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Relación entre apoyo social perceptivo y resiliencia en estudiantes de 5° de secundaria comunitaria productiva de la Unidad Educativa Illimani en la gestión 2024

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Abstract

The research describes the relationship between perceived social support and resilience in 104 adolescent students from the 5th year at Productive Community Secondary School in Illimani Educational Unit, El Alto, La Paz department. The main objective was to describe the relationship between perceived social support and student resilience, hypothesizing that both variables are positively related. A quantitative approach was employed, with a non-experimental and correlational design. The instruments used for data collection were the Social Support Appraisal Scale (EAAS) and the Resilience Inventory (IRES). The results revealed positive and statistically significant correlations between perceived social support and resilience (r=0,359**), supporting the proposed hypothesis. This suggests that as the perception of social support increases, a corresponding increase in the level of student resilience is observed, considering that social support contributes to the development of resilience in adolescents. Additionally, a moderate and highly significant positive correlation was observed between the dimension of "other people" and student resilience. 54.8% of the students reported a mid-level of perceived social support, while 62.5% showed a high level of resilience. These findings highlight the importance of having strong support networks for the development of resilience in adolescents. The research emphasizes the relevance of fostering and strengthening social support to promote optimal psychological and emotional growth.

Resumen

La investigación describe la relación entre apoyo social percibido y resiliencia en 104 estudiantes adolescentes de 5to de secundaria comunitaria productiva de la Unidad Educativa Illimani de la ciudad de El Alto, departamento de La Paz. El objetivo principal fue describir la relación entre el apoyo social percibido y la resiliencia de los estudiantes, planteándose la hipótesis de que ambas variables están positivamente relacionadas. Se empleó un enfoque cuantitativo, con un diseño no experimental y correlacional. Los instrumentos utilizados para la recolección de datos fueron la Escala de Apreciación de Apoyo Social (EAAS) y el Inventario de Resiliencia (IRES). Los resultados revelaron correlaciones positivas y estadísticamente significativas entre el apoyo social percibido y la resiliencia (r=0,359**), respaldando la hipótesis propuesta. Esto sugiere que, a medida que aumenta la percepción del apoyo social, se observa un incremento correspondiente en el nivel de resiliencia de los estudiantes, considerándose que el apoyo social contribuye al desarrollo de la resiliencia en los adolescentes. Además, se observó una correlación positiva moderada y altamente significativa entre la dimensión de "otras personas" y la resiliencia de los estudiantes. El 54,8% de los estudiantes reportó un nivel medio de apoyo social percibido, mientras que el 62,5% mostró un alto nivel de resiliencia. Estos hallazgos subrayan la importancia de contar con redes de apoyo sólidas para el desarrollo de la resiliencia en adolescentes. La investigación resalta la relevancia de fomentar y fortalecer el apoyo social para promover un crecimiento psicológico y emocional óptimo.

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INTRODUCTION

The term adolescence has its origin in the Latin verb "adolescere", associated with the concept of suffering. This word has two meanings: one related to the presence of imperfections or defects, and another that refers to the process of growth and maturation (Güemes, et al., 2017). This name refers to the stage of life that extends between puberty and youth, a period in which the individual continues his process of growth and development (Cortellazzo, et al., 2004).

Adolescence is considered a vital transition between childhood and adulthood, characterized by profound physical, psychological, emotional and social changes (Güemes, et al., 2017). During this period, the skills and abilities necessary for adult life are gradually acquired. However, young people have not yet fully developed all the personal resources to cope with the various pressures, both internal and external, that arise in their environment during this transition stage (Barcelata, 2015).

In this context, social support and resilience emerge as key aspects that can contribute to a successful transition to adulthood. These two variables will be explored in detail below.

According to Manzano (2014), Aristotle stated that, from birth, human beings depend on others to survive and develop, which underlines their social nature. Likewise, Sánchez (2002) points out that, throughout life, human beings are immersed in different social groups, from the family to the community where they live.

