Schools Affect Student Well-being: A Cross Cultural Approach in 35 OECD Countries. *Frontiers in Psychology*, 11, 10.3389/fpsyg.2020000431
- Hossain, S., O'Neill, S., & Strnadová, I. (2022). What Constitutes Student Well-Being: A Scoping Review Of Students' Perspectives. *Child Indicators Research*, 16(2), 447–483. <https://doi.org/10.1007/s12187-022-09990-w>
- Jolly, P. M., Kong, D. T., & Kim, K. Y. (2021). Social support at work: An integrative review. *Journal of Organizational Behavior*, 42(2), 229-251.
<https://onlinelibrary.wiley.com/doi/abs/10.1002/job.2485>
- Kinsley, P. (2019). The Role of Family Support in Facilitating Academic Success of Low-Income Students. *Research in Higher Education*, 60(4), 415–436.
https://ideas.repec.org/a/spr/reihed/v60y2019i4d10.1007_s11162-018-9517-z.html
- Kelchen, R., Ritter, D., & Webber, D. (2021). The lingering fiscal effects of the COVID-19 pandemic on higher education. Federal Reserve Bank of Philadelphia. <https://www.philadelphiafed.org/-/media/frbp/assets/consumer-finance/discussion-papers/dp21-01.pdf>
- Labasano, A. (2020). Incidence of Depression, Anxiety and Stress Among Senior High School Students. *SSRN Electr J.* (2020). Doi. 10.13140/RG.2.2.20298.24009
- Liu, X., Fan, W., Ge, S., Ma, L., Ping, Z., Zhang, Z., ... & Li, H. (2024). Relationship between benefit finding and volunteer motivation among nursing students: The

- mediating role of perceived social support. *Nurse Education Today*, 139, 106193.
<https://www.sciencedirect.com/science/article/abs/pii/S0260691724001035>
- Madhu, N. (2019, August 9). What You Can Do about the Problems College Students Face | University of the People |. University of the People.
<https://www.uopeople.edu/blog/problems-college-students-face/>
- Mahasneh, A. M. (2022). The Relationship between Subjective Well-being and Social Support among Jordanian University Students. *Psychology in Russia: State of the Art*, 2, 53–64. <https://doi.org/10.11621/pir.2022.0204>
- Mayfield, S. D. (2022). Community College Student Fees: What They Pay For, Why They Grow, and How They Affect Students (Doctoral dissertation, University of Georgia). <https://tinyurl.com/mprafph7>
- Maymon R, Hall NC, Harley JM. (2019). Supporting first-year students during the transition to higher education: The importance of quality and source of received support for student well-being. *Student Success*. 2019;10(3):64.
doi: 10.5204/ssj.v10i3.1407.
- McCloud T, Bann D. (2019). Financial stress and mental health among higher education students in the UK up to 2018: rapid review of evidence. *J Epidemiol Community Health* 2019; 73(10): 977–984.
- McLean, L., Gaul, D., & Penco, R. (2023). Perceived social support and stress: A study of 1st year students in Ireland. *International Journal of Mental Health and Addiction*, 21(4), 2101-2121.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8791695/>
- Mohd, T. A. M. T., Yunus, R. M., Hairi, F., Hairi, N. N., and Choo, W. Y. (2019). Social support and depression among community dwelling older adults in Asia: A systematic review. *BMJ Open* 9, e026667. doi: 10.1136/bmjopen-2018-026667
- Molinillo, S., Anaya-Sánchez, R., & Liébana-Cabanillas, F. (2020). Analyzing the effect of social support and community factors on customer engagement and its impact on loyalty behaviors toward social commerce websites. *Computers in Human Behavior*, 108, 105980.
<https://www.sciencedirect.com/science/article/abs/pii/S074756321930144X>
- Perna, L. W. (Ed.). (2023). *Understanding the working college student: New research and its implications for policy and practice*. Taylor & Francis.
<https://shorturl.at/c2NKQ>
- Philippine Information Agency (2023, July 11). Mayor Oaminal bares programs for Ozamiznons. PIA. <https://shorturl.at/NhXFB>
- Popirtac, F. (2021, August 25). Why is Student Wellbeing important? Spark Generation.
<https://spark.school/why-is-student-wellbeing-important/>
- Putra, A. H., & Fauziah, F. (2022). Guidance and counseling in universities to support merdeka campus program. *KONSELI: Jurnal Bimbingan dan Konseling* (E-Journal), 9(2), 141-148.
<https://ejournal.radenintan.ac.id/index.php/konseli/article/view/14036>
- Quinco, D., Celestiano, R. E., & Nancy, M. (2021, July 25). Minimum Wages and Wages in Ozamiz City: Living Wages? ResearchGate; unknown.
https://www.researchgate.net/publication/353445712_Minimum_Wages_and_Wages_in_Ozamiz_City_Living_Wages

- Ruggeri, K., Garcia-Garzon, E., Maguire, Á., Matz, S., & Huppert, F. A. (2020). Well-being is more than happiness and life satisfaction: a multidimensional analysis of 21 countries. *Health and Quality of Life Outcomes*, 18(1). <https://doi.org/10.1186/s12955-020-01423-y>
- Scardera S, Perret LC, Ouellet-Morin I, et al. Association of Social Support During Adolescence With Depression, Anxiety, and Suicidal Ideation in Young Adults. *JAMA Netw Open*. 2020;3(12):e2027491. <https://jamanetwork.com/journals/jamanetworkopen/article-abstract/2773539>
- Scholarship America, S. (2019, October 23). Financial Stress Prevents College Students from Graduating. What Can We Do? - Scholarship America. Scholarship America. <https://scholarshipamerica.org/blog/financial-stress-prevents-college-students-from-graduating-what-can-we-do/>
- Scott-Clayton, J., & Zafar, B. (2019). Financial aid, debt management, and socioeconomic outcomes: Post-college effects of merit-based aid. *Journal of Public Economics*, 170, 68-82. <https://www.sciencedirect.com/science/article/abs/pii/S0047272719300076>
- Son D, Padilla-Walker LM. (2019). Happy helpers: A multidimensional and mixed-method approach to prosocial behavior and its effects on friendship quality, mental health, and well-being during adolescence. *J Happiness Stud*. 2019;21(5):1705–23.
- Study Website (2023). Social Support | Definition, Theory & Examples Video. (2023). Social Support | Definition, Theory & Examples - Lesson | Study.com. Study.com. <https://study.com/learn/lesson/social-emotional-support-theory-examples-benefits.html>
- Swiecka, B., Yeşildağ, E., Özen, E., & Grima, S. (2020). Financial literacy: The case of Poland. *Sustainability*, 12(2), 700. <https://www.mdpi.com/2071-1050/12/2/700>
- TimelyCare. (2023). Mental Health, Recession and Mass Shootings Among College Students' Top Concerns in 2023 - TimelyCare. <https://timelycare.com/college-students-top-concerns-2023/?cat=news>
- Upadhyay, B. (2023). Stretching the border: living in complementary and contradictory spaces. *Cultural Studies of Science Education*, 18(2), 447-463. <https://link.springer.com/article/10.1007/s11422-023-10182-3>
- Villarreal, K. C. (2023). Parental warmth and affection as a protective factor against adolescent risky behavior (Doctoral dissertation). <https://twu-ir.tdl.org/items/f78f3e51-a698-4bdd-b292-987e57152efb>
- Vhalery, R., Leksono, A. W., & Irvan, M. (2018). Factors that Influence the Allowance Management. *Behaviour*, 876(1,000), 0-718. <https://shorturl.at/hHXUZ>
- Watson, R. J., Grossman, A. H., and Russell, S. T. (2019). Sources of social support and mental health among LGB youth. *Youth Soc*. 51, 30–48.
- World Health Organization (2021). Promoting well-being. Who.int. <https://www.who.int/activities/promoting-well-being>
- Zulfaris, M. D., Mustafa, H., Mahussin, N., Alam, M. K., & Daud, Z. M. (2020). Students and money management behavior of a Malaysian public university. *The*

Journal of Asian Finance, Economics and Business, 7(3), 245-251.
<https://onlinelibrary.wiley.com/doi/abs/10.1111/ijcs.12408>

Appendix A**SOCIAL SUPPORT QUESTIONNAIRE***(Researcher-made Questionnaire)*

Instructions: Read each statement carefully. Indicate how you feel about each statement.