Villalba (1993) highlights that these groups form social support networks, which offer material, emotional or instrumental help; thus contributing to general well-being. This contribution facilitates the effective management of adverse situations, especially in the adolescents' context.

Social support is presented through family, friends and other important people in life, varying from one individual to another, considering variables such as gender, age, type of family and the context in which the adolescent develops (Barcelata, 2015).

According to Cohen and Willis (1985), cited by Barcelata (2015), they argue that perceived social support refers to the perception that people have about the availability of resources and the support provided by their close social network. The diversity of contexts and measurements makes it difficult to uniformly conceptualize social support, especially when seeking to contrast the results obtained or the effects it has on people.

The social environment influences adolescents in a positive or negative way (Manzano, 2015). During this stage, perceived social support acquires significant relevance, since having solid support networks can significantly improve the ability to face challenges. Feeling that there are people who listen to you and

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provide emotional support contributes to strengthening resilience and promoting healthy psychosocial development.

According to Uriarte (2005), the term resilience originally comes from the field of engineering, where it is used to describe the ability of certain materials to withstand impacts and recover their original form after having been subjected to strong pressures. In the context of social sciences, Cyrulnik (2007) defines resilience as the capacity of individuals to succeed, live and develop positively in a socially acceptable way, despite fatigue or adversity. This capacity is highlighted as an ability of people to develop psychologically in an optimal way.

Resilience is a dynamic and changing capacity that follows different patterns depending on the stage of life, manifesting itself in different ways throughout the life cycle (Gonzales, 2016). According to Munist et al. (1998), resilience is based on the interaction between the person and the environment; therefore, it is not fixed, but is shaped and adapted to the different circumstances and stages that a person goes through. This implies that resilience manifests itself in different ways depending on the age, context and specific adversities faced.

Resilience is defined as the ability to adapt and recover from adverse circumstances, while perceived social support refers to how a person perceives and values the support resources available in their social environment. Both elements are fundamental for the emotional well-being and adolescents' healthy development during this critical stage of their lives (Barcelata, 2015).

Barra and Méndez (2008) state that family environment exerts a significant influence on various aspects of children's development, including their ability to adapt and their psychological well-being. According to Cardoso and Verner (2008), as cited in Canazas et al. (2020), coping with potential risk situations requires a combination of factors at the individual, social and family levels. This joint contribution of the three areas is known as social support, which is recognized as an element that promotes the development of resilience and plays a protective role in stressful circumstances.

Among the pioneering and influential research that laid the groundwork for examining the relationship between resilience and social support, the longitudinal study conducted by Emmy Werner and Ruth Smith between 1982 and 1992 on the island of Kauai, Hawaii, stands out. This work identified factors that contributed to the development of resilience during childhood and adolescence, one of them being social support from family, community, and external networks that fostered the development and capacity for resilience (Muñoz-Silva, 2012).

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Numerous scientific studies have been carried out exploring the relationship between perceived social support and resilience in various population groups. In Latin America, some research stands out, such as that carried out by Coppari et al. (2018) in Paraguay. This study focused on establishing the relationship between perceived social support and resilient disposition. The design was comparative and correlational, involving 1,334 adolescents between 12 and 18 years old. Two instruments were used: the Social Support Appreciation Scale and the Resilience Inventory. The results showed that there is no correlation between social support and resilient disposition in the population studied, which suggests the need to investigate other variables related to social support and resilient disposition.

On the other hand, Canazas et al. (2020) investigated the relationship between resilience levels and perceived social support in 282 adolescents between 12 and 19 years of age from the Ayaviri district, Peru. Instruments such as the Wagnild and Young Resilience Scale and the Multidimensional Scale of Perceived Social Support were used. The results showed a significant relationship between both variables, indicating that the participants present mid-levels of social support and resilience.