1= Never 2= Rarely 3= Sometimes 4= Often 5= Always

Constructs/Indicators	5	4	3	2	1
A. Guidance and Counseling					
1. I talk with One Family, One Professional Program officials about school requirements.					
2. The One Family, One Professional Program staffs answer my questions and worries about school and life.					
3. I can get help when I need it, especially during tough times like exams or personal problems.					
4. They give me info and tips on where to get help, both in school and outside, when I need it.					
5. I can easily chat with One Family, One Professional Program officials whenever I need advice or help.					
B. Peer Support Initiatives					
6. I join groups or programs led by One Family, One Professional Program folks.					
7. I meet and talk with classmates who are going through the same stuff or have similar goals.					
8. I take part in activities that help me grow, both academic and as a person.					
9. I feel okay asking for help from friends and classmates.					
10. I feel good knowing I have friends and programs that make me feel like I belong and help me stay strong					
C. Community Engagement Opportunities					
11. I do volunteer work or community projects set up by One Family, One Professional Program officials.					
12. I work on projects that help my community.					
13. The One Family, One Professional Program gives me shout-outs and thanks when I help out in the community.					

14. I merge community service with my academic work with the support and direction of One Family, One Professional Program administrators.					
15. I see how helping out in my community makes me grow and feel more responsible.					
D. Financial Assistance					
16. I get help with money from the One Family, One Professional Program to ease my financial worries especially on school fees.					
17. I trust that scholarships and financial assistance are given out fairly and openly by the One Family, One Professional Program.					
18. The One Family, One Professional Program makes sure I get financial help for my studies when I need it.					
19. I learn how to handle my finance better.					
20. I am provided with school supplies from the One Family, One Professional Program to help me do better in school.					

Appendix B**FINANCIAL STABILITY QUESTIONNAIRE***(Researcher-made Questionnaire)*

Instructions: Read each statement carefully. Indicate how you feel about each statement.

1=Never 2=Rarely 3=Sometimes 4=Often 5= Always

Constructs/Indicators	5	4	3	2	1
A. Sufficient Allowance					
1. I always have enough money to pay for everything I need.					
2. I get extra money from scholarships, grants, or financial aid to help with my expenses.					
3. My family provided me enough money for the things I need.					
4. I sometimes do extra work to make sure I have enough money.					
5. I make sure I have enough money for allowances not just for school fees but also for things like rent, food, and transport.					
6. I can pay my rent without spending too much of what I earn or get as allowance.					
7. I have enough money to pay for my bills and utilities like water and electricity, and what I spend on transport, are easy to manage.					
8. I make careful financial plans for necessities like groceries so that I never go without food.					
9. I can have fun and relax without worrying about running out of money for important things.					
10. I feel comfortable and safe with how I manage my money and my daily needs.					
B. Adequate Savings					
11. I have money set aside for emergencies so I'm ready for unexpected circumstances.					
12. I put some money away from what I earn regularly to save up for future needs.					
13. I have sufficient money left after paying for everything, so I save it for later.					

14. I monitor how my savings grow to make sure I'm staying financially secure.					
15. I'm good at handling money and can manage even when things don't go as planned.					
16. I join classes or talks about money to learn how to handle it better.					
17. I use apps or tools to keep track of what I spend and save so I can plan better.					
18. I can talk to someone or get advice when I need help with money matters.					
19. I find useful info online about money, like how to save or spend smartly.					
20. I connect with friends or programs where we talk about money and help each other with ideas.					

Appendix C**STUDENT BENEFICIARIES' WELL-BEING QUESTIONNAIRE**

(Researcher-made Questionnaire)

Instructions: Read each statement carefully. Indicate how you feel about each statement.

1=Never 2=Rarely 3=Sometimes 4=Often 5= Always

Constructs/Indicators	5	4	3	2	1
1. I feel motivated to excel academically because of the support provided by the scholarship program.					
2. The scholarship program has reduced financial stress related to my education.					
3. The scholarship program has provided me with access to resources (e.g., textbooks, study materials) that enhance my academic performance.					
4. I feel confident in my ability to pursue my educational goals because of the financial assistance provided by the scholarship program.					
5. I feel confident in my ability to pursue my educational goals because of the financial assistance provided by the scholarship program.					
6. The scholarship program has positively influenced my overall academic experience.					
7. I feel a sense of relief and security knowing that I have financial support through the scholarship program.					
8. The scholarship program has reduced my worries about finances, allowing me to focus more on my studies and personal growth.					
9. I feel a sense of pride and gratitude as a beneficiary of the scholarship program.					
10. The scholarship program has positively impacted my overall emotional well-being.					
11. I feel supported and valued by the scholarship program, which contributes to my overall happiness and satisfaction.					
12. Considering both academic and emotional aspects, the scholarship program has significantly contributed to my overall well-being.					
13. I am satisfied with the support and benefits provided by the scholarship program.					