Similarly, Cusman (2022) had as its main objective to examine the relationship between perceived social support and resilience levels in 134 adolescents from Lima, aged between 12 and 17 years. Instruments such as the Connor-Davidson Resilience Scale 10 and the Multidimensional Scale of Perceived Social Support were used, finding a significant correlation between the dimensions of social support and resilience. The friends dimension showed the strongest correlation with resilience and it was identified that the participants have a low level of resilience.

In the Bolivian context, although no research has been identified that directly addresses the relationship between these two variables, there are relevant studies focused on analyzing resilience during the adolescent stage.

Conde's (2019) research aimed to identify the degree of relationship between parenting styles and resilience in 20 adolescents aged 16 and 18 from the Sagrados Corazones B Alternative Education Center in La Paz. The study was designed as correlational and used instruments such as the Schaeffer Parenting Modes Questionnaire and the Mexican Resilience Scale. The results revealed a positive relationship between both variables, highlighting the maternal influence on the development of adolescent resilience. Likewise, it was observed that the social support provided by friends was the most developed factor related to resilience capacity in the population studied.

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On the other hand, Villarroel (2020), using a cross-sectional and correlational research design, sought to identify the relationship between resilience and academic performance in 25 adolescents between the ages of 17 and 19, students of the Nuestra Señora de Itati Educational Unit in La Paz. Instruments such as the Resilience Scale (RESI-T) and the Record of Grades were used. The results of this study failed to establish a relationship between the variables. Although some students showed high levels of resilience, this did not necessarily correspond to good average academic performance, and vice versa. However, the outcomes revealed that the participants presented high levels of resilience, reaching 83% in this capacity. Among the factors that contribute to this resilience, social support was the most prominent, representing 55%. This suggests that students tend to rely on their peers when faced with conflicting or challenging situations.

Resilience is crucial for adolescents, as it enables them to adapt and manage appropriately, even when faced with adverse, stressful situations or risk factors such as poverty (Barcelata, 2015). The ecological approach, on the other hand, highlights that both personal and environmental and contextual factors are important for resilience, including social and family support networks (Bronfenbrenner, 1987).

Resilience and social support are fundamental protective factors that help adolescents to more effectively face the challenges inherent to this stage of development. Under this criterion, this work will contribute to the scientific field by providing knowledge that allows optimizing and developing programs and strategies aimed at promoting support networks and resilient profiles during adolescence.

The objective of this research is to describe the relationship between perceived social support and the resilience of 5th year productive community secondary school students at the Illimani Educational Unit in 2024. To this end, strategies are proposed that enable the achievement of the general objective and support its more detailed and precise description. These strategies include determining family impact on students' resilience, establishing the influence of friends and students' resilience, and identifying others´ influence on students' resilience. In addition, it is planned to evaluate the level of perceived social support and student's resilience to complement the analyses carried out.

The study seeks to determine whether there is a correlation between the perception of social support and resilience. It is hypothesized that both variables are positively related, implying that students who perceive greater social support would also have higher levels of resilience.

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METHOD

The research was developed under the positivist paradigm, with a quantitative approach based on the collection and analysis of numerical data. For this study, a non-experimental design was adopted, since variables were not manipulated nor were environmental conditions altered. In addition, a descriptive and correlational study was used, since the main objective was to describe the relationship between perceived social support and resilience among students (Hernández, et al., 2014).

The study population consisted of a total of 104 students, of both genders, aged between 15 and 18 years. These students were in the 5th grade at the Productive Community secondary level in the "Illimani" Educational Unit, located in district 3 of the El Alto city.

To carry out this study, two instruments were used and validated in the adolescent population. These psychometric instruments allow obtaining reliable measurements of the constructs of perceived social support and resilience at this stage of development. Each of them is briefly described below.

The Social Support Appraisal Scale "EAAS" (Martinez, 2004), adapted from Cobb's Social Support Appraisal Scale (1976), is an instrument used to measure the appreciation of social support perceived by the person being evaluated. It consists of 23 items with 4-point Likert-type response options, where 4 is "strongly agree" and 1 is "strongly disagree." These are organized into three dimensions: 8 items for Family, 7 for Friends and 8 for others (other people). The instrument reports a Cronbach's alpha of 0.80 in its original version and 0.77 in the adapted version.

On the other hand, the Resilience Inventory "IRES" (Gaxiola, et al., 2011) is an instrument used to measure the level of resilience of the person being evaluated. This inventory consists of 24 items in ten dimensions: positive coping attitude, sense of humor, empathy, flexibility, perseverance, religiosity, self-efficacy, optimism and goal orientation. The items are evaluated with five response options, where 1 is "never" and 5 corresponds to "always". The instrument demonstrates high reliability with a Cronbach's alpha coefficient of 0.93 on the total scale and 0.65 to 0.95 for each of the dimensions in its original version.

The research process began with the instruments adaptation to the context and reality of the target population. Content validation was carried out by experts in the field, obtaining favorable and pertinent results for the instrument application. Data collection was carried out during class hours and in person. Previously, the necessary authorization was obtained from the administration of the educational unit. Finally, prior to data collection, the objectives and the study procedures were shared with the participants, obtaining informed consent for voluntary participation from the population.

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This guaranteed adequate preparation and authorization for the instruments application, as well as respect for the rights and participants voluntary participation.

Once the information was collected, the data were tabulated and organized in a database using the Statistical Package for Social Sciences 26.0 (SPSS) program. A detailed data statistical analysis was then carried out in order to examine the results obtained in depth.

RESULTS

The results are described below in accordance with the established objectives. Initially, the impact of the family on students' resilience was determined, as shown in Table 1. Subsequently, the influence of friends on students' resilience was established, the results of which are presented in Table 2. In addition, the influence of others on students' resilience was identified, as reflected in Table 3. Finally, the relationship between perceived social support and resilience was described, as detailed in Table 4.

Table 1. *Influence of the family on students' resilience*

Dimension		Resilience
Family	Pearson correlation	,223 [*]
	Next (bilateral)	0.02
	N	104

Note: The correlation is significant at the 0.05 level (two-tailed).

A significant positive correlation was observed between the family dimension and resilience ($r = 0.223$, $p < 0.05$). This result indicates that there is a statistically significant, although weak, relationship between perceived family social support and students' resilience capacity. The correlation bilateral significance suggests that as the family perception support increases, the students' resilience level also increases.

Table 2. *Influence of friends on students' resilience*

Dimension		Resilience
Friends	Pearson correlation	,228 [*]
	Next (bilateral)	0.02
	N	104

Note: The correlation is significant at the 0.05 level (two-tailed).

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The results revealed a significant positive correlation between the friends dimension and resilience ($r = 0.228$, $p < 0.05$). This result demonstrates the existence of a statistically significant, though weak, relationship between perceived social support from friends and students' resilience capacity. The correlation bilateral significance suggests that as the perception of support from friends increases, a corresponding increase in the level of students' resilience is observed.

Table 3. Influence of others on students' resilience.

Dimension		Resilience
Other people	Pearson correlation	,413 [**]
	Next (bilateral)	0
	N	104

Note: The correlation is significant at the 0.01 level (two-tailed).

A moderate and highly significant positive correlation was observed between the dimension of other people and students' resilience ($r = 0.413$, $p < 0.01$). This result demonstrates a statistically significant relationship between perceived social support from other people and students' resilience capacity. The two-sided significance at the 0.01 level indicates strong evidence of the association between these variables. The data suggest that as the support perception from other people increases, the level of students' resilience also increases.

Table 4. *Relationship between perceived social support and resilience*

Variable		Perceived social support	Resilience
Perceived social support	Pearson correlation	1	,359 [**]
	Next (bilateral)		0
	N	104	104
Resilience	Pearson correlation	,359 [**]	1
	Next (bilateral)	0	
	N	104	104

Note: The correlation is significant at the 0.01 level (two-tailed).