INFORMED CONSENT FORM

1. I volunteer to participate in the research undertaking to be conducted by *Emarie Eunice B. Guaresma, and Justine P. Vapor* from the College of Education, Misamis University. I understand that the research is designed to gather information about the **well-being of student beneficiaries of Asenso Pamilya: One Family, One Professional Program in relation to their social support and financial stability**. I will be one of the participants who will be surveyed for this research.
2. My participation in this research is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one will be told.
3. This research will involve my participation. I understand that most questions will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the survey session, I have the right to decline to answer any question or to end the survey.
4. The survey will last approximately 10-15 minutes in the Google Form.
5. I understand that the information to be gathered will be treated with confidentiality. I will not be identified in the paper. Only the researchers and their adviser will have access to the data of the research.
6. I understand that this research has been reviewed and approved by the College of Education of Misamis University.
7. I have read and understood the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
8. I have been given a copy of this consent form.

Participant's Signature

Date

For further information, please contact:

Emarie Eunice B. Guaresma (09512578183/ emarieeuniceg@gmail.com)

Justine P. Vapor (09383071558/ justinevapor11@gmail.com)

CURRICULUM VITAE**PERSONAL DATA**

Name : Emarie Eunice B. Guaresma
Address : P-2 Labo Ozamiz City, Misamis
Occidental
Date of Birth : February 24, 2003
Place of Birth : Ozamiz City, Misamis Occidental
Sex : Female
Civil Status : Single
Parents : Mr. & Mrs. Eddie A. Guaresma

**EDUCATION**

College : Bachelor of Secondary Education Major in Social Studies
Misamis University
Ozamiz City, Misamis Occidental

Secondary : Senior High School
Labo National High School
Labo Ozamiz City, Misamis Occidental
2020-2021

Junior High School
Labo National High School
Labo Ozamiz City, Misamis Occidental
2018-2019