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The analysis of statistical data revealed a moderate and significant positive correlation between perceived social support and resilience ($r = 0.359$, $p < 0.01$). This finding indicates the existence of a statistically significant relationship between both variables. The bilateral significance at the 0.01 level provides strong evidence of the relationship between these variables. The results suggest that as the perception of social support increases, a corresponding increase in the level of students' resilience is observed. The correlation is consistent with the hypothesis raised, considering that social support contributes to the development of resilience in adolescents. With this result, the objective of the research is met.

The results corresponding to the levels of perceived social support (Table 5) and resilience (Table 6) in the sample studied are presented below. This descriptive information complements the correlational analyses previously presented and offers a broader context for the interpretation of the research results.

Table 5. *Level of perceived social support*

Perceived social support	fi	%
Low level	5	4.8
Intermediate level	57	54.8
High level	42	40.4
Total	104	100.0

Note: Categorization of perceived social support level.

The majority of adolescents, represented by 54.8%, reported mid-levels of perceived social support. This indicates that a considerable percentage perceive that they have a moderate degree of social support from their close social circles such as family, friends and other significant people. On the other hand, 40.4% of adolescents reported high levels of perceived social support, which suggests that this group feels that they receive sufficient support from their social circles. Finally, 4.8% of adolescents reported low levels of social support.

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Table 6. *Level of resilience*

Resilience	fi	%
Low level	3	2.9
Intermediate level	36	34.6
High level	65	62.5
Total	104	100.0

Note: Resilience level categorization

62.5% of adolescents had a high level of resilience, which is above average. This indicates that most adolescents have the capacity to cope with and adapt to adverse situations. 34.6% scored an average level of resilience and, finally, 2.9% recorded low levels of resilience. This result suggests that only a small percentage would have difficulties in coping and adapting.

DISCUSSION

The main objective of this research was to identify the relationship between perceived social support and resilience in 5th grade students at productive community secondary school in Illimani Educational Unit. The results revealed a significant positive correlation between perceived social support and students' resilience. This relationship confirms the hypothesis stated, which suggests that adolescents who perceive greater social support would also have higher levels of resilience. These findings are consistent with previous literature that has highlighted the crucial role of social support in the development of resilience during adolescence (Barcelata, 2015; Cyrulnik, 2007).

Similarly, these outcomes are consistent with previous studies conducted in Latin American contexts, such as those by Canazas et al. (2020) and Cusman (2022). These studies also found positive correlations between perceived social support and resilience in adolescent samples. The results obtained are supported by previous studies, such as those by Emmy Werner and Ruth Smith, who stated that factors such as social support from family and community networks fostered the development and capacity for resilience (Muñoz-Silva, 2012).

The present study demonstrated that there is a significant, though weak, positive correlation between the dimensions of perceived family social support and resilience. This finding is related to the research by Conde (2019), which showed that mothers have a greater influence on the development of resilience in their adolescent children. It is important to note that 56.7% of the students come from a nuclear family and 24%

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from a single-parent family (see Annex 6, Figure 1). Similarly, Barra and Méndez (2008), and Barcelata (2015) mentioned in other research that social aspects, such as family support, exert a greater influence on the development of resilience in adolescents.

Furthermore, the results showed a significant, though weak, positive correlation between the dimensions of perceived social support from friends and resilience. These results could be related to the results described by Cusman (2022), who identified that the friends dimension showed the strongest correlation with resilience.

On the other hand, the "other people" dimension showed a stronger correlation with resilience compared to the family and friends dimensions. This result suggests the importance of considering a broader spectrum of social relationships in the development of resilience, which aligns with Bronfenbrenner's (1987) ecological perspective, which emphasizes the relevance of diverse contexts in adolescent development. This result also aligns with that proposed by Canazas et al. (2020), who found that perceived social support from significant others showed greater statistical support. This preference could be attributed to the fact that, during adolescence, some adolescents tend to rely on social models outside the family nucleus.

However, the results obtained differ from those found by Coppari et al. (2018) in Paraguay, who found no correlation between social support and resilience. Despite a similar instrument, it is likely that the discrepancy lies in sociocultural and contextual differences.

Regarding the levels of perceived social support, the data show that the majority of students (54.8%) present mid-levels, followed by 40.4% with high levels. This suggests that most adolescents perceive a moderate to high degree of social support from their close circles. In relation to resilience, 62.5% of adolescents presented a high level, which is consistent with what was observed by Villarroel (2020) in La Paz, where high levels of resilience were reported.

The findings of this research support the importance of strengthening social support networks as a strategy to promote resilience in adolescents. This is particularly relevant considering that adolescence is a critical transition stage, as pointed out by Cortellazzo et al. (2004) and Barcelata (2015), where the development of competencies and skills for adult life is crucial.

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In the present research, positive and statistically significant correlations were found between the variables perceived social support and resilience, supporting the hypothesis stated. These findings were consistent with previous research that highlighted the correlation between these two variables in adolescents. The research achieved the established objectives and obtained valuable results; however, it is recommended to expand the present study, identifying other individual and community factors that may influence perceived social support and resilience.

The results highlight the importance of strengthening social support networks as a protective factor for the development of resilience during adolescence. Having trusted people who provide emotional support, guidance and accompaniment can make a difference in adolescents' ability to overcome adversity and challenges.

CONCLUSIONS

This study identified positive and statistically significant correlations between perceived social support and resilience in 104 adolescent students in the 5th year at Productive Community Secondary School in Illimani Educational Unit, thus fulfilling the established general objective. These results corroborate the hypothesis in this research, showing that students who perceive greater social support also have higher levels of resilience in the adolescent population studied.

Furthermore, different dimensions of social support, such as family, friends, and significant others, were found to be differentially associated with resilience. The dimension "other people" showed a stronger correlation with resilience compared to the family and friends dimensions, underlining the importance of considering a broad spectrum of social relationships in strengthening adolescent resilience, suggesting that future interventions should address not only the immediate family environment, but also adolescents' broader social networks.

Regarding perceived social support, most adolescents reported moderate to high levels of social support from their close circles. This result highlights the relevance of strengthening social support networks as a strategy to promote resilience during adolescence, a critical stage of development where the skills to cope with challenges and adversities are fundamental for future well-being.

The observed levels of resilience reflect that most adolescents have a high capacity to adapt and recover from adverse circumstances typical of this stage. However, a considerable percentage showed mid-levels of resilience, while a minority reported low levels.

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These results suggest the need to implement differentiated interventions that address the specific needs of students with mid and low levels of resilience, which may have greater difficulties in coping with the challenges of adolescence.

Confirmation of the importance of social support in adolescent resilience opens new lines of research on other individual and community factors that may influence this relationship. The results suggest that strengthening social support networks emerges as a fundamental protective factor for the development of resilience during adolescence, which has significant implications for educational practice and public policy.

There is a clear need to implement public policies and educational programs that promote positive social support environments for adolescents. A practical strategy could be the integration of these themes in the development of Productive Socio-Community Projects (PSP) in districts, networks or educational units, allowing not only to raise awareness in educational communities about the importance of these skills for the personal growth of students, but also to create opportunities for strengthening support networks.

Finally, it is important to acknowledge the limitations of the study, such as the sample size that limits the generalizability of the results. Longitudinal studies with larger samples are recommended to deepen the understanding of the dynamics between social support and resilience over time. Equally, future research could explore interventions designed to strengthen both social support and resilience in adolescents, evaluating their effectiveness in different cultural and socioeconomic contexts.

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