Elementary : Labo Central School
Labo Ozamiz City, Misamis Occidental
2014-2015

CURRICULUM VITAE

PERSONAL DATA

Name : Justine P. Vapor

Address : P-4 Aguada Ozamiz City, Misamis Occidental

Date of Birth : March 11,2000

Place of Birth : Ozamiz City, Misamis Occidental

Sex : Female

Civil Status : Single

Parents : Mr. & Mrs. Marcelo P. Vapor

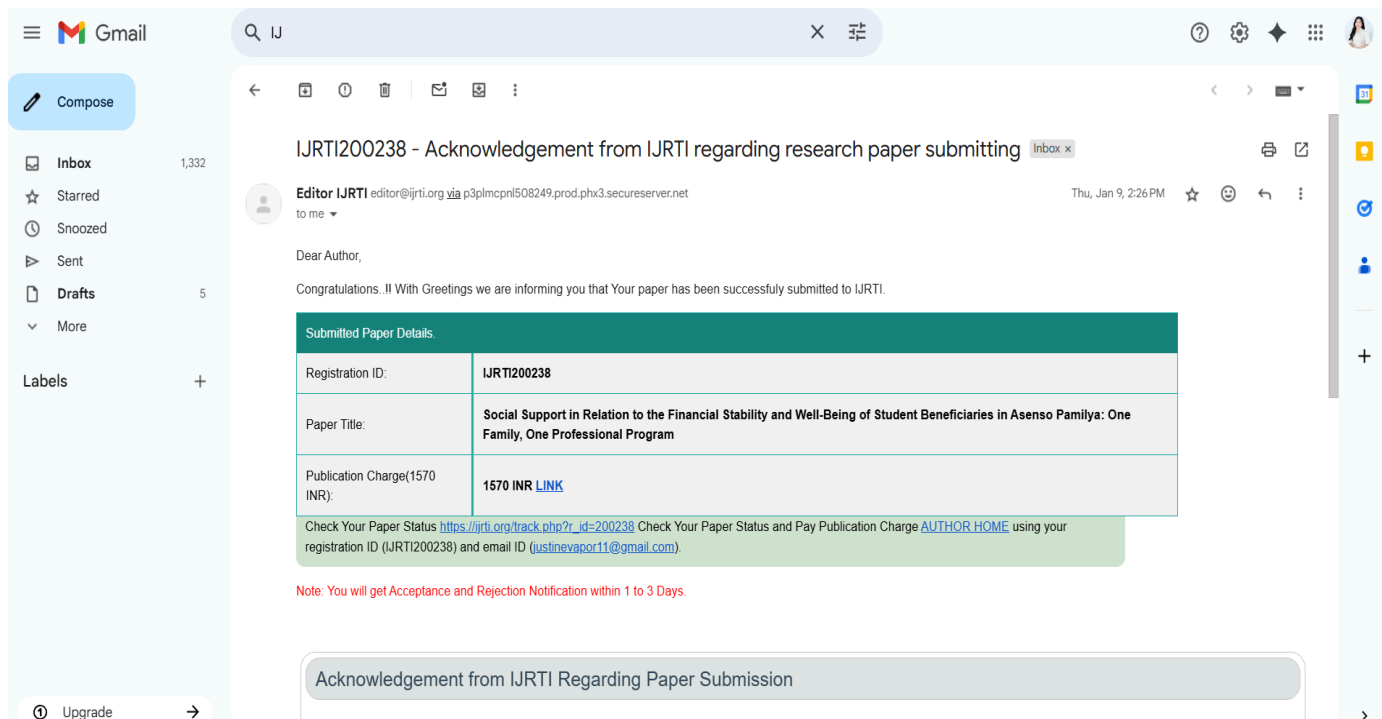


EDUCATION

College	:	Bachelor of Secondary Education Major in Social Studies Misamis University Ozamiz City, Misamis Occidental
Secondary	:	Senior High School Misamis University Ozamiz City, Misamis Occidental 2019-2020 Junior High School Ozamiz City National High School Ozamiz City, Misamis Occidental April 2017-2018
Elementary	:	Andrea D. Costonera Elementary School Ozamiz City, Misamis Occidental March 2012-2013



Emails from submission to acceptance



IJRTI200238 - Acknowledgement from IJRTI regarding research paper submitting

Editor IJRTI editor@ijrti.org via p3plmcpnl508249.prod.phx3.secureserver.net to me Thu, Jan 9, 2:26 PM

Dear Author,

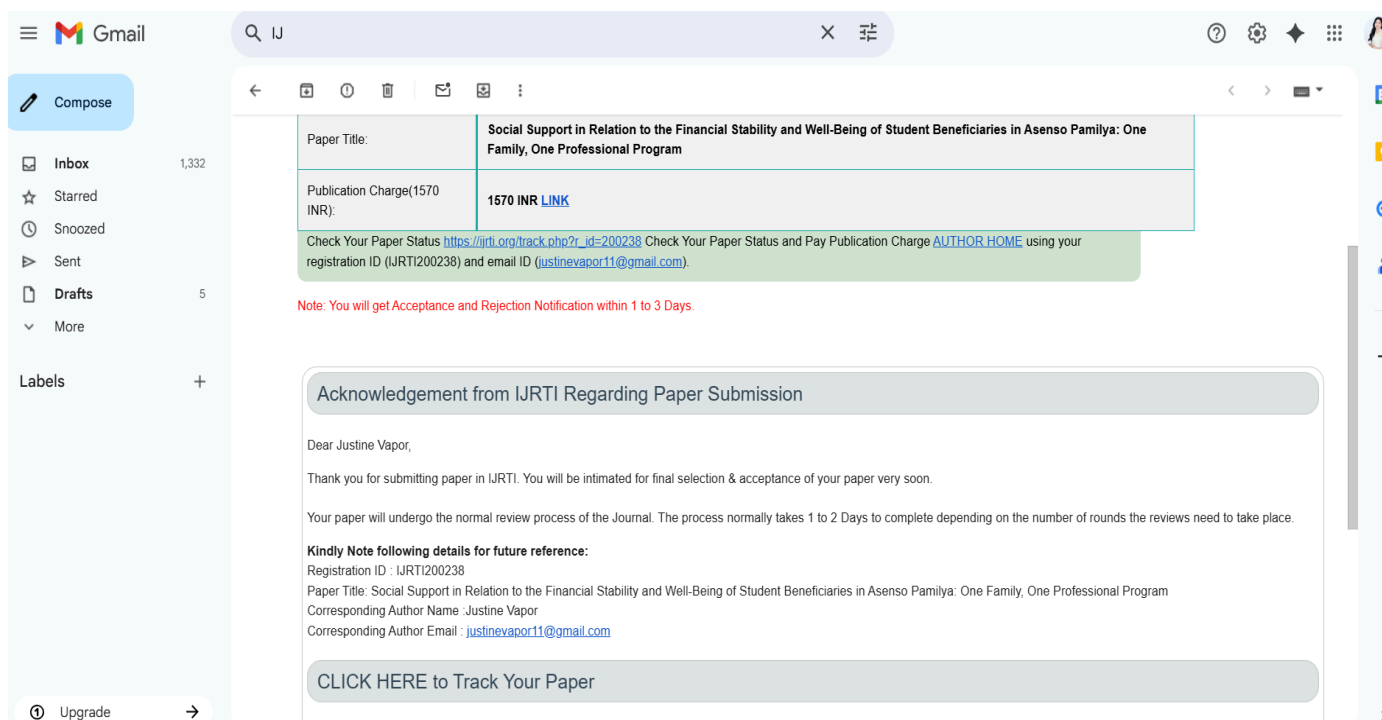
Congratulations.!! With Greetings we are informing you that Your paper has been successfully submitted to IJRTI.

Submitted Paper Details:	
Registration ID:	IJRTI200238
Paper Title:	Social Support in Relation to the Financial Stability and Well-Being of Student Beneficiaries in Asenso Pamilya: One Family, One Professional Program
Publication Charge(1570 INR):	1570 INR LINK

Check Your Paper Status https://ijrti.org/track.php?r_id=200238 Check Your Paper Status and Pay Publication Charge [AUTHOR HOME](#) using your registration ID (IJRTI200238) and email ID (justinevapor11@gmail.com).

Note: You will get Acceptance and Rejection Notification within 1 to 3 Days.

Acknowledgement from IJRTI Regarding Paper Submission



Acknowledgement from IJRTI Regarding Paper Submission

Dear Justine Vapor,

Thank you for submitting paper in IJRTI. You will be intimated for final selection & acceptance of your paper very soon.

Your paper will undergo the normal review process of the Journal. The process normally takes 1 to 2 Days to complete depending on the number of rounds the reviews need to take place.

Kindly Note following details for future reference:

Registration ID : IJRTI200238
 Paper Title: Social Support in Relation to the Financial Stability and Well-Being of Student Beneficiaries in Asenso Pamilya: One Family, One Professional Program
 Corresponding Author Name :Justine Vapor
 Corresponding Author Email : justinevapor11@gmail.com

[CLICK HERE to Track Your Paper](#)

Paper ID: IJRTI 200238 Acceptance Notification and Review Result of Your Paper | IJRTI | TITLE: Social Support in Relation to the Financial Stability and Well-Being of Student Beneficiaries in Asenso Pamilya: One Family, One Professional Program. Your Email id: justinevapor11@gmail.com

IJRTI Research Journal <editor@ijrti.org> to me

Thu, Jan 9, 6:41 PM

WhatsApp
+919898157873
 editor@ijrti.org
 IJRTI

International Journal for Research Trends and Innovation - (IJRTI)
International Peer Reviewed & Refereed Journals, Open Access Journal
 ISSN: 2456-3315 | Impact factor: 8.14 | ESTD Year: 2016
 Scholarly open access journals, Peer-reviewed, and Refereed Journals, Impact factor 8.14 (Calculate by google scholar and Semantic Scholar | AI-Powered Research Tool) , Multidisciplinary, Monthly, Indexing in all major database & Metadata, Citation Generator, Digital Object Identifier(DOI)

Dear Author, Congratulation!!!
 Your manuscript with Registration/Paper ID: **200238** has been **Accepted** for publication in the International Journal for Research Trends and Innovation (IJRTI) | IJRTI.ORG | ISSN: 2456-3315 | International Peer Reviewed & Refereed Journals, Open Access Online and Print Journal.

IJRTI Impact Factor: 8.14

IJRTI Impact Factor: 8.14
 Check Your Paper Status: track.php

Your Paper Review Report :

Registration/Paper ID:		200238		
Title of the Paper:		Social Support in Relation to the Financial Stability and Well-Being of Student Beneficiaries in Asenso Pamilya: One Family, One Professional Program		
Unique Contents:	94% (Out of 100)	Paper Accepted:	Accepted	Overall Assessment (Comments): Reviewer Comment store in Online RMS system
Publication of Paper:		Paper Accepted. Please complete payment and documents process. Paper will be published Within 01-02 Days after submission of payment proof and documents to editor@ijrti.org . Complete below Step 1 and 2		
Publication/Article Processing Fees				
Indian Author		Foreign/International Author		
₹ 1570 INR		\$ 59 USD		
STEP 1: Pay Publication Fees for Indian Author